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ABSTRACT

A draft of the Seminole Community College (Florida) school-to-work curriculum developed by the department of English for Speakers of Other Languages (ESOL) is presented. The curriculum emphasizes use of computers and computer-assisted instruction for learning English and is designed to help students develop practical, employment-related skills and workplace vocabulary. The first section delineates the specific language and thinking skills, personal qualities, and workplace competencies targeted in the curriculum. Subsequent sections outline courses for ESOL instruction at four proficiency levels: basic, beginning, intermediate, advanced, and intensive. Several courses in English for special purposes (accent reduction, computer skills, and business English) are also outlined briefly. Each course outline includes school-to-work objectives and specific reading, cultural, writing, grammar, speaking, and listening skills to be taught. Presentation notes for a school-to-work curriculum teacher training workshop and a list of computer and language laboratory materials used in the curriculum are also included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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SEMINOLE COMMUNITY COLLEGE

ESOL

**ENGLISH FOR SPEAKERS
OF OTHER LANGUAGES**



"Building School-to-Work into the Adult ESOL Curriculum"

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**SPECIAL EXPERIMENTAL, DEMONSTRATION,
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**SEMINOLE COMMUNITY COLLEGE
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES**

**"A MULTIMEDIA MODEL FOR ADULT ESOL EDUCATORS"
and
"BUILDING SCHOOL-TO-WORK INTO THE ADULT ESOL
CURRICULUM"**

INTRODUCTION

Enclosed is a draft of the Seminole Community College ESOL Department's Multimedia School-to-Work Curriculum. This model was developed during the 1995-96 and 1996-97 school years with the aid of a State of Florida Section 353 Grant. The project goals include: 1) developing an effective curriculum that places second language acquisition as the focus of instruction incorporating computer skills; 2) adding a comprehensive multimedia school-to-work component to all areas and at all levels of the adult ESOL curriculum in order to give students communicative and practical employability skills and workplace vocabulary; 3) providing an increase in computer and workplace related skills to the target population (adult education ESOL); 4) providing a computer-assisted curriculum with a focus on practical skills to increase student satisfaction and improve student retention; 5) providing training for adult ESOL educators in computer-assisted and school-to-work instruction.

The curriculum checklist is organized according to four proficiency levels: Level I - Basic, Level II - Beginning, Level III - Intermediate, and Level IV - Advanced. Each level is subdivided into four skills: Reading/Culture, Writing, Grammar, and Speaking/Listening. The multimedia component (lab) has been incorporated into each level and skill area. The School-to-Work objectives are listed at the beginning of each level section, as these competencies are meant to be incorporated and reinforced in all skill areas (e.g., STW objective "Getting a Job" would be covered in reading classified ads, writing a letter of application, and interviewing).

The ESOL Department Curriculum Checklist should not be used as an assessment tool for individual students. It is meant to give instructors an overview of the program and a range of material so that they may better plan their courses of instruction. It should also be used to help administrators and staff determine which physical resources, such as books, software, and other materials, are necessary to cover all the skill areas.

Wendy J. Allison
ESOL Faculty & Curriculum/Multimedia Developer

SCANS FRAMEWORK

You can help your students develop the following necessary skills for future academic and employment success by identifying the relevant SCANS skills and competencies that will be practiced during a particular classroom activity, then documenting those skills in your lesson plans and making them explicit to the students.

SCANS FOUNDATION SKILLS

BASIC SKILLS:

- ___ **READING** - locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules
- ___ **WRITING** - communicates thoughts, ideas, information, and messages in writing; creates letters, manuals, reports, graphs, and flow charts
- ___ **ARITHMETIC/MATHEMATICS** - performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques
- ___ **LISTENING** - receives, attends to, interprets, and responds to verbal messages and other cues
- ___ **SPEAKING** - organizes ideas and communicates orally

THINKING SKILLS:

- ___ **CREATIVE THINKING** - generates new ideas
- ___ **DECISION MAKING** - specifies goals and constraints, generates alternatives, considers risks, best alternative
- ___ **PROBLEM SOLVING** - recognizes problems and devises and implements plan of action
- ___ **SEEING THINGS IN THE MIND'S EYE** - organizes and processes symbols, pictures, graphs, objects, and other information
- ___ **KNOWING HOW TO LEARN** - uses efficient learning techniques to acquire and apply new knowledge and skills
- ___ **REASONING** - discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

PERSONAL QUALITIES:

- ___ **RESPONSIBILITY** - exerts high level of effort and perseveres toward goal attainment
- ___ **SELF-ESTEEM** - believes in own self-worth and maintains a positive view of self
- ___ **SOCIABILITY** - demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings
- ___ **SELF-MANAGEMENT** - assesses self accurately, sets personal goals, monitors progress, and exhibits self-control
- ___ **INTEGRITY/HONESTY** - chooses ethical courses of action

SCANS WORKPLACE COMPETENCIES

RESOURCE MANAGEMENT:

- TIME - selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules
- MONEY - uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
- MATERIALS and FACILITIES - acquires, stores, allocates, and uses materials or space efficiently
- HUMAN RESOURCES - assesses skills and distributes work accordingly, evaluates performance, and provides feedback

INTERPERSONAL SKILLS:

- TEAM WORK - contributes to group effort
- TEACHING - teaches others new skills
- SERVING CLIENTS/CUSTOMERS - works to satisfy customers' expectations
- LEADERSHIP - communicates ideas to justify position, persuades and convinces others
- NEGOTIATING - works toward agreements involving exchange of resources, resolves divergent interests
- WORKING WITH DIVERSITY - works well with people from diverse backgrounds

INFORMATION MANAGEMENT:

- ACQUIRES and EVALUATES INFORMATION (facts and data)
- ORGANIZES and MAINTAINS INFORMATION
- INTERPRETS and COMMUNICATES INFORMATION
- USES COMPUTERS to PROCESS INFORMATION

SYSTEMS MANAGEMENT:

- UNDERSTANDING SYSTEMS - knows how social, organizational, and technological systems work together
- MONITORING and CORRECTING PERFORMANCE - distinguishes trends, predicts impacts on system operations
- IMPROVING and DESIGNING SYSTEMS - suggests modifications to existing systems and develops new systems

TECHNOLOGY:

- SELECTING TECHNOLOGY - chooses procedures, tools, or equipment including computers and related technologies
- APPLYING TECHNOLOGY - understands overall intent and proper procedures for setup and operation
- MAINTAINING and TROUBLE-SHOOTING - prevents, identifies, or solves problems with equipment and technology

LEVEL I INTENSIVE

School-to-Work Objectives for Level I:

Identify and use appropriate language for:

- getting a job
- new on the job
- communication with co-workers and supervisors
- job performance
- small talk

READING/CULTURE I

- pronounce new words orally
 - identify the meanings of the new words
 - demonstrate an understanding of the new words in a daily review
 - be familiar with new words in order to understand them in context*
 - create short sentences using new vocabulary words from reading
 - rewrite sentences from reading materials to alter the meaning by changing the subject and vocabulary
 - identify the main characters or people of a paragraph
- demonstrate an understanding of the following:
- basic societal rules in American society
 - U.S. geography
 - U.S. government as it relates to society
 - basics of American culture

LAB:

- successfully complete *Rosetta Stone* Unit 2 reading tutorial
- successfully complete *English Discoveries* Basic 1 assigned reading lessons

WRITING I

- write legibly
- write the alphabet in legible capital and lower case letters
- write words in alphabetical order
- write basic personal information
- write the following:
 - year
 - days of the week
 - months
 - colors*
 - money

*Presented and/or reinforced in multimedia component

- ___ numbers from one to one-hundred twenty-one
- ___ capitalize the first letter of the first word of a sentence, pronoun "I", and the first letters in the names of persons*
- ___ rewrite sentences to alter the meaning by changing subject and vocabulary
- ___ write simple sentences using the new vocabulary

GRAMMAR I

Students will be able to identify and demonstrate an understanding of how to use the following:

- ___ alphabet*
- ___ numbers*
- ___ days*
- ___ months*
- ___ colors*
- ___ basic vocabulary*
- ___ subject pronouns*
- ___ verb "to be" - present tense*
 - ___ statements
 - ___ negatives
 - ___ questions/short answers
- ___ nouns*
 - ___ singular & plural
 - ___ count & non-count
 - ___ articles
- ___ verb "to have"
- ___ regular verbs - present tense*
 - ___ statements
 - ___ negatives
 - ___ questions/short answers
- ___ adverbs of frequency
- ___ verb "to be" - past tense*
 - ___ statements
 - ___ negatives
 - ___ questions/short answers
 - ___ contractions
- ___ other verbs - past tense*
 - ___ regular & some common irregular verbs
 - ___ statements
 - ___ negatives

*Presented and/or reinforced in multimedia component

- ___ questions/short answers
- ___ information questions - *what, when, where, who**
- ___ present progressive tense*
 - ___ statements
 - ___ negatives
 - ___ questions/short answers
- ___ future tense*
 - ___ statements
 - ___ negatives
 - ___ questions/short answers

SPEAKING/LISTENING I

- ___ orally identify objects
- ___ identify letters of the alphabet (capital and lower case)
- ___ identify numbers and number words 1-100*
- ___ identify days and months
- ___ tell time
- ___ identify and use money
- pronounce vocabulary for:
 - ___ health
 - ___ body*
 - ___ clothes*
 - ___ shapes*
 - ___ doing things*
 - ___ our community*
 - ___ our environment
 - ___ sport situations
 - ___ education*
 - ___ shopping situations*
 - ___ food*
 - ___ city, state, country*
 - ___ work
- ___ recognize and pronounce basic vocabulary and alphabet
- ___ identify and distinguish between singular/plural and questions/statements*
- ___ respond to basic questions and instructions
- ___ recognize and use basic vocabulary, structures, and formulaic expressions*
- ___ demonstrate basic social interaction skills

LAB:

- ___ successfully complete *Rosetta Stone* Unit 1 listening dictation and tutorial
- ___ successfully complete *English Discoveries* Basic 1 assigned listening/speaking lessons

*Presented and/or reinforced in multimedia component

LEVEL II INTENSIVE

School-to-Work Objectives for Level II:

Identify and use appropriate language for:

- company policies (punctuality)
- giving/following directions and instructions (demonstrating comprehension of multi-step directions)
- safety (signs and labels)
- interacting with co-workers (using first and last names, familiarity)
- interacting with supervisors (formal/informal forms of address)
- personalities and conflicts (getting along with co-workers)
- valued work behaviors/qualities (dependability, responsibility)
- job performance (quality of work, recognition of service)
- goal setting (short-term goals, evaluation of goal attainment)
- job training/continuing education (lifelong learning)

READING/CULTURE II

- demonstrate mastery of skills and concepts for Level I
- demonstrate literal comprehension skills by responding to oral or written questions about reading selections*
- find and state, in a simple way, the main idea of a paragraph and list supporting details of that main idea
- answer "wh" questions about sentences or paragraphs to demonstrate literal comprehension of the reading material
- guess the meaning of words from context*
- use correct pronunciation in oral reading*
- correctly locate U.S. states, capitals, and regions on maps*
- demonstrate an understanding of American customs, values, and holidays*
- identify and demonstrate a basic understanding of contributions of individual Americans to our society*
- understand basic principles of American government and the Constitution*

LAB:

- successfully complete *Rosetta Stone* Unit 4 reading tutorial
- successfully complete assigned lessons in *Word Attack 3* Beginning Adjectives, Nouns, Verbs 1-4

*Presented and/or reinforced in multimedia component

___ successfully locate and extract selected information in *Grolier Multimedia Encyclopedia* related to U.S. geography, government, and culture

WRITING II

___ demonstrate mastery of skills and concepts for Level I

Given instruction that includes examples, explanation, and exercises, students will:

compose grammatically correct sentences with correct word order, including:

- ___ subject-verb-object modifier
- ___ adverbials of place and time
- ___ adverbials of frequency
- ___ order of adjectives

compose simple sentences which are correctly punctuated and capitalized, including:

- ___ terminal punctuation and the comma in dates and addresses, a series, and compound sentences
- ___ capitalization will include proper nouns and adjectives
- ___ compose letters in both personal and business styles, using appropriate form
- ___ create simple paragraphs using the form of topic sentence, supporting statements, and concluding sentence, including:
 - ___ paragraphs in chronological order using simple transitions correctly
 - ___ paragraphs of description of people, places, things, processes, and events using basic modifiers correctly
 - ___ paragraphs that list reasons in the order of their importance

LAB:

___ produce written work using *Microsoft Word 6.0* basic word processing skills (type, format, edit text; open, save, print, exit)

___ demonstrate keyboard familiarity and typing speed of at least 15 wpm

GRAMMAR II

___ demonstrate mastery of skills and concepts for Level I

Verbs:

- ___ use the simple present tense given a time phrase
- ___ use the present progressive tense given a time phrase
- ___ use the simple past tense of regular verbs given a time phrase
- ___ use the simple past tense of irregular verbs given a time phrase
- ___ form declarative, negative, and interrogative sentences and short answers for each sentence above
- ___ ask *wh-* questions using any of the above tenses
- ___ use *want, need, like, would like, and have* with an infinitive

*Presented and/or reinforced in multimedia component

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Nouns and Pronouns:

- ___ spell regular and irregular plural nouns
- ___ identify count and non-count nouns and use *a/an/some* accordingly
- ___ form possessive nouns
- ___ identify and use subject, object, possessive, reflexive, demonstrative pronouns, and possessive adjectives

Expletives:

- ___ use *there* in declarative, negative, and interrogative sentences and short answers
- ___ ask questions using *how many* and *there*

Modifiers:

- ___ identify and use frequency adverbs with any verb including the verb *to be*
- ___ use the superlative
- ___ use adjectives and *most*

Prepositions:

- ___ use prepositions of location *in, on, at, by* and *to*

Articles:

- ___ use the definite article *the*
- ___ use the indefinite articles *a* and *an*

LAB:

- ___ successfully complete assigned lessons in *Tense Buster* Lower Intermediate

LISTENING/SPEAKING II

- ___ demonstrate mastery of skills and concepts for Level I
- ___ demonstrate the ability to listen to a sentence, comprehend its meaning, and choose the best response
- ___ demonstrate the ability to listen for gist, specific information, and inference
- ___ demonstrate the ability to recognize singular and plural sounds/forms
- ___ demonstrate the ability to identify correct and incorrect pronunciation
- ___ demonstrate the ability to listen for linguistic forms (reduced forms, contractions, etc.) in conversational statements
- ___ identify the main idea in a narrative or discourse
- ___ improve in the pronunciation of final "s" and final "d"
- ___ demonstrate the ability to engage in "small talk" and discuss personal information (i.e., family, job, leisure activities, free time and various related areas)
- ___ demonstrate an increased ability in comprehension
- ___ demonstrate an improvement in level of vocabulary, pronunciation, and speed of discourse
- ___ demonstrate knowledge of idioms and expressions
- ___ distinguish between polite and casual speech

LAB:

- ___ successfully complete *Rosetta Stone* Unit 3 listening dictation and tutorial
- ___ successfully complete assigned lessons in *English Discoveries* Basic 2 & 3

*Presented and/or reinforced in multimedia component

LEVEL III INTENSIVE

School-to-Work Objectives for Level III:

- Identify and use appropriate language for:
- ___ company policies (absenteeism)
 - ___ giving/following directions and instructions
(demonstrating comprehension of multi-step directions)
 - ___ safety (company policies/injuries)
 - ___ interacting with co-workers (socializing outside of work)
 - ___ interacting with supervisors (personal vs. work-related topics of conversation)
 - ___ personalities and conflicts (getting along with supervisors)
 - ___ valued work behaviors (teamwork, trustworthiness)
 - ___ job performance (speed and accuracy)
 - ___ goal setting (short-term goals, evaluation of goal attainment)
 - ___ job training/continuing education (lifelong learning; accepting need for training)

READING/CULTURE III

- ___ demonstrate mastery of skills and concepts for Levels I & II
- ___ demonstrate the ability to skim a reading passage for main idea
- ___ demonstrate the ability to scan a reading passage for specific information
- ___ demonstrate comprehension by responding correctly to literal questions over reading selection
- ___ recognize meaning from context clues and applying this vocabulary to new situations*
- ___ identify and state the main idea of a reading section
- ___ improve pronunciation skills by reading class materials aloud with correct pronunciation*
- ___ identify parts of speech in reading selections*
- ___ demonstrate the ability to paraphrase passages through the use of synonyms and restatement
- ___ demonstrate the ability to follow directions from written instructions*
- ___ identify the author's purpose in a reading selection
- ___ make inferences, draw conclusions, or predict outcomes in a reading selection*
- ___ demonstrate an understanding of the concept of culture shock and the means of dealing with it*
- ___ demonstrate an understanding of how the regions of the U.S. vary in culture
- ___ demonstrate an understanding of the American family, American individualism, and the dynamics of relationships in the U.S.*

*Presented and/or reinforced in multimedia component

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- ___ demonstrate an understanding of the American work ethic and what American employers expect of employees*
- ___ demonstrate an understanding of the way Americans spend holidays and leisure time*
- ___ demonstrate an understanding of the dynamics of American politics
- ___ demonstrate an understanding of education in the U.S. and how it may differ from systems in their own countries*

LAB:

- ___ successfully complete *Rosetta Stone* Unit 6 reading tutorial
- ___ successfully complete assigned lessons in *Word Attack 3* Beginning Adjectives, Nouns, Verbs 5-8
- ___ successfully locate and extract selected information in *Grolier Multimedia Encyclopedia* related to U.S. geography, government, and culture

WRITING III

- ___ demonstrate mastery of skills and concepts for Levels I & II demonstrate the ability to write:
 - ___ simple, compound, and complex sentences*
 - ___ summaries
 - ___ paragraphs (topic sentence, detailed supporting sentences, concluding sentence)
- demonstrate the ability to recognize these sentence errors:
 - ___ run-ons*
 - ___ comma splices*
 - ___ faulty parallelism*
- ___ demonstrate an understanding of essay organization (introduction, thesis statement, supporting paragraphs, and conclusion)

LAB:

- ___ produce written work using *Microsoft Word 6.0* intermediate word processing skills (text manipulation using cut, copy, paste; special character formatting, e.g., bold, underline, italics; page formatting, e.g., alignment, line spacing, margins, tabs; spell checking)
- ___ demonstrate typing speed of at least 25 wpm

GRAMMAR III

- ___ demonstrate mastery of skills and concepts for Levels I & II
- ___ write declarative, interrogative, imperative, and exclamatory sentences*
- ___ write simple, compound, and complex sentences*

*Presented and/or reinforced in multimedia component

demonstrate skills using:

- ___ nouns (singular, plural, possessive forms)*
- ___ verbs (simple present and past tenses, present perfect tense, modal auxiliaries)*
- ___ pronouns (subject, object, possessive, reflexive, and indefinite)*
- ___ modifiers (adjectives, adverbs, comparison)*
- ___ prepositions (time, place, position)*

LAB:

- ___ successfully complete assigned lessons in *Perfect Copy Series 1*

SPEAKING/LISTENING III

- ___ demonstrate mastery of skills and concepts for Levels I & II
- ___ recognize and correctly pronounce and write dictated words and sentences*
- ___ apply consonant sounds/rules of pronunciation appropriately to new words*
- ___ improve pronunciation of all new vocabulary as measured by oral exercises/tests
- ___ apply rules to past tense regular verb pronunciations (id, t, d)*
- ___ pronounce plurals, third person verbs, possessives, and contractions accurately
- ___ distinguish between contrasting consonant sounds in both speaking and listening*
- ___ demonstrate the ability to listen for linguistic forms in statements which require a response*
- ___ demonstrate the ability to listen for gist, specific information, and inference*
- ___ demonstrate the ability to listen to a sentence, comprehend its meaning, and choose the best response*
- ___ demonstrate an increased fluency through paraphrasing*
- ___ demonstrate an understanding of advanced life skills, such as polite debating, budgeting, and handling emergencies*
- ___ increase overall vocabulary*
- ___ improve presentation skills*

LAB:

- ___ successfully complete *Rosetta Stone Unit 5* listening dictation and tutorial
- ___ successfully complete assigned lessons in *ELLIS Senior Mastery*

*Presented and/or reinforced in multimedia component

LEVEL IV INTENSIVE

School-to-Work Objectives for Level IV:

Identify and use appropriate language for:

- company policies (benefits)
- giving and following directions (demonstrating comprehension of multi-step directions)
- safety (occupational safety and health administration)
- interacting with co-workers (lunch/break habits, talking about money)
- interacting with supervisors (reporting problems, initiating contact)
- personalities and conflicts (unions)
- valued work behaviors (self-discipline, initiative)
- job performance (quality control, performance evaluation)
- goal setting (long and short-term goals, evaluation of goal attainment)
- job training/continuing education (lifelong learning, GED, community college courses)

READING/CULTURE IV

demonstrate mastery of skills and concepts for Levels I, II, and III

demonstrate the ability to utilize previewing strategies:

- skimming for familiarization with prior knowledge
- skimming for gathering ideas of proposed reading*
- asking questions to be answered by reading material
- scanning for specific information*

demonstrate the ability to determine meaning from context clues by:

- recognizing stems, affixes, and compound words*
- recognizing figurative language and euphemisms*
- recognizing paraphrase*
- recognizing use of connectors and signal words*
- recognizing pronoun reference*

demonstrate the ability to:

- distinguish the main idea from supporting ideas*
- distinguish explicit from implicit main ideas
- follow directions from written instructions*
- outline a multiple paragraph passage
- distinguish between fact and opinion*
- make inferences and draw conclusions*
- distinguish relevant from irrelevant information*
- predict outcomes

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demonstrate an understanding of:

- ___ U.S. geography*
- ___ political structures and processes in the U.S.*
- ___ similar and contrasting elements of U.S. vs. foreign cultures as represented by the student body*
- ___ tolerance of differing opinions regarding elements of culture*

LAB:

- ___ successfully complete *Rosetta Stone* Unit 8 reading tutorial
- ___ successfully complete assigned lessons in *Word Attack 3* Intermediate Adjectives, Nouns, Verbs 1-4
- ___ locate, interpret, and report selected information in *Grolier Multimedia Encyclopedia* relating to U.S. culture, geography, government, and politics

WRITING IV

___ demonstrate mastery of skills and concepts for Levels I, II, and III

write grammatically correct sentences demonstrating:

- ___ effective use of coordinating, correlative, and subordinating conjunctions*
- ___ appropriate use of simple, compound, and complex sentences*
- ___ incorporation of transitional devices as needed*
- ___ correct use of capitalization and punctuation*

demonstrate an understanding of the writing process, including:

- ___ generating ideas
- ___ organizing ideas
- ___ composing a rough draft
- ___ revising and editing*
- ___ writing a final draft
- ___ proofreading*

LAB:

- ___ produce written work using *Microsoft Word 6.0* advanced word processing skills (fonts, boxes, graphics, headers & footers, page numbering, thesaurus)
- ___ demonstrate typing speed of at least 30 wpm

GRAMMAR IV

___ demonstrate mastery of skills and concepts for Levels I, II, and III

demonstrate the ability to:

- ___ choose the correct perfect tense form in sentences with specific time situations*
- ___ choose correctly formed modal verb phrases in sentences with specified time and meaning*

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- ___ choose the correct conditional form in sentences with specific time and meaning*
- ___ choose correctly formed passive voice verbs in sentences*
- ___ choose singular or plural verbs to agree with the given subject in sentences*
- ___ choose correct pronouns of correct case and number in sentences*
- ___ choose the correct participial adjective to modify nouns in sentences*
- ___ choose the correct verbal noun to act as direct object in V + V construction*
- ___ choose coordinate conjunctions for the correct relationship of ideas in sentences*
- ___ choose subordinate conjunctions for the correct relationship of ideas in sentences*

LAB:

- ___ successfully complete assigned lessons in *Perfect Copy* Series 2 & 3

SPEAKING/LISTENING IV

- ___ demonstrate mastery of skills and concepts for Levels I, II, and III
- ___ demonstrate the ability to listen for gist, specific information, and inferences*
- ___ demonstrate communicative competence skills in aural comprehension of short exchanges and conversations*
- ___ recognize contrasting vowel/diphthong sounds at the beginning, medial, and final positions*
- ___ listen to a sentence, comprehend its meaning, and choose the best response or conclusion*
- ___ demonstrate the appropriate use of "ed" ending sounds of regular past tense verbs
- ___ demonstrate the ability to converse with extended discourse
- ___ demonstrate an understanding of native pitch, rhythm, fluency, and pronunciation, including correct vowel/diphthong pronunciations*
- ___ implement grammatical structures associated with a specified set of linguistic functions*
- ___ demonstrate mastery of practical communication functions in a specified set of situations*
- ___ implement vocabulary and expressions associated with a specified set of situations*

LAB:

- ___ successfully complete *Rosetta Stone* Unit 7 listening dictation and tutorial
- ___ successfully complete assigned lessons in *ELLIS Senior Mastery*

ENGLISH FOR SPECIFIC PURPOSES

COURSE OUTLINE: ESP ACCENT REDUCTION LEVEL I

1. Pronunciation of vowels and consonants
2. Distinguish between short and long vowel sounds
3. Giving directions and instructions
4. Telephone conversations
5. Situation dialogs
6. Spatial Expressions
7. Intonation and stress
8. Dictation
9. Self-monitoring from taping themselves
10. Quizzes and exams

MEASURABLE COURSE OBJECTIVES

Upon successful completion of the course, the student will be able to:

- ___ communicate in a more effective manner
- ___ distinguish between sounds that are very similar: i.e., sh, ch.
- ___ be able to make short presentations to classmates
- ___ be able to use more idiomatic expressions correctly
- ___ have built a larger vocabulary
- ___ to comprehend various types of American accents

COURSE OUTLINE: ESP ACCENT REDUCTION LEVEL II

1. Distinguish between short and long vowels
2. Giving extensive directions and instructions
3. Pronunciation of vowels and consonants
4. Telephone conversations
5. Situational expressions
6. Dictation
7. Self-monitoring from taping themselves
8. Quizzes and exams

MEASURABLE COURSE OBJECTIVES

Upon successful completion of the course, students will be able to:

- ___ communicate in a more effective manner
- ___ develop more self-confidence when speaking
- ___ distinguish between sounds that are very similar: i.e., ch, sh, plurals
- ___ be able to use more idiomatic expressions correctly

*Presented and/or reinforced in multimedia component

- ___ have an increased vocabulary
- ___ easily make small presentations to classmates
- ___ comprehend various types of American accents: northern, southern, eastern, etc.
- ___ utilize the proper intonation and stress

COURSE OUTLINE: ESP COMPUTER SKILLS I and II

1. Overview of computers
2. Basic vocabulary used with computers
3. Overview of Windows 3.1
4. Basic Windows Operations
5. File management using Windows
6. Word 6.0 Basics
7. Excel 5.0 Basics
8. PowerPoint 4.0 Basics
9. Access 2.0 Basics

MEASURABLE COURSE OBJECTIVES

Upon successful completion of the course, the student will be able to:

- ___ Identify and understand the function of each component in the computer
- ___ Work with the mouse (point and click)
- ___ Execute commands in Windows 3.1
- ___ Organize files using file manager
- ___ Work with file dialog boxes
- ___ Use the Shortcut Bar in Microsoft Office applications
- ___ Create documents in Word
- ___ Create a spreadsheet in Excel
- ___ Create a database in Access
- ___ Create a presentation and use the slide show feature in PowerPoint

COURSE OUTLINE: ESP BUSINESS ENGLISH I

Reading: reading for information, reading business letters

Understanding: role-play interviews and telephone conversations

Writing: writing about skills for occupations, filling out an employment occupation

Speaking: understanding role-plays in a small groups, leaving a telephone message

Listening: listen for correct responses in role-plays and interviews; dictation

MEASURABLE COURSE OBJECTIVES

Upon successful completion of the course, students will be able to demonstrate basic English skills for business by:

- ___ Reading and discussing occupations
- ___ Reading and answering help wanted signs and want ads
- ___ Filling out an application for employment
- ___ Writing business letters and memos
- ___ Making business telephone calls
- ___ Role-playing interviews

COURSE OUTLINE: ESP BUSINESS ENGLISH II

Reading: reading and revising business letters, reading want ads for information, reading resumes for hiring purposes

Writing: write a job description using vocabulary, writing business letters

Speaking: Understanding of spoken words through role-playing and interviews

Listening: listen for answers from interviews, dictation, and role-plays

MEASURABLE COURSE OBJECTIVES

Upon successful completion of the course, students will be able to demonstrate English skills for business by:

- ___ Writing business letters
- ___ Writing a job description
- ___ Role-playing business meetings
- ___ Giving a presentation
- ___ Role-playing interviews
- ___ Reading an applicant's application and resume



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