

COURSE OUTLINE

Revision: (Eric Gimness, Don Bissonnette, Kris Lysaker) July 2009

DEPARTMENT: Basic and Transitional Studies**CURRICULUM:** English as a Second Language**COURSE TITLE:** Life and Work Skills 3**COURSE NUMBER:** ESL 039**TYPE OF COURSE:** Non-credit ESL**COURSE LENGTH:** One Quarter**CREDIT HOURS:** Variable 1 to 12**LECTURE HOURS:** Variable 10 to 120**LAB HOURS:** 0**CLASS SIZE:** 35**PREREQUISITES:** Appropriate placement testing or enrollment in level 4 ESL

COURSE DESCRIPTION: This an intermediate ESL class which utilizes an integrated skills approach to language learning. This class is intended for students who understand and use limited, familiar oral and written phrases, statements and questions. The content focus is on workplace and survival English with a beginning focus on academic English. Career planning, workplace English, test-taking & study skills, interview skills, resume writing, and computer and math skills are examples of topics covered in this class. A variety of guest speakers, such as the financial aid and work training specialists from SSCC, the Seattle Public Library, and Medic One (for CPR/safety training) may be invited as guest lecturers. Health, finances, transitioning to college/training programs, and citizenship/civic rights may also be covered in this class.

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STUDENT LEARNING OUTCOMES ADDRESSED:

1. Communication – Read and listen actively to learn to communicate. Speak and write effectively for personal, academic, and career purposes.
2. Computation – Use arithmetic and other basic mathematical operations as required by program of study. Apply quantitative skills for personal, academic, and career purposes.
3. Human Relations – Use social interactive skills to work in groups effectively. Recognize the diversity of cultural influences and values.
4. Critical Thinking and Problem Solving – Think critically in evaluating information, solving problems, and making decisions.
5. Technology – Select and use appropriate technological tools for personal, academic, and career tasks.
6. Be motivated and able to continue learning and adapt to change. Value one's own skills, abilities, ideas, and art. Take pride in one's work. Manage one's personal health and safety. Be aware of civic and environmental issues.
7. Access and evaluate information from a variety of sources and contexts, including technology. Use information to achieve personal, academic, and career goals, as well as to participate in a democratic society.

GENERAL COURSE OBJECTIVES:

At the end of the course, students should be able to

1. understand the pricing system in America;
2. make informed product choices;
3. keep personal finances;
4. read maps and give and receive directions in English;
5. understand civic rights and responsibilities;
6. understand the requirements to receive citizenship;
7. make healthy food choices;
8. read nutrition labels;
9. navigate the medical system
10. learn and apply effective study skills;
11. learn test taking techniques
12. understand the transition process to college and university programs
13. navigate the internet information sources for current events;
14. use the internet for job search
15. complete a job application, resume, and cover letter;
16. perfect job interview skills;

17. understand workplace rights and responsibilities;
18. understand job benefits.

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TOPICAL OUTLINE:

- I. Consumerism
- II. Budgeting & Finances
- III. Maps / Directions
- IV. Civic Rights & Duties / Citizenship
- V. Health: Nutrition / Physical & Mental Well-being
- VI. Higher Education: Study-skills & Test-taking / Transitioning to Community College Technical & Vocational Training Programs, and Four-year University Programs
- VII. Current Events / Navigating Internet Information Sources
- VIII. Employment: Job Search / Completing Applications / Writing Resumes and Cover Letters / Interviewing Skills
- IX. Workplace Rights and Responsibilities: Problem-solving / Safety / Self-advocacy
- X. Benefits / Medical & Dental Insurance

Approximate Hours: 12 hours each week on each topic

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