ESL 753 Course Outline as of Fall 2016

CATALOG INFORMATION

Dept and Nbr: ESL 753   Title: PRACTICAL ECE ESL
Full Title: Practical ESL for Early Childhood Professionals
Last Reviewed: 5/9/2022

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	0	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	0	Lab Scheduled	0	6	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00   Total Student Learning Hours: 157.50

Title 5 Category: Non-Credit
Grading: Non-Credit Course
Repeatability: 27 - Exempt From Repeat Provisions
Also Listed As:
Formerly:

Catalog Description:
For non-native English speakers who are preparing to work with young children ages 0 -12. This class provides practice in the reading, writing, listening and speaking skills used in childcare and early childhood educational settings.

Prerequisites/Corequisites:

Recommended Preparation:
Course Eligibility for ESL 716

Limits on Enrollment:

Schedule of Classes Information:
Description: For non-native English speakers who are preparing to work with young children ages 0 -12. This class provides practice in the reading, writing, listening and speaking skills used in childcare and early childhood educational settings. (Non-Credit Course)
Prerequisites/Corequisites:
Recommended: Course Eligibility for ESL 716
Limits on Enrollment:

Transfer Credit:
Repeatability: Exempt From Repeat Provisions

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	**Area**		Effective:	Inactive:
CSU GE:	**Transfer Area**		Effective:	Inactive:
IGETC:	**Transfer Area**		Effective:	Inactive:
CSU Transfer:		Effective:	Inactive:	
UC Transfer:		Effective:	Inactive:	

CID:

Certificate/Major Applicable:
Certificate Applicable Course

COURSE CONTENT

Student Learning Outcomes:
At the conclusion of this course, the student should be able to:
1. Communicate information in English to children, parents, and co-workers.
2. Evaluate the personal qualities of an effective early childhood educator in English.
3. Communicate in English about growth and development of children 0-12 years old.

Objectives:
Upon completion of this course, students will be able to:

1. Demonstrate through reading comprehension, writing, discussion, and role-play the ability to apply developmental theory to real life situations in a childcare or preschool setting.
2. Develop formal statements to clarify one's personal/professional identity in working with children ages 0-12:
     a. The multiple roles of a teacher and childcare provider
     b. The importance of working in early childhood education and care
     c. Personal characteristics and areas of improvement related to working in early childhood education.
3. Recognize key vocabulary related to domains of development and describe the typical developmental expectations of young children 0-12 years old.
4. Produce written sentences with a subject, verb and complete idea and apply correct punctuation and capitalization at the sentence level.
5. Produce comprehensible and grammatically correct spoken English.
6. Read and restate in simple English the main idea of a short reading related to early childhood.
7. Demonstrate listening comprehension of speech generated by a child, co-worker, parent or supervisor.

Topics and Scope:

I. Vocabulary Recognition and Application

    A. Caring for children, guiding children's behavior and learning
    B. Communicating with adults in a childcare/preschool setting
    C. Child Development concepts (Examples: temperament, attachment, synchrony, trust, motor skills, self-regulation, learning through play, cultural competency, evaluation, observation)

II. Reading
    A. Reading basics: use of headings, pre-reading strategies, highlighting key terms or concepts
    B. Sentence-level comprehension in English
    C. Paragraph structure and main ideas
    D. Skimming and scanning techniques
    E. Test taking techniques

III. Writing
    A. Sentence and paragraph writing fundamentals
        1. Punctuation
        2. Capitalization
        3. Spelling
        4. Parts of a sentence
        5. Paragraph topics and sub-topics
    B. Interview questions
    C. Note-taking
        1. Lectures or textbooks
        2. Observations with focus on children
    D. Self-evaluation of learning progress
    E. Work-related writing
        1. Observation notes
        2. Evaluation reports
        3. Illness, accident and emergency forms
        4. Note to a parent, provider or child
        5. Dictation from a child

IV. Listening/Speaking Skills
    A. Pronunciation and key vocabulary
    B. Listening strategies
    C. Key phrases for clarifying, asking questions, and confirming instructions
    D. Discussion skills for effective groupwork
    E. Key vocabulary or main idea in spoken instructions
    F. Oral presentations
    G. Interviews
    H. Role play and simulations
    I.   Strategies for making personal introductions

V. Grammar Application
    A. Basic verb tenses
        1. Simple present tense
        2. Present progressive tense
        3. Simple past tense
        4. Modals
    B. Affirmative statements
    C. Negative statements
    D. Question formation
        1. Yes/no questions
        2. Information questions
            a. Limited, specific response
            b. Open-ended response

E. Imperative (command) verb form
F. Simple and compound sentences
G. Subject pronouns, object pronouns, possessive adjectives

Assignment:

Representative Assignments:
I. Reading and Writing
   A. Assigned reading (approximately 10-20 pages per week) from textbook, relevant brochures and children's literature or simplified stories about children and families (10-20 pages per week)
   B. Note-taking
      1. Observation notes from interviews with classmates and childcare professionals
      2. Notes from assigned reading
   C. Writing assignments (choice of 3-4)
      1. Observation
      2. Evaluation
      3. Illness
      4. Accident and emergency forms
      5. Note to a parent, provider or child
      6. Dictation from a child
II. Skill Demonstrations:
   A. Recognition of key child development vocabulary through picture identification, written and oral activities
   B. Participation in partner or small group activities to demonstrate mastery of target grammar
   C. Role plays and oral presentations (2-3)
      1. Present new information activities to children
      2. Conference with parents regarding development progress of their child
      3. Read a story aloud to children
      4. Introduce oneself within a professional context in preparation for visiting a local childcare facility
      5. Apply developmental theory to real-life situations
   D. Restatement in English of main ideas or key vocabulary from written work completed
III. Problem Solving
   A. Common challenging situations (1-3) related to working with children ages 0-12
      1. Conflicts among children
      2. First day of school
      3. Emergency procedures
   B. Role play possible outcomes for each different challenge
IV. Quizzes (3-4)
   A. Vocabulary
   B. Grammar
   C. Reading
V. Final Exam

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Writing assignments, observation notes		Writing 10 - 30%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Role play demonstration in small group activities		Problem solving 5 - 10%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Skill-based role plays; presentations		Skill Demonstrations 10 - 25%

Exams: All forms of formal testing, other than skill performance exams.

Vocabulary, grammar, and reading quizzes, final exam		Exams 20 - 40%

Other: Includes any assessment tools that do not logically fit into the above categories.

Attendance and participation; presentations		Other Category 10 - 15%

Representative Textbooks and Materials:
English for Child Care. Brems, Marianne and Rosner, Julaine with Chan, Marsha. Sunburst Media: 2010
Instructor prepared materials.