

### Basic Course Information

Semester	<b>Fall 2024</b>	Instructor Name	<b>Professor Angie Ruiz</b>
Course Title & #	<b>BUS 059 Practical English for the Workplace</b>	Email	<a href="mailto:angie.ruiz@imperial.edu">angie.ruiz@imperial.edu</a>
CRN #	<b>10076</b>	Office	<b>Room 809 - A</b>
Room #	<b>803</b>		
Class Dates	<b>Aug. 12 – Dec. 7, 2024</b>	Office Hours Zoom Meeting# 883 3044 3724	M-W 1:00 – 2:00 p.m. T-TH 9:00 - 11:00 a.m. (Zoom)
Class Days	<b>M &amp; W</b>	Office Phone #	<b>760-355-6339</b>
Class Times	<b>8:00 – 9:25 a.m.</b>	Office contact if student will be out or emergency	<b>Tisha Nelson, Staff Secretary (760) 355-6361</b>
Units	<b>3</b>		

### Course Description

Multi-level, multi-content (such as employability skills, workplace survival skills, and workplace social skills) instruction in English as a Second Language for students wanting to have careers in vocational areas such as Office Technologies, Early Childhood Education and Automotive Technologies. The course emphasizes the vocabulary and grammar of English within the content of the workplace.

### Student Learning Outcomes

- Develop sentences by applying proper grammar and punctuation rules.
- Brainstorm and categorize items in order to develop paragraphs.
- Analyze practical articles and summarize in own words.

### Course Objectives

- Communicate personal information orally and in writing.
- Assess career goals; identify and discuss career opportunities.
- Know sources of information for employment opportunities
- Demonstrate strategies for inquiring about a job.
- Respond to directions given orally and in writing to perform tasks at the workplace.
- Perform common job tasks requiring oral/written communication skills.
- Demonstrate understanding of the employee's role in the workplace.
- Demonstrate knowledge or procedures for evaluation, acting on constructive criticism, mobility, promotions, and termination.
- Communication in work related situations, with appropriate language and attitudes.
- Develop work-related knowledge and skills using educational materials on technical information.

### Textbooks & Other Resources or Links

Camp, S., Satterwhite, M., College English and Business Communication, 11 ed., McGraw Hill,  
ISBN: 978-1-260-14127-6, (with access code)

### Course Requirements and Instructional Methods

**Out of Class Assignments:** The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

### Course Grading Based on Course Objectives

Assignment/Projects	30%
Presentations	20%
Tests/Quizzes	30%
Final	20%

### Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See General Catalog for details.
- Students will connect to Zoom meetings on time and turn on video during class in order to receive credit for attendance.
- Regular attendance in all classes is expected of all students. Student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

### Classroom Zoom Etiquette

- **Electronic Devices:** Cell phones and electronic devices must be turned off and put away during class unless otherwise directed by the instructor. Consider: specifics for your class/program.
- **Disruptive Students:** Students who disrupt or interfere with a class may be asked to leave zoom class and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the General Catalog.

### Online Netiquette

- **What is netiquette?** Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- **Students are to comply with the following rules of netiquette:** (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

### Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- **Plagiarism** is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- **Cheating** is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the General Catalog for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

### Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **CANVAS LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The Canvas Student Guides Site provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your Campus Map for the Math Lab; Reading, Writing & Language Labs; and the Study Skills Center.
- **Library Services.** There is more to our library than just books. You have access to tutors in the Study Skills Center, study rooms for small groups, and online access to a wealth of resources.

### Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313 if you feel you need to be evaluated for educational accommodations.

### Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC Student Health Center at 760-355-6128 in Room 1536 for more information.

- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information.

### Veteran's Center

The mission of the **IVC Military and Veteran Success Center** is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

### Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of **EOPS our CARE (Cooperative Agency Resources for Education) Program** for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please **contact Lourdes Mercado, 760-355-6448, [lourdes.mercado@imperial.edu](mailto:lourdes.mercado@imperial.edu)**.

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact **Alexis Ayala,**

**760-355-5713, [alexis.ayala@imperial.edu](mailto:alexis.ayala@imperial.edu)**.

### Student Equity Program

The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: **760.355.5736 or 760.355.5733 Building 100.**

The Student Equity Program also houses IVC’s Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act.

Contact: 760.355.5736 Building 10.

### Student Rights and Responsibilities

Students have the right to experience a positive learning environment and due process. For further information regarding student rights and responsibilities please refer to the IVC General Catalog available online at [http://www.imperial.edu/index.php?option=com\\_docman&task=doc\\_download&gid=4516&Itemid=762](http://www.imperial.edu/index.php?option=com_docman&task=doc_download&gid=4516&Itemid=762)

### Information Literacy

Imperial Valley College is dedicated to help students skillfully discover, evaluate, and use information from all sources. Students can access tutorials at <http://www.imperial.edu/courses-and-programs/divisions/arts-and-letters/library-department/info-lit-tutorials/>

### Anticipated Class Schedule / Calendar

Week	Assignment	Pages
Week 1	Syllabus & Introduction	
Week 2	PBS Video – Separated Children at the Border Summary Chapter 1 Communicating in Everyday Life	Page 4
Week 3	Chapter 2 Interpreting Communication Chapter 3 Communicating Globally PBS Video – Trafficked in America Summary	Page 28 Page 60
Week 4	Test Ch. 1, 2, 3 Chapter 4 Exploring Language Elements	Page 84
Week 5	Chapter 5 Mastering Nouns and Pronouns	Page 132
Week 6	Chapter 6 Expanding Language Skills PBS Podcast- Child Marriage in America Summary	Page 162
Week 7	Test Ch. 4, 5, 6 Chapter 7 Applying the Mechanics of Style	Page 200
Week 8	Chapter 8 Sharpening Writing Skills PBS Podcast - A Life Sentence – Summary	Page 272
Week 9	Test Ch. 7, 8 Chapter 9 Writing E-Mails, Memos, and Letters	Page 334
Week 10	Chapter 10 Writing Specific Communications PBS Video – Poor Kids – Summary	Page 382
Week 11	Chapter 11 Preparing and Writing Reports	Page 424
Week 12	Test Ch. 9, 10, 11 Chapter 12 Working with Technology	Page 470
Week 13	Chapter 13 Communicating with Customers PBS Video – Dollars and Dentists – Summary	Page 500

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Week 14	Chapter 14 Developing Presentation Skills	Page 522
Week 15	Test Ch. 12, 13, 14 Chapter 15 Searching for Jobs and Writing Resume Chapter 16 Interviewing and Employment Issues	Page 566 Page 602
Week 16	Mock Interviews Final Exam Ch. 15, 16	