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)
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, AND TEACHER TRAINING PROJECTS
SECTION 353, ADULT EDUCATION ACT

FISCAL YEAR 1997
BEST COPY AVAILABLE
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*
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.*
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 the 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

*Presented and/or reinforced in multimedia component
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*

*Presented and/or reinforced in multimedia component*
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*

*Presented and/or reinforced in multimedia component*
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

*Presented and/or reinforced in multimedia component
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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