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| Career Pathways | | **ACC** |
| *Pursue your profession. Learn English.* | | |
| **Instructors:**  Name: Ambreen Salman  Email: ambreen.salman@austincc.edu  Name: Ana Acosta  Email: ana.acosta@austincc.edu  **Course Details:**  Tuition: $0.00  Days: Tuesday, Wednesday & Thursday Time: 6:00 p.m. - 9:00 p.m. Classroom: ACCelerator  Start Date: Mar. 26, 2019 End Date: May 18, 2019  Class Number: CPW-28  Class Synonym: 90690 Class Name: CPES-0301-003  Prerequisite: Must have completed some college coursework in any country  **Career Pathways Website**  www.austincc.edu/careerpathways  **AE Student Website:**[http://sites.austincc.edu/aestudent](http://sites.austincc.edu/aestudent/)  **Provided Course Materials:**  (available from instructor)  Notebook  Folder or Binder  pens/pencils  **Career Pathways Supervisor:** Mechelle Marler (512) 223-5511 mmarler@austincc.edu  **CPW Academic Advisor:**  Leticia Farrera (512) 223-7533 | Internationally-Trained Professionals’ Skills This course provides internationally-trained professionals with the opportunity to learn more about the educational and employment systems in the United States. As a result of taking this class, students should be able to navigate these systems more effectively. Students will also continue to learn English as an additional language to the language(s) they already use. The English language learning will be in the context of higher education and professions.  **Course Objectives:**   * Learn about translation and evaluation of transcripts and credentials * Create and/or revise a professional resumé * Create and practice an “elevator speech” * Prepare and practice for job interviews * Become more knowledgeable about online job search skills * Explore the importance of volunteering and networking for professional growth * Discuss cultural similarities and differences with regard to education and employment systems in different countries * Establish professional career goals and design a realistic path for achieving that goal * Design and give a formal presentation * Learn and practice using professional jargon in English * Improve fluency in English   \*Course objectives based on Adult Education content-standards seen in Appendix A, which correlate with [O\*Net](https://www.onetonline.org/), “ a tool for career exploration and job analysis.”  Student To-Do List - Week 1   * **Claim your ACCeID** [www.austincc.edu/acceid](about:blank)  *After attending one week of classes. Bring your photo ID and ACC ID number to an ACC Admissions Office.* * **Set up your ACC emai**l [www.austincc.edu/accmail](http://www.austincc.edu/accmail)  Check your email a few times a week at least to stay up-to-date  with important ACC news and messages from your instructor. * **Transportation & Parking**  - Get a parking pass: Login at <https://eapps.austincc.edu/transportation/>  1. Click on **Add/Edit My Vehicles.** 2. Type your car information. Click Save. **DO NOT PAY.** 3. Go to a Cashier’s Office to pick up your permit for free.   - Request a **free** bus pass online (requires ACC ID card) | |

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| Course Outline  |  |  |  | | --- | --- | --- | | Week | In Class Topics / Activities | Assignments | | 1 | Ice-Breakers, Getting To Know You Activities, Go over Syllabus | Long-term/Short term goals | | 2 | Discuss U.S. Education System/ Work on Resumé/Soft Skills | Online Job Search | | 3 | Guest Speaker/” Elevator Pitch” | Resume Due | | 4 | Peer Edit Resumé Workshop/Interview Practice | Responses to Interview Questions | | 5 | Work on LinkedIn, cover letter, portfolio/Roadmap/Final Project/Networking | Start assembling Roadmap | | 6 | Progress Testing/Public Speaking 101/Work on Final Presentations/ Goal Setting | Finish final project & prepare for presentations | | 7 | Networking event/Career Games/Public Speaking Practice/Start Presentations | Edit presentations | | 8 | Individual Advising Sessions/Finish Presentations/Potluck | Potluck |  Course Assessment and Grading Formal and informal assessments are given throughout the course to see how our instruction is benefitting students, including--   * **TABE** (**T**ests of **A**dult **B**asic **E**ducation) and **BEST Plus** progress tests help us adjust classroom instruction and advising to meet student needs and maintain funding to offer classes at no charge to students.  What’s Next? After you complete the course, it’s time to pursue additional higher education or job openings if you haven’t already started. Background Advisory For students in this course who may have a criminal background, please be advised that the background could keep you from being licensed by the State of Texas. If you have a question about your background and licensure, please speak with your faculty member or program supervisor. You also have the right to request a criminal history evaluation letter from the applicable licensing agency. Student Accessibility Services (SAS) ACC offers support services for students with documented physical or psychological disabilities. Students with disabilities may request reasonable accommodations by visiting [Student Accessibility Services](http://www.austincc.edu/support-and-services/services-for-students/student-accessibility-services-and-assistive-technology) at their campus. Ask your teacher for assistance. Attendance Policy  * Students are expected to attend class every day. If a student must be absent, he or she must contact the instructor to make up any missed work. * If attendance falls below 75% or a student misses the first day of class, the student will be dropped. * Be on time. Excessive tardiness may be counted as an absence.  Class Rules When you completed your online application, you agreed to follow the policies described in the ACC Student Handbook:  <http://www.austincc.edu/support/pdfs/studenthandbook13.pdf>. In addition, students should observe these rules:   * Be an active member of your classroom community. * Be respectful to others and our classroom. * Work quietly and independently when asked. * Raise your hand when you have questions or something to share. * **NO use of electronic devices is allowed in the classroom, unless directed by the instructor.** * **Disrespectful and aggressive behavior will result in immediate removal of the student’s name from the roster.**   Inclement Weather and Campus Closure  In case of severe inclement weather or emergencies, ACC may close a campus and cancel classes. Check your ACC student email or the ACC website for notice of campus closures: <http://www.austincc.edu>. Student Resource Contact List Students enrolled in ACC's Adult Education programs have access to computers, tutors and campus services in all our locations.   * [**Adult Education Office**](http://www.austincc.edu/abe/) (512) 223-5123 * [**Computer Centers**](http://www.austincc.edu/support-and-services/tutoring-and-academic-help/student-computer-access) are located in or next to the Libraries at the campus locations to help students study, complete assignments, and access distance learning. Printing is free up to 15 pages per visit. Free student and/or guest Wi-Fi is also available. * [**Learning Labs**](http://www.austincc.edu/support-and-services/tutoring-and-academic-help/tutoring-services-and-schedules) have tutors available to help students improve reading, writing, and math skills. Additional computers are available in the learning labs if needed while working with a tutor. * [**Student Life**](https://sites.austincc.edu/sl/) helps provide networking and volunteering opportunities. (512) 223-3114 * [**Career Services**](http://www.austincc.edu/support-and-services/services-for-students/career-services) posts job opportunities and provides additional resume help. (512) 223-0399 * **College Prep Program:** contact Sunita Misra at [sunita.misra@austincc.edu](mailto:sunita.misra@austincc.edu) * **Career Navigator,** Edgar Medina, is here to help you navigate your career choices. If you would like help making employment contacts, email him at [edgar.medina@austincc.edu](mailto:edgar.medina@austincc.edu) * **Where do I go for Resumé guidance?** Go to <http://sites.austincc.edu/accelerator-career-services/> to make an appointment with a career specialist * [**Texas Workforce Solutions**](http://www.wfscapitalarea.com/) **Capital Area** locations help you find job opportunities and skills training.   + North Center: (512) 454-9675, 6505 Airport Blvd, Suite 101, Austin, TX 78752   + East Center: (512) 223-5400, 3401 Webberville Rd, Bldg 1000 of ACC Eastview Campus, Austin, TX 78702   + South Center: (512) 381-4200, 6505 Burleson Rd, Goodwill Bldg, Austin, TX 78744 * Online Practice   + **ESL Students**: Log in to [www.usalearns.com/class](http://www.usalearns.com/class)  Username: ACC student ID #@accesl.com Password: ACC student ID #   + **Technology & Microsoft Office**: <https://edu.gcfglobal.org/en/subjects/tech>   + **Typing**: <https://www.typing.com> |

Appendix A: ACC Adult Education Syllabus Objectives

**Course Name: Internationally-Trained Professionals**

**Term Length: 8 weeks**

**Content Standards**

**ELA I.4 – Oral & Written Conventions**

A) Language Conventions

1. Understand & apply parts of speech in the context of reading, writing, and speaking. Use capitalization conventions in writing.

2. Develop oral and written text (e.g., sentences, paragraphs, and longer works) that demonstrate control of vocabulary, voice, and structure suitable for specific audiences and purposes.

3. Use proper punctuation conventions in writing (e.g., colons, quotation marks, dashes, and apostrophes; commas with introductory phrases and dependent clauses; semicolons or a comma in compound sentences; commas in a series; and ellipses to indicate a pause, break, or omission).

B) Print Production

1. Demonstrate basic computer processing skills, & make efficient use of technology e.g. spellcheck, font changes, printing

2. Adapt email style to purpose and audience.

3. Master a range of communication protocols for use in the workplace.

**ELA I.1 – Reading Foundations**

E) Fluency

1. Read developmentally appropriate text with fluency (rate, accuracy, expression, phrasing).

**ELA I.2 – Reading**

A) Vocabulary Development

1. Identify new words and concepts by studying their relationships to other words and concepts by using context clues.

2. Apply knowledge of roots and affixes to infer the meanings of new words.

C) Comprehension of Literary Texts

1. Draw and support inferences from texts to summarize what is presented, draw conclusions, and distinguish facts from opinions.

2. Identify explicit and implicit textual information including main ideas, supporting evidence, and author’s purpose.

D) Comprehension of Various Informational Texts

2. Identify and analyze the purpose and message of informational texts, including pros and cons, author’s bias, and alternate points of view when applicable.

**ELA I.3 – Writing**

A) Writing Process

4. Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information. Organize material generated and formulate a thesis.

7. Apply proper writing conventions (e.g., format, tone) to write personal and business correspondence (e.g., informal letters, resumes).

**ELA I.6 - Research**

A) Listening

3. Use a variety of strategies to enhance listening comprehension (e.g., focus attention on message, monitor message for clarity, provide and recognize verbal and nonverbal cues to ensure one's message is communicated, note cues such as the change of pace or words that indicate a new point is about to be made, and select and organize key information.

B) Speaking

1. Participate actively and effectively in one-on-one and group communication situations.

C) Teamwork

1. Understand and apply knowledge of team dynamics as well as expectations to participate and listen actively and effectively in team discussions and projects, in either academic or workplace settings.

2. Consider arguments and conclusions from one's own perspective and from the perspectives of other team members.

5. Analyze, evaluate, and as needed, adjust team efforts to achieve individual and group goals.

**ESL III.1 - Level 5 - Listening**

F) Advanced

1. Listen actively to comprehend and respond to increasingly complex spoken language in a variety of contexts (e.g., news broadcasts, political speeches, and mass media).

4. When listening to spoken language, summarize and take notes.

6. Participate actively in and comprehend conversations in unfamiliar settings (e.g., one’s child’s school, medical offices, government agencies, and unfamiliar worksites).

**ESL III.4 - Level 3 - Writing Skills**

C) High Beginning

1. Write compositions that show consideration of audience and purpose (e.g., work related versus personal correspondence).

4. Demonstrate mastery of conventions of personal correspondence, including different conventions for email or print formats (e.g., addressing an envelope or writing subject lines in an email).

5. Expand vocabulary knowledge and use formal and academic registers (e.g., the need to adjust the level of formality with which they write and speak).

**ESL III.3 - Level 4 - Reading Skills**

D) Low Intermediate

7. Accurately paraphrase and summarize information that has been read in print or in electronic media.

**ESL III.3 - Level 5 - Reading Skills**

E) High Intermediate

5. Interpret the meaning in context of increasingly complex figures of speech and rhetorical devices.