Spanish-American Institute

\*

English For Specific Purposes (ESP) Courses

Revised Spring 2017

## Mission Statement

The Spanish-American Institute's mission is to provide effective English language skills training to individuals.

**Philosophy**

The Institute believes that students are more likely to begin and to successfully complete English language training when English For Specific Purposes courses (i.e. courses in other areas that are premised on language learning while having other content are combined with ESL-Only courses,.

**Objectives**

The Institute implements this philosophy through:

* the establishment and maintenance of an effective faculty,
* the development of English For Specific Purposes business and computer courses as well as traditional ESL only courses, and
* the integration of a varied English as a Second Language course sequence.

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The "Plus" courses of the ESL-Plus Course of Study have been reviewed

within the context of English for Special Purposes (ESP) methodology and pedagogy.

The curriculum components for the ESP courses have goals, objectives, and student learning outcomes

that are premised on language learning while having other content.

240 West 35 Street, Second Floor, NYC, NY 10001 ♦ 212.840.7111 ♦ fax: 646.766.0302 ♦ [info@sai.nyc](mailto:info@sai.nyc) ♦ [www.sai.nyc](http://www.sai.nyc)

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Table 1 200 English For Keyboarding For Information Processing 48 Hours

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course Title | Descriptions | Course Goals | Course Objectives | Student Learning Outcomes | Prerequisites |
| 200 English For Keyboarding for Information Processing  48 Hours | In this “English Through Keyboarding” course students develop English language skills related to keyboarding and information processing. Students acquire language related to keyboarding while exploring basic keyboarding and information processing. Students also utilize language skills to complete basic computer application tasks.  This course is not intended to provide instruction which will result in the student's acquisition of occupational skills. Placement assistance by the school is not available for this course. | This course will develop  students’:  keyboarding vocabulary  identification of keyboarding spelling and punctuation errors | Students will be able to:   * demonstrate understanding English of keyboarding terms; * identify and modify English spelling, punctuation, and other language errors in a document * type a short timed document using grammatically correct English | To identify and utilize keyboarding terms with 80% accuracy.  to read and understand English letter combinations and words, word combinations, sentences, and passages;  to recognize and correct spelling, punctuation, and other English language errors; and  To compose short timed-writings with 80% accuracy. | English Level or 5 or by individual placement through advisement |

Table 2 201 English For Keyboarding (Basic Course) 120 Hours

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course | Descriptions | Course Goals | Course Objectives | Student Learning Outcomes | Prerequisites |
| 201 English For Keyboarding (Basic Course)  120 Hours | In this “English Through Keyboarding” course students develop English language skills related to keyboarding and information processing. Students acquire language related to keyboarding while exploring keyboarding and information processing.  This course is not intended to provide instruction which will result in the student's acquisition of occupational skills. Placement assistance by the school is not available for this course. | This course will reinforce  students’:   * ability to comprehend and use English vocabulary related to keyboarding * keyboarding techniques | Students will be able to:  Read, comprehend, and edit English language errors in letters and documents  Transfer and type letters, reports, tables, memos and business documents from handwritten text  type 25 WPM with less than 5 errors in 5 minutes | * to read and understand English letter combinations and words, word combinations, sentences, and passages; * to recognize and correct spelling, punctuation, and other English language errors; * to recognize directions in English when practicing keyboarding exercises; * to distinguish concepts and implementation; * to identify and correct English language errors in producing documents; * to produce letters, reports, memos, tables, and other personal-business and business documents from hand-written and from printed text in English with 80% accuracy; * to develop touch control of the keyboard and proper keyboarding techniques; and * to build basic speed and accuracy skills (to 25 wpm keyboarding English text with no more than five errors in five minutes). | English Level or 5 or by individual placement through advisement |

Table 3 202 English For Keyboarding (Advanced Course) 120 Hours

| Course | Descriptions | Course Goals | Course Objectives | Student Learning Outcomes | Prerequisites |
| --- | --- | --- | --- | --- | --- |
| 202 English For Keyboarding (Advanced Course)  120 Hours | In this “English Through Keyboarding” course students further develop English language skills related to keyboarding and information processing. Students acquire structural and functional language related to keyboarding while business correspondence, reports, tabulations, forms from unarranged and rough-draft hand-written and print copy sources in English.  This course is not intended to provide instruction which will result in the student's acquisition of occupational skills. Placement assistance by the school is not available for this course. | This course will:  reinforce  students’  receptive ability to interpret advanced keyboarding exercises  develop students’ interpretation and application of business language and situations | Students will be able to:  demonstrate correct vocabulary and grammar usage when producing a document with 80% accuracy  recognize keyboarding instructions  examine information from multiple sources to determine proper document format.  interpret and type documents from printed English.  type 25 wpm with no more that 5 errors in 5 minutes | * to comprehend and utilize English word division and composite words; * to interpret directions in English when practicing advanced keyboarding exercises; * to interpret and apply English language descriptions of business situations in the production of documents; * to synthesize information from various English language sources that will determine the format of document production; * to produce letters, reports, memos, tables, and other personal-business and business documents from hand-written and from printed text in English, identifying and correcting language errors; * to develop touch control of the keyboard and proper keyboarding techniques; and * to build basic speed and accuracy skills to 25 wpm while keyboarding English text with no more than five errors in five minutes. |  |

Table 4 203 English For Keyboarding (Expert Course) 80 Hours

| Course | Descriptions | Course Goals | Course Objectives | Student Learning Outcomes | Prerequisites |
| --- | --- | --- | --- | --- | --- |
| 203 English For Keyboarding (Expert Course)  80 Hours | In this “English Through Keyboarding” course students further develop English language skills related to keyboarding; focusing on speed and accuracy skills through production of various kinds of business correspondence, of reports, of tabulations, and of forms from unarranged and rough-draft hand-written and print copy sources in English  This course is not intended to provide instruction which will result in the student's acquisition of occupational skills. Placement assistance by the school is not available for this course. | This course will reinforce  students’:  ability to apply English reading, speaking and writing skills to determine format and produce business documents  keyboarding skills, including touch control, techniques, and speed | Students will be able to:  demonstrate comprehension of keyboarding directions and apply to various business situations  differentiate between various business situations and modify document formats, including letters, reports, memos and tables.  locate English grammatical, spelling and composition errors  type 45 wpm with less than 5 errors in 5 minutes | * to comprehend and apply directions in English when practicing advanced keyboarding exercises within  integrated business situations experiences requiring English language reading, discussion, and writing skills; * to distinguish English language descriptions of complex business situations that will determine the production of documents; * to synthesize information from various English language sources that will determine the format of document production; * to produce within situated experiences various kinds of letters, reports, memos, tables, and other personal-business and business documents from English language text, identifying and correcting language errors; * to develop advanced touch control of the keyboard and proper keyboarding techniques; and * to build basic speed and accuracy skills (to 45 wpm, keyboarding English text with no more than five errors in five minutes). |  |

Table 5 205 English For Machine Transcription 30 Hours

| Course | Descriptions | Course Goals | Course Objectives | Student Learning Outcomes | Prerequisites |
| --- | --- | --- | --- | --- | --- |
| 205 English For Machine Transcription  30 Hours | In this “English Through Machine Transcription” course students develop English language skills through listening and transcribing English phrases and sentences that simulate workplace tasks and materials  This course is not intended to provide instruction which will result in the student's acquisition of occupational skills. Placement assistance by the school is not available for this course. | This course will develop  students’:  ability to transcribe English dictation  ability to comprehend spoken and written English  ability to identify and correct language errors in written and spoken English | Students will be able to:  use homonyms  ask concise questions pertaining to concepts or implementation  differentiate between types of documents depending on the business situation  recognize and correct language errors made by the transcriber and the dictator  transcribe 15 lines of English in letter copy in 10 minutes | to comprehend English word division and composite words;  to utilize homonyms in the context of dictation;  to identify and distinguish between English words not spelled phonetically that typically cause difficulty;   * to comprehend spoken and written directions in English when transcribing from English dictation; * to utilize functional knowledge of English to ask questions concerning concepts and implementation; * to identify English language descriptions of business situations that will determine the correct production of documents; * to produce letters from English language dictation and to identify and correct language errors made by the transcriber and the person dictating;   to transcribe 15 lines of English language letter copy in 10 | English Level or 5 or by individual placement through advisement |

Table 6 935 English For Introduction to Microsoft Word 80 Hours

| Course | Descriptions | Course Goals | Course Objectives | Student Learning Outcomes | PREREQUISITE |
| --- | --- | --- | --- | --- | --- |
| 935 English For Introduction to Microsoft Word  80 Hours | In this “English Through MS Word” course students develop English language skills needed to successfully understand and execute concepts, features, functions, and applications in MS Word.  This course is not intended to provide instruction which will result in the student's acquisition of occupational skills. Placement assistance by the school is not available for this course. | This course will develop students’ skills using MS Word functions and features in English. | Students will be able to:   * Interpret textbook readings and directions in English * Use clear concise English to ask questions * Explain MS Word procedures using clear concise English * Discuss the basics of MS Word operating system | By the end of the course, students will be able to:   * Read about MS Word and understand what is being discussed or described; * Follow directions when practicing textbook exercises; * Ask questions concerning concepts and implementation; * Explain to others procedures used or results obtained; * Understand the basics of the MS Word operating system * Produce letters, reports, memos, tables, and other personal and business documents from copy; * Proofread documents and make necessary corrections; * Apply basic word processing using MS Word, including entering, formatting, creating tables, using styles and templates, mail merging, and using graphics | English Level 5 or by individual placement through advisement |

Table 7 300 English For Business Management 120 Hours

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course | Descriptions | Course Goals | Course Objectives | Student Learning Outcomes | Prerequisites |
| 300 English For Business Management | In this “English Through Business Management” course students develop English language skills and acquire business terminology and common structures used in business settings. Through reading, discussion, and case study analysis, students develop an understanding of English language usage:   * in small business planning, * marketing and operational strategy development, * legal and financial issues, and * day-to-day supervision and control procedures.   This course is not intended to provide instruction which will result in the student's acquisition of occupational skills. Placement assistance by the school is not available for this course. | This course will develop students’:   * knowledge of English business management key terms * ability to assess visual material * ability to analyze, discuss and write a small business plan in English | Students will be able to:   * describe key small business management terms in English * use English to examine and interpret various visual materials including, graphs and charts * analyze, discuss and write about small business problems in English * create a small business plan in English | By the end of the course, students will be able to:   * identify key English terms related to small business management; * analyze and interpret, in English, graphs, charts, and other visual material; * to read, discuss, and write in English about cases illustrating typical small business situations or problems; and * to develop an individual small business plan in English. | English Level or 5 or by individual placement through advisement |

Table 8 302 English For Accounting (First Course) 120 Hours

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course | Descriptions | Course Goals | Course Objectives | Student Learning Outcomes | Prerequisites |
| 302 English For Accounting (First Course)  120 Hours | In this “English Through Accounting” course students develop English language skills to be successful with basic accounting functions. This course sequence introduces students to the purposes and principles of accounting and the practice of fundamental accounting procedures. Students analyze and apply accounting concepts and procedures to real-life situations drawn from various types of businesses.  This course is not intended to provide instruction which will result in the student's acquisition of occupational skills. Placement assistance by the school is not available for this course. | This course will introduce  students to:  the purposes and principles of accounting  fundamental accounting procedures  accounting principles viewed from different business types | Students will be able to:  read and explain accounting descriptions and business language.  clearly pronounce numbers and numerical functions  interpret and use visual materials including charts and graphs  speak, read, and write about various accounting situations  breakdown financial statements and analyze transactions  apply accounting principles to merchandising inventories and sales costs | By the end of the course, students will be able to:   * to read and better understand written English language descriptions of accounting, the language of business; * to develop oral fluency with numbers and numerical functions; * to interpret charts, graphs, and other visual materials; * to speak and to write in English about situations and problems requiring accounting activities or solutions; * to read for detail in the context of accounting problems and directions; * to interpret orally and in writing how businesses communicate with financial statements; and * to apply accounting principles and procedures to analyzing and recording transactions, to accrual accounting and financial statement, to completing the accounting cycle, to accounting for merchandising activities and to merchandise inventories and sales costs. | English Level or 5 or by individual placement through advisement |

Table 9 303 English For Accounting (Intermediate Course) 120 Hours

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course | Descriptions | Course Goals | Course Objectives | Student Learning Outcomes | Prerequisites |
| 303 English For Accounting (Intermediate Course)  120 Hours | In this “English Through Accounting” course students develop English language skills to be successful with intermediate accounting functions. This second course in an accounting sequence expands students' knowledge about the purposes and principles of accounting and the practice of fundamental accounting procedures. Students analyze and apply accounting concepts and procedures to real-life situations drawn from various types of businesses.  This course is not intended to provide instruction which will result in the student's acquisition of occupational skills. Placement assistance by the school is not available for this course. | This course will reinforce students’ knowledge of  the purposes and principles of accounting  fundamental accounting procedures  accounting principles viewed from different business types | Students will be able to:  interpret written accounting and general business language  interpret and use visual materials including charts and graphs  speak, read, and write about various accounting situations  breakdown financial statements and analyze transactions  explain the concept and form of accounting information systems  apply accounting principles to cash and internal control; to receivables and short-term investments; to plant assets, natural resources, and intangibles; to current liabilities; and to partnerships. | By the end of the course, students will be able to:   * to read and better understand written English language descriptions of accounting, the language of business; * to interpret charts, graphs, and other visual materials; * to talk and to write in English about situations and problems requiring accounting activities or solutions; * to read for detail in the context of accounting problems and directions; * to interpret how businesses communicate with financial statements * to understand the concept and forms of accounting information systems; and * to apply accounting principles and procedures to cash and internal control; to receivables and short-term investments; to plant assets, natural resources, and intangibles; to current liabilities; and to partnerships. |  |

Table 10 304 English For Accounting (Advanced I) 60 Hours

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course | Descriptions | Course Goals | Course Objectives | Student Learning Outcomes | Prerequisites |
| 304 English For Accounting (Advanced I)  60 Hours | In this “English Through Accounting” course students develop English language skills to be successful with advanced accounting functions. This third course in an accounting sequence expands students' knowledge about the purposes and principles of accounting and the practice of fundamental accounting procedures. Students analyze and apply accounting concepts and procedures to real-life situations drawn from various types of businesses.  This course is not intended to provide instruction which will result in the student's acquisition of occupational skills. Placement assistance by the school is not available for this course. | This course will expand  students’ knowledge of:  purposes and principles of accounting  fundamental accounting procedures  analysis and application of various accounting concepts and procedures | Students will be able to:  read and explain accounting descriptions and business language.  clearly pronounce numbers and numerical functions  interpret and use visual materials including charts and graphs  speak, read, and write about various accounting situations  breakdown financial statements and analyze transactions  apply accounting principles to equity transactions and corporate accounting, term liabilities, long-term investments, reporting and analyzing cash flows, analysis of financial statements, and managerial accounting and job order cost accounting concepts and principles. | By the end of the course, students will be able to:   * read and better understand written English language descriptions of accounting, the language of business; * develop oral fluency with numbers and numerical functions; * interpret charts, graphs, and other visual materials; * talk and to write in English about situations and problems requiring accounting activities or solutions; * read for detail in the context of accounting problems and directions; * interpret how business communicates with financial statements * apply accounting principles and procedures to equity transactions and corporate accounting, term liabilities, long-term investments, reporting and analyzing cash flows, analysis of financial statements, and managerial accounting and job order cost accounting concepts and principles. |  |

Table 11 305 English For Accounting (Advanced II) 60 Hours

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course | Descriptions | Course Goals | Course Objectives | Student Learning Outcomes | Prerequisites |
| 305 English For Accounting (Advanced II)  60 Hours | In this “English Through Accounting” course students develop English language skills to be successful with basic accounting functions. This fourth course in an accounting sequence expands students' knowledge about the purposes and principles of accounting and the practice of fundamental accounting procedures. Students analyze and apply accounting concepts and procedures to real-life situations drawn from various types of businesses.  This course is not intended to provide instruction which will result in the student's acquisition of occupational skills. Placement assistance by the school is not available for this course. | This course will reinforce students’ knowledge of:  purposes and principles of accounting  fundamental accounting procedures  analysis and application of various accounting concepts and procedures | Students will be able to:  interpret written accounting and general business language  interpret and use visual materials including charts and graphs  speak, read, and write about various accounting situations  breakdown financial statements and analyze transactions  explain the concept and form of accounting information systems  apply accounting principles and procedures to process cost accounting, cost allocation and performance measurement, cost-volume-profit analysis, master budgets and planning, flexible budgets and standard costs, and capital budgeting. | * to read and better understand written English language descriptions of accounting, the language of business; * to develop oral fluency with numbers and numerical functions; * to interpret charts, graphs, and other visual materials; * to talk and to write in English about situations and problems requiring accounting activities or solutions; * to read for detail in the context of accounting problems and directions; * to explain orally and in writing how businesses communicate with financial statements * to apply accounting principles and procedures to process cost accounting, cost allocation and performance measurement, cost-volume-profit analysis, master budgets and planning, flexible budgets and standard costs, and capital budgeting. |  |

Table 12 604 English For TASC Prpearation (Formerly GED - High School Equivalency Diploma Preparation) 240 Hours

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course Title | Descriptions | Course Goals | Course Objectives | Student Learning Outcomes | Prerequisites |
| 604 English For TASC Preparation (Formerly GED - High School Equivalency Diploma Preparation)  240 Hours | In this “English Through TASC” course students develop English language and foundational skills in:   * Language Arts:  Reading, * Language Arts: Writing, * Social Studies, * Science, and Mathematics   in order to prepare for TASC or GED exam in English. | This course will develop students’ English skills in:   * reading * writing * social studies * science * math | Students will be able to:   * read English critically * analyze English reading genres * compose grammatically correct and concise English writing compositions * interpret social studies English readings and illustrations * apply critical English reading skills and scientific information to a variety of science fields * solve math word problems in English using addition, subtraction, multiplication and division * solve basic algebra and geometry equations in English * perform pre and post GED English practice assessments | By the end of the course, students will be able to:   * practice of pre-GED level skills in language arts:  reading (including critical thinking, meaning, organization, and style in various genres); * practice of pre-GED level skills in language arts: writing (including grammar and usage and independent writing components); * review and practice of pre-GED level skills in social studies (including critical reading of various documents and formats requiring higher order thinking skills and interpretation of  illustrations); * review and practice of pre-GED level skills in science (including critical reading and application of scientific information in various fields of science); * review and practice of pre-GED level skills in mathematics (including the four functions and applications with word problems and problem-solving through basic algebra and geometry); and * pre-testing and post-testing practice assessments incorporating GED-style testing formats. | English Level or 5 or by individual placement through advisement |

Table 13 610 English For TOEFL Exam Preparation 80 Hours

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course Title | Descriptions | Course Goals | Course Objectives | Student Learning Outcomes | Prerequisites |
| 610 English For TOEFL Exam Preparation  80 Hours | In this “English Through TOEFL Prep” course students develop English language skills. The course helps prepare advanced ESL students for the TOEFL through the application of advanced integrated English language skills tested by the Next Generation iBT.  **This course is not designed or intended to prepare students for college-level, academic work.** | This course will prepare  students’:  to take the TOEFL exam | Students will be able to:   * apply TOEFL-like English language skills * indicate familiarity with Next Generation iBT test-taking strategies * recognize TOEFL-like test conditions through practice tests | By the end of the course, students will be able to:   1. strengthen the application of integrated English *language skills* in TOEFL-like contexts. 2. provide understanding of and experience with TOEFL *Next Generation iBT test-taking strategies* with its emphasis upon integrated English language skills testing. 3. provide *practice test taking* under TOEFL-like conditions | English Level or 5 or by individual placement through advisement |

Table 14 940 English For Introduction to Microsoft Windows 80 Hours

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course Title | Descriptions | Course Goals | Course Objectives | Student Learning Outcomes | Prerequisites |
| 940 English For Introduction to Microsoft Windows  80 Hours | In this “English Through MS Windows” course students develop English language skills needed to successfully understand and complete concepts, features, functions, and applications in Windows.  This course is not intended to provide instruction which will result in the student's acquisition of occupational skills. Placement assistance by the school is not available for this course. | This course will develop students’:  skills using Windows functions and features in English | Students will be able to:  interpret textbook readings and directions in English  use clear concise English to ask questions  explain Windows procedures using clear concise English  discuss the basics of Windows operating system  navigate Windows toolbar and menus to customize projects | By the end of the course, students will be able:   * to read about Windows in English and understand what is being discussed or described; * to read and follow directions in English when practicing textbook exercises; * to ask questions concerning concepts and implementation; * to explain to others procedures used or results obtained; * to understand the basics of the Windows operating system; * to understand how to navigate toolbars and use menus to customize Windows; and * to understand how to use other Windows features. | English Level or 5 or by individual placement through advisement |

Table 15 950 English For Using Excel 80 Hours

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course Title | Descriptions | Course Goals | Course Objectives | Student Learning Outcomes | Prerequisites |
| 950 English For Using Excel  80 Hours | In this “English Through Excel” course students develop English language skills needed to successfully execute operations in Excel. This course introduces students to English language spreadsheet concepts, features, functions, and applications using Excel.  This course is not intended to provide instruction which will result in the student's acquisition of occupational skills. Placement assistance by the school is not available for this course. | This course will develop students’:  English skills to navigate Excel in English | Students will be able to:   * analyze and demonstrate use of Excel spreadsheets in English * identify uses of Excel in everyday situations in English * use Excel toolbars and menus to customize projects * apply other Excel features | By the end of the course, students will be able to:   * use English spreadsheets, in general, and Excel, in particular; * understand in English how Excel can be applied to real world situations; * navigate English toolbars and use English menus to customize Excel; and * use other Excel features in English. | English Level or 5 or by individual placement through advisement |

Table 16 955 English For Using the Internet 80 Hours

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course Title | Descriptions | Course Goals | Course Objectives | Student Learning Outcomes | Prerequisites |
| 955 English For Using the Internet  80 Hours | In this “English Through Using The Internet” course students develop English language skills needed to be successful with the structure of the Internet. The course provides English direction and practice in using the Internet correctly to obtain valid information for personal, for business, and for academic use.   The course emphasizes good searching skills and includes practice in developing a personal English web page.  This course is not intended to provide instruction which will result in the student's acquisition of occupational skills. Placement assistance by the school is not available for this course. | This course will develop students’ ability to:   * read and interpret internet basics through written English * read and interpret textbook exercises in written English * verbally explain internet procedures in English * distinguish between valid and invalid internet information * create a personal web page | Students will be able to:   * read and interpret internet basics through written English * read and interpret textbook exercises in written English * verbally explain internet procedures in English * distinguish between valid and invalid internet information * create a personal web page * demonstrate use of the World Wide Web and its features. | By the end of the course, students will be able to:   * read about Internet basics and understand what is being discussed or described; * read and follow directions when practicing textbook exercises; * ask English questions concerning concepts and implementation; * explain procedures used or results obtained; * understand in English the basics of Internet searching that produces valid information for personal, for business, and for academic use; * understand how to create a personal web page; and * understand in English how to use other World Wide Web features. | English Level or 5 or by individual placement through advisement |

Table 17 965 English For Using Microsoft PowerPoint 80 Hours

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course Title | Descriptions | Course Goals | Course Objectives | Student Learning Outcomes | Prerequisite |
| 965 English For Using Microsoft PowerPoint  (80 hours) | In this “English Through PowerPoint” course students develop English language skills needed to successfully understand and execute PowerPoint multi-media concepts, features, functions, and applications.  This course is not intended to provide instruction which will result in the student's acquisition of occupational skills. Placement assistance by the school is not available for this course. | This course will develop students’ English skills through using Microsoft PowerPoint functions and features. | Students will be able to:   * Read and interpret Microsoft PowerPoint basics through written English * Read and interpret textbook exercises in written English * Use clear concise English to ask questions * Explain Microsoft PowerPoint procedures using clear concise English * Discuss the basics of Microsoft PowerPoint program * Create PowerPoint slides in English | By the end of the course, students will be able to:   * Read about Microsoft PowerPoint basics in English and understand what is being discussed or described; * Read and follow directions in English when practicing textbook exercises; * Ask questions in English concerning concepts and implementation; * Explain in English procedures used or results obtained regarding the basics of creating a PowerPoint presentation; * Use PowerPoint applications to organize and present information in response to specific situations in English; * Apply PowerPoint to real world situations; * Use English navigation toolbars and menus to customize PowerPoint; and * Employ other PowerPoint features in English. | English Level 5 or by individual placement through advisement |

Table 18 975 English For Using Adobe PhotoShop 160 Hours

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course Title | Descriptions | Course Goals | Course Objectives | Student Learning Outcomes | Prerequisite |
| 975 English For Using Adobe PhotoShop  160 hours | In this “Englihs Through PhotoShop” course students develop English language skills needed to be successful with PhotoShop. Students will learn how to work with PhotoShop images from a variety of real world situations and sources.  This course is not intended to provide instruction which will result in the student's acquisition of occupational skills. Placement assistance by the school is not available for this course. | This course will develop students’ English knowledge and skills by using PhotoShop. | Students will be able to:   * Read and interpret written PhotoShop directions for textbook exercises in English * Express questions clearly and concisely regarding PhotoShop * Explain PhotoShop procedures using clear concise English * Discuss the basics of the PhotoShop program * Use the basics of PhotoShop from a variety of real world situations and sources to design, develop and customize images | By the end of the course, students will be able to:   * Read about PhotoShop basics and undersand what is being discussed or described; * Read and follow directions when practicing textbook exercises; * Ask questions in English concerning concepts and implementation; * Explain procedures used or results obtained regarding the basics of PhotoShop; * Write simple explanations of procedures used or results obtained * Use PhotoShop applications to design, develop, and customize images; * Employ the basics of creating PhotoShop images from sources; * Apply PhotoShop to real world situations; * Use navigation toolbars and menus to customize PhotoShop; and * Use other PowerPoint features. | English Level 5 or by individual placement through advisement |

Table 19 990 English For Introduction to MAC 80 Hours

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course Title | Descriptions | Course Goals | Course Objectives | Student Learning Outcomes | Prerequisites |
| 990 English For Introduction to MAC  80 Hours | In this “English Through Introduction To MAC” course students develop English language skills to be successful with the Mac OSX operating system and Mac computers.  This course is not intended to provide instruction which will result in the student's acquisition of occupational skills. Placement assistance by the school is not available for this course. | This course will  explain features and basic usage of the MAC operating system in English | Students will be able to:   * interpret English readings and verbal explanations regarding Macintosh computers * use the Apple support site to locate answers to specific questions * create questions in English about concepts or procedures * explain procedures and results * identify the basics of Macintosh’s OS X v 10.6 Snow Leopard operating system * navigate Mac toolbars and menus * use Mac features | By the end of the course, students will be able to:   * read in English about Macintosh computers and understand what is being discussed or described; * use the Apple Macintosh English support site to use Mac computers effectively and efficiently and to answer specific questions; * read and follow directions in English when practicing exercises; * ask questions in English concerning concepts and implementation; * explain to others procedures used or results obtained; * understand the basics of Macintosh’s OS X v10.6 Snow Leopard operating system in English; * to understand how to navigate English toolbars and use English menus to customize the Mac; and * to understand how to use other Mac features in English. | English Level or 5 or by individual placement through advisement |

Table 20 995 English For Switching to MAC 80 Hours

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course Title | Descriptions | Course Goals | Course Objectives | Student Learning Outcomes | Prerequisites |
| 995 English For Switching to MAC  80 hours | In this “English Through Switching To MAC” course students develop English language skills needed to successfully transition from a Windows PC to a Mac OS environment.  This course is not intended to provide instruction which will result in the student's acquisition of occupational skills. Placement assistance by the school is not available for this course. | This course will develop students’ English skills in using Mac functions and features. | Students will be able to:   * Read and interpret Mac basics through written English * Read and interpret textbook exercises in written English * Use clear concise English to ask questions * Explain Mac procedures using clear concise English * Discuss the basics of Mac program in English | By the end of the course, students will be able to:   * Read in English about Mac and understand what is being discussed or described; * Read and interpret in English Mac support site to use Mac computers effectively and efficiently; * Follow directions in English when practicing textbook exercises; * Ask questions in English concerning concepts and implementation; * Explain to others in English procedures used or results obtained; * Understand the basics of Mac operating system described in English; * Use English navigation toolbars and menus to customize the Mac; * Use other Mac features in English | Any Microsoft Office application course or |

Table 21 1000 English For Using Apple iMovie 80 Hours

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| --- | --- | --- | --- | --- | --- |
| Course Title | Descriptions | Course Goals | Course Objectives | Student Learning Outcomes | Prerequisites |
| 1000 English For Using Apple iMovie  80 Hours | In this “English Through iMovie” course students develop English language skills to be successful with Apple iMovie.  Students will learn how to create movies on the computer using a variety of media and to output their movies to tape or disk, send them via e-mail, or post them to a web site.  This course is not intended to provide instruction which will result in the student's acquisition of occupational skills. Placement assistance by the school is not available for this course. | This course will develop students’:  knowledge and usage of iMovie | Students will be able to:   * read and interpret English written iMovie directions for textbook exercises * interpret documents and situations written in English to design, develop, and customize iMovie applications for various situations * express question in English regarding iMovie * write simple iMovie procedures and results in English * explain the design and content of iMovie and iDVD * use the basics of gathering video assets, trimming and organizing them, garnishing them with title tracks, special effects, and transitions. * modify and use iMovie to create stand-alone movies; and output their created videos to tape or disk, e-mail, or the Web. | By the end of the course, students will be able to:   * read in English about video editing software and iMovie and understand what is being discussed or described IN English; * read and follow English directions when practicing textbook exercises; * read English documents and descriptions of situations and decide in English how to use iMovie applications to design, develop, and customize video compositions; * ask questions in English concerning concepts and implementation; * write simple English explanations of procedures used or results obtained; * explain in English the design and content of iMovie and iDVD presentations; and * understand the basics of gathering video assets; of trimming and organizing them; of garnishing them with title tracks, special effects, and transitions; of using iMovie to create stand-alone English movies; and of outputting their created videos to tape or disk, e-mail, or the Web. | English Level or 5 or by individual placement through advisement |