



CUNY CareerPATH

Preparation for Adults Through
Training and Higher Education



MAKING IT IN AMERICA: MANUFACTURING PAST, PRESENT AND FUTURE

College: CUNY Language Immersion Program

Program Director: Leslee Oppenheim, Ph.D.

*Reviewer: Hillary Gardner, Acting Director, Center for Immigrant
Education and Training, LaGuardia Community College*

6/25/2014

The City University of New York was awarded \$19.86 million through the United States Department of Labor's Trade Adjustment Assistance Community College and Career Training grant program to offer CUNY CareerPATH, a three-year program aimed at supporting adult students in career advancement and successful college transition, responding to local industry needs, and building CUNY's capacity to serve adult workers. CareerPATH provides academic and English language skills instruction "contextualized" to five industry sectors – health care, education, manufacturing, culinary arts and hospitality, and business – with the goal of engaging adult learners and accelerating their progress once they enroll in college. Strengthened connections between English language pre-college programs, occupational training, and degree programs — bolstered by strong advisement and enhanced student services — help students progress on each step of their education and career pathway. In the short term, participants earn industry-recognized credentials and find jobs. In the longer term, they translate their training into college credit and enter degree programs.

The program director/product liaison should enter the following information below:

- Upper-Level CLIP Students
- "Making It in America: Manufacturing Past, Present and Future"
- English for Academic Purposes and Contextualized Career Exploration

The reviewer should complete the information below:

Based on your expertise, how would you rate the product's ability to meet standards within your field?			
<input checked="" type="checkbox"/> Outstanding	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Incomplete

SUMMARY

In many ways, the history of manufacturing in the United States is the history of the unnamed masses, the workers who toiled on a daily basis while wealthy industrialists rose to prominence thanks to their employees' efforts. Turning history on its head, those workers are featured in this comprehensive college transition curriculum for English language learners, "Making It in America: Manufacturing Past, Present and Future," which examines assumptions behind manufacturing as it has been portrayed in texts ranging from fanciful (*Charlie and the Chocolate Factory* by Roald Dahl) to real (*Triangle: The Fire that Changed America*, 2004). This curriculum enables adult learners to articulate how America was made through the making of things, and prepares them in a range of essential skills, from documenting societal changes to actively defining their futures through greater college and career knowledge and extensive practice in academic reading and writing.

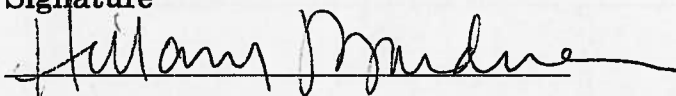
One outstanding aspect of the curriculum is the way it poses numerous relevant questions to student readers: building their background knowledge of the Industrial Revolution, requiring them to critically examine the "American dream," and asking them to examine whether the challenges of the workers they read about are similar or different to the financial and safety struggles of immigrant workers today. This well-developed curriculum is accompanied by a list of eight suggested field trips to New York City locations where the history of manufacturing is documented in primary sources, as well as nine film and video resources related to the topic. After first a fanciful then an historical look at manufacturing, the curriculum ends in the present day, featuring a visit to the newly revived Brooklyn Navy Yard, an introduction to green products, and a reflection on the future of creativity and industry as portrayed in the Walter Isaacson biography of Steve Jobs (2011).

Another significant feature of this curriculum is the accompanying teacher guide, which outlines how to effectively use communicative approaches to develop students' language and learning skills. Reading comprehension questions are divided into guided pair work so that each team of readers gains expertise on a selected reading passage and is required to summarize their acquired knowledge orally to the class. The writing component of the curriculum is similarly detailed and thorough, outlining five types of essays covering seven main skills for students to master. A "College Knowledge" component ensures students completing the curriculum will have practice with skills such as how to read a transcript, proper MLA style, or communicating effectively with professors, skills which often pose a particular challenge to Generation 1.5 students. The college knowledge component is amply enhanced by a significant career exploration section in which students complete a career goals essay, interview members of their community, and research manufacturing-related jobs using Department of Labor statistics. Components of this curriculum are equally inspirational and practical, and the implementation of the curriculum's goals is aided by the numerous accompanying resources for further exploration of an essential American theme.

Hillary J. Gardner

6/26/2014

Signature



This workforce solution was funded by a grant awarded by the U.S. Department of Labor's Employment and Training Administration. The solution was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership. The CUNY CareerPATH Program is an equal opportunity employer/program and auxiliary aids and services are available upon request to individuals with disabilities.