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ABSTRACT

An exploration of basic language and communication skills is the subject matter of this course. Performance objectives for the student include: (1) recognition of employment-related words, (2) satisfactory completion of various application forms, (3) correct oral response to questions, (4) identification of basic facts about social security, labor laws, unions, and employment agencies, (5) differentiation between desirable and undesirable levels of behavior and dress in obtaining and keeping a job, (6) composition of a letter of application in reply to an employment advertisement, and (7) relating self to fictional accounts of job hunting and acceptance. Course content centers around choosing a job, applying for the job, labor laws, and problems on the job. Teaching strategies and materials include student participation, class discussion, resource personnel, field trips, and application forms. (CK)

ED 065862

AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

Language Arts: ENGLISH ON THE JOB 5113.31
5114.31
5115.31
5116.31

CS 200 036

DIVISION OF INSTRUCTION • 1971

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ENGLISH ON THE JOB

5113.31
5114.31
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5116.31

Language Arts

Written by Bonnie Reed
for the
DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1971

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Miami, Florida 33132

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Course Number	COURSE TITLE: ENGLISH ON THE JOB
5113.31 5114.31 5115.31 5116.31	COURSE DESCRIPTION: Explores basic language and communication skills useful in choosing, finding and working on a job. Content includes using the newspapers, completing job applications, speaking clearly, role playing job interviews, reading career oriented fiction and articles, developing skills in listening, letter writing, and language usage.

I. Performance objectives

A. Given the opportunity for classroom practice, the student will recognize a variety of words associated with employment.

B. Given the opportunity for classroom practice, the student will complete a variety of application forms with no more than the minimum, teacher-determined errors.

C. After classroom and home practice, the student will orally respond to questions clearly and distinctly, without errors in usage.

D. Given the opportunity for reading or research, the student will identify basic facts about social security, labor laws, unions, and employment agencies.

E. After reading, classroom discussion, and film viewing, the student will differentiate between desirable and undesirable levels of behavior and dress in obtaining and keeping a job.

F. Given the classified advertising section of the newspapers, the student will compose, according to the requirements of business courtesy, a letter of application in reply to an advertisement.

G. Given the opportunity to read and discuss a variety of fictional accounts dealing with selecting, obtaining, and working on a job, the student will relate the resolution of the conflict in each account to his own life.

II. Course content

Rationale

One of the demands made of the curriculum today is that it be relevant to the lives of the students. Part of the lives of many students is the need for employment -- either after school and on Saturdays, during the summer, or immediately after high school graduation. With today's competition for unskilled and semi-skilled jobs, there is a need by students for the language and social skills necessary to compete for a job. To be relevant, the curriculum must fill that need.

"English on the Job" is intended primarily for students who are not enrolled in business or vocational courses. This course should give those students who take it--both those who will terminate their education before or at high school graduation and those who need parttime work while preparing for a career--the necessary language and social skills to apply for a job.

A. Choosing a job

1. Coordinating education, parttime jobs, and a career

2. Finding job leads

3. Vocabulary

4. Aptitude

5. Reading the Help Wanted section of the newspaper

B. Applying for the job

1. Completing application forms

2. Appearance and behavior at the interview

3. Speech

a. Clarity

b. Usage

4. Making telephone calls

5. Writing business letters

a. Writing for career information

b. Replying to help wanted ads

C. Labor laws

1. Social Security

2. Laws limiting the times and places student may work

3. Labor unions

D. Problems on the job

1. Conflict

2. Resolving conflict

3. Ethical concepts

III. Teaching strategies

A. Student participation is the major strategy of the unit. Students will role-play, work together on committees, and evaluate each other's work.

B. Class discussion could draw out ideas about being a contributing citizen in today's society. Stories read, films viewed, and activities done should prompt discussion.

C. Resource personnel could include the vocational guidance teacher in the school, the grade level guidance counselor, and the librarian. The vocational guidance teacher might present a summary of labor laws and information, the guidance counselor a list of steps to take in getting job leads, and the librarian a selection of books with career information or job-related plots.

D. Field trips might include one to the Miami Herald where students could get firsthand information on how the classified advertising section is run, as well as trips to an employment agency and to a large department store and other places which might hire students.

E. Application forms are necessary for some of the learning activities. These are available in many of the texts and resource books listed and also may be obtained from many companies. These can be reproduced so that each student has several copies with which to practice.

IV. Learning activities

A. Objective: Given the opportunity for classroom practice, the student will recognize a variety of words associated with employment.

1. Keep a unit notebook of activities, book reviews, compositions, and vocabulary exercises. In this notebook put a personal glossary of words from filmstrips, films, records, stories, and activities.

2. Make up a variety of puzzles with words from application blanks. Working with several other students, list unfamiliar words or words which you feel students should learn. Your puzzles could include an anagram, a crossword puzzle, missing letter puzzles, and acrostics. Copy your puzzles on ditto masters so that students in other groups can work them.

3. Match job titles with job descriptions, job equipment with the job for which it is used, job duties with the job.

4. Match abbreviations from the want ads with words being abbreviated and then find a want ad in which the abbreviations are used.

5. Classify jobs according to indoor, outdoor, sedentary, and active; then classify according to the type of building or location in which the job would be done. Classify according to the personal qualities necessary for the job. Classify jobs according to want ad classifications. This can be done independently or with a group.

6. Define jargon and list examples of the jargon of a career that interests you.

7. Make a list of trade journals and get a copy of a trade journal in a career that interests you.

8. List and define new words that you find in a trade journal. Select several words to teach your classmates.

9. Make an anagram of words that you found in a trade journal. Select several words to teach your classmates.

10. Investigate the etymology of words commonly associated with employment and build a word family based on the root word. (EXAMPLES: apply, employ, refer, secure, receive, experience, interview, assist.)

B. Objective: Given the opportunity for classroom practice, the student will complete a variety of application forms with no more than the minimum, teacher-determined errors.

1. Learn how to write a business letter. Use a guide sheet or a textbook or consult your teacher for help.

2. Working by yourself or with a group of other students, select firms in which you are interested. You may use the Yellow Pages to find firms and their addresses and a Zip Code Directory to find zip codes. Write business letters requesting application forms and permission to reproduce them.

3. Fill out a variety of applications, ranging from retail sales clerk to pilot or stewardess. Have a fellow student check your application for neatness and accuracy.

4. Fill out a variety of forms, including applications for Social Security, driver's license, and work papers. Fill out health records.

5. Practice your handwriting and printing until it passes an inspection committee of your fellow students.

6. View the film "Personal Qualities for Job Success" and join in a class discussion about it.

7. Pair up with another student and role-play applicant and interviewer. Use the application forms you completed as the basis for the interview. Interchange roles at least once.

8. Work in a team with other students to set up an imaginary company and list occupations to be filled. List the qualities desired in the employees and devise both application forms and interview guidelines to obtain the necessary information to make valid hiring decisions.

9. Form a group to discuss the meaning of personal rights and the dichotomy and interrelationship between an individual's personal and business life.

10. Do independent research into personal liberties, differentiating between areas of the individual's life that are private and those that are of rightful concern to the employer. Investigations of

individuals by governmental agencies, insurance companies, credit firms, and other private agencies should be researched and reported back to seminar groups.

11. After investigating various information required by a variety of application forms, prepare a resume' or personal data sheet.

C. Objective: After classroom and home practice, the student will orally respond to questions clearly and distinctly, without errors in usage.

1. Practice speaking clearly and distinctly by using tongue-twisters.

2. Practice speaking in role-playing situations, and by serving on a panel discussing a topic selected by your class. (Suggested topic: Has our standard of office apparel become more informal? If so, in what ways? Is this beneficial or detrimental to working situations?)

3. Practice individually with a tape recorder or language master.

4. Role-play telephone conversations in which you schedule an appointment for an interview. This may be based on actual want ads.

5. Working with the total class, list usage errors in speech made by fellow students and develop these into written and oral drills for class practice.

6. Make a list of ways in which English is needed on the job and read this list to your class.

7. Write a skit to illustrate one of the ways English is needed on the job and act out this skit with your classmates.

8. Form a small group to discuss the social implications of standard or non-standard usage. Listen to the soundtrack of "My Fair Lady" and discuss Professor Higgins' philosophy.

9. Read Shaw's Pygmalion or the libretto to the adaptation "My Fair Lady." What are some of the barriers to class mobility in this country? Are these barriers disappearing or are they being perpetuated?

D. Objective: Given the opportunity for reading or research, the student will identify basic facts about social security, labor laws, unions, and employment agencies.

1. Attend a talk by your school's vocational guidance teacher on Florida state labor laws for young people.

2. Using the White Pages, find out where you could go for information about social security.

3. Use a textbook listed for this unit or visit the library to find answers to questions about job laws.

4. Using the index to the Yellow Pages as a starting point, find employment agencies located in your area and list the types of employment each could help you find.

5. Look in the White Pages to find the locations of the Florida State Employment Service. Investigate this state agency and compare its services with those of a private agency.

6. Visit the Florida State Employment Service and/or a private employment agency, either by yourself or with your class.

7. Read David Copperfield, Great Expectations, or Oliver Twist. Read about Dickens and about the conditions of which he wrote.

8. Read The Jungle by Upton Sinclair. How have working conditions changed since the time of this novel? Are further changes necessary?

9. Select poems by Sandburg, Whitman, Frost, and other poets that celebrate the workingman or campaign for better working conditions.

10. Analyze your readings in terms of their times and/or use examples from these readings to explain current legislation concerning employment.

11. Prepare a play or other creative work that shows how education influences employment.

12. Working with other students, write short plays or skits which show how education influences employment. Present these skits to the entire class.

E. Objective: After reading, classroom discussion, and film viewing, the student will differentiate between desirable and undesirable levels of behavior and dress in obtaining and keeping a job.

1. Using textbooks, stories, and films, make up a list of desirable and undesirable behavior on a job interview. Compile this information into do's and dont's checklists.

2. Make up posters and collages that show desirable and undesirable behavior and appearance.

3. Define courtesy in terms that are meaningful to you and your friends today.

4. Discuss courtesy with a small group of classmates and draw up rules of courtesy that have meaning to you.

5. Write a skit or short story illustrating one situation which calls for courtesy.

6. With a group of classmates, write several skits that show desirable and undesirable job interviews. Perform these skits for your entire class.

7. In a small group, discuss the reasons for labelling behavior and appearances desirable or undesirable. Evolve a list of areas of disagreement with accepted standards and support your disagreement with sound reasons.

8. Write an editorial for the school newspaper in which you state and support your position regarding dress codes for students. Do you feel the same way about dress for employees in various kinds of businesses?

F. Objective: Given the classified advertising section of the newspaper, the student will compose, according to the requirements of business courtesy, a letter of application in reply to an advertisement.

1. Locate the general classification number for the employment section of the want ads in The Miami Herald or The Miami News. Find several more specific classifications under which you would look to find a job.

2. Find and clip ads for positions for which you may qualify. Divide these into ads placed by private employment agencies and the State Employment Service. Find ads for which you must reply in person, those for which you must write letters, and those for which you may telephone to schedule an interview.

3. Write business letters which you will mail to obtain career information. Addresses can be furnished by the teacher or can be found in career directories, pamphlets, clippings, and ads in newspapers and magazines.

4. Write business letters in reply to specific ads in the employment section of the classified advertisements. Exchange letters with other students and then write replies as though you were a personnel director. Criticize the letters of your classmates and ask them for suggestions by which you can improve your own.

G. Objective: Given the opportunity to read and discuss a variety of fictional accounts dealing with selecting, obtaining, and working on a job, the student will relate the resolution of the conflict in each account to his own life.

1. Read short stories which describe ethical conflicts on a job and write original endings. Discuss your endings with other students.

2. Compose your own short stories which pose problems on the job and allow other students to vote on an ending.

3. Read several short stories from the anthologies listed for this unit. Identify the conflict in each story and state how the characters resolve the conflict. If you were faced with the same problem, would you react in the same way? If not, what would your solution be?

4. Select one or more novels with a career-oriented plot. (The teacher or librarian may prepare a bibliography or the card catalog may be used.) Read these novels and choose any one ethical problem from each novel. How would you have reacted to that situation?

5. Working with other students, prepare an annotated bibliography of books about careers that those in your class have read.

6. Select several situations in which a decision has to be made. Use stories you have read, newspaper articles, television shows or movies, the book Choices (see resource list), or events in your life or the lives of people you know. Working in a small group, list as many alternative decisions as you can. Discuss these alternatives in terms of your individual rights, your responsibilities as a citizen, and your position as an employee. Examples of situations: being in a group of people smoking marijuana, discovering that a friend is stealing from the company for which you work, being offered a high-paid but dull (or illegal) job, finding out that a co-worker is cheating on the amount of time he works or is "goofing off" during business hours, realizing that another worker is pilfering small office supplies, being asked by your boss to perform a job you feel isn't right, finding out that your employer won't hire people of a certain race or religion or sex or that he pays these people less than others for the same job.

7. After you have drawn up situations and alternatives, exchange these with another group of students. Discuss these situations in the same terms as you did your own situations.

8. Define reputation in terms that have meaning to you today. Is your reputation important? Why or why not? (You may discuss this in a composition and/or with your classmates.)

V. Student resources

A. State-adopted textbooks

1. Turner-Livingston Reading Series, Grades 9-10

a. The Jobs You Get

b. The Money You Spend

2. Accent Personality Series, Grade 11

a. You and Your Occupation

b. You and Your Pay

3. World of Work Series, Grade 12

a. Getting That Job

b. Keeping That Job

c. Paycheck

4. Teen-Age Tales

a. Books A-C, Grades 7-9

b. Books 1-6, Grades 9-12

5. Macmillan Gateway Series

a. Striving

b. Two Roads to Greatness

6. Galaxy Series

a. Vanguard, Grade 9

b. Perspectives, Grade 10

c. Accent: USA, Grade 11

7. Adventures in Literature Series

a. Adventures for Readers, Book 1, Grade 7

b. Adventures for Readers, Book 2, Grade 8

c. Adventures in Reading, Grade 9

d. Adventures in Appreciation, Grade 10

e. Adventures in American Literature, Grade 11

f. Adventures in English Literature, Grade 12

B. Non-state-adopted supplementary materials

1. Follett: Success in Language / A-Unit 8: The Job in Your Future

2. Walker: Plays for Today

   a. The First Paycheck

   b. How Much is the Job Worth?

3. Steck Vaughan:

   a. A Job for You, Dubnick

   b. They Work and Serve, Knott

4. Keystone Press: You, Your Job, and Change, Green, Marshall, Young and Young

5. Educational Developmental Laboratories: Listen.

   a. Record DA-9

   b. Lesson Book DA-9, pp. 29-30

6. Finney: Finding Your Job Career Set

   a. Finding Your Job Workbook

   b. Help Yourself to a Job

   c. Your Money--Going or Growing?

7. Walch: The World of Work, Shrader (1968)

8. SRA: New Rochester Occupational Reading Series: The Job Ahead

9. Scholastic: Scope Skills Book: Jobs in Your Future

10. Signet Books (New American Library):

    a. My Fair Lady, A. J. Lerner

    b. David Copperfield, Charles Dickens

c. Oliver Twist, Charles Dickens

d. The Jungle, Upton Sinclair

e. Leaves of Grass, Walt Whitman

11. Holt, Rinehart, and Winston: Complete Poems of Robert Frost

12. Harcourt: Complete Poems, Carl Sandburg

13. Prentice-Hall: Choices, Thelma Altshuler (1970)

14. Globe:

a. English on the Job, Books 1 and 2

b. Vocational English, Books 1 and 2

c. Stories of the Inner City

15. "Has Big Brother Got Your Number?" Senior Scholastic, 98. (March 29, 1971), pp. 12-16.

16. "The Invasion of Privacy," Nader, Clark, and Schrag, Saturday Review (April 17, 1971), pp. 18-32.

17. University of Michigan Press: The Assault on Privacy: Computers, Data Banks, and Dossiers, Arthur R. Miller, 1971.

18. School Library

a. fiction and non-fiction books on careers

b. clippings, pamphlets, and articles from vertical files on specific careers

19. School Guidance Office

a. resource personnel

b. pamphlets on specific careers

VI. Teacher resources

A. Resource books

1. Career Opportunities. J. G. Ferguson Publishing Co., Chicago, Ill., 1970.

2. Feingold, S. Norman and Sol Swerdloff. Occupations and Careers. McGraw-Hill, New York, 1969.

3. Florida State Department of Education. Orientation to the World of Work: A Suggested Guide. Bulletin 75G-5, March, 1969.

4. Forrester, Gertrude. Occupational Literature. H. W. Wilson, New York, 1964.

5. Handbook of Job Facts. Science Research Associates, Chicago, Ill., 1963.

6. Hoppock, Robert. Occupational Information. McGraw-Hill, New York, 1967.

7. Hopke, William E. Encyclopedia of Careers and Vocational Guidance. Volumes I and II. Doubleday and Co., Inc., Garden City, N.Y. , 1967.

8. Kalachek, Edward. The Youth Labor Market. Publications Office, Institute of Labor and Industrial Relations, P.O. Box 1567, Ann Arbor, Michigan 48106, 1969.

9. Occupational Outlook Quarterly. Bureau of Labor Statistics, U.S. Government Printing Office, Washington, D. C. 20402, Summer, 1970.

10. Selected Occupations in Dade County 1970-71. Index for Specifications for Secondary Counselors and Students. Department of Pupil Personnel Services, Dade County Public Schools, 1410 N.E. 2 Avenue, Miami, Florida 33132.

11. United States Government Printing Office, Division of Public Documents, Washington, D. C. 20402:

    a. Counselor's Guide to Manpower Information. U.S. Dept. of Labor.

    b. The Dictionary of Occupational Titles. (D.O.T.) Volumes 1 and 2, 1965. Volume 3, 1966.

    c. Manpower. (Monthly journal of the Manpower Administration).

    d. Occupational Outlook Handbook. Bureau of Labor Statistics.

e. Occupational Outlook Quarterly. Bureau of Labor Statistics. Summer, 1970. (published quarterly)

B. Films

1. "Earning Money While Going to School." 1-00498
2. "Duties of a Secretary," 1-31314
3. "Employment Interview," 1-04045
4. "Office Courtesy," 1-04011
5. "Personal Qualities for Job Success," 1-00586
6. "Careers for Girls," 1-12973
7. "Your Earning Power," 1-31376
8. "Office Etiquette," 1-04011

C. Filmstrips

1. "When You Go to Work."
2. "Let's Look at Careers," Essential Education
3. "How to Make a Career Decision," Essential Education
4. "How to Get a Job and Keep It," Essential Education