ESL 753 Course Outline as of Fall 2023

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:
This course is designed for non-native English speakers who are preparing to work with young children aged 0-8. In this course, students preparing for a career in Early Childhood Education (ECE) will receive support and practice reading, writing, listening, and speaking skills used in early childhood educational settings.

Prerequisites/Corequisites:

Recommended Preparation:
Course Eligibility for EMLS 716 (or ESL 716) OR EMLS 708 (or EMLS 781 or ESL 781)

Limits on Enrollment:

Schedule of Classes Information:
Description: This course is designed for non-native English speakers who are preparing to work with young children aged 0-8. In this course, students preparing for a career in Early Childhood Education (ECE) will receive support and practice reading, writing, listening, and speaking skills used in early childhood educational settings. (Non-Credit Course)
Prerequisites/Corequisites:

Recommended: Course Eligibility for EMLS 716 (or ESL 716) OR EMLS 708 (or EMLS 781 or ESL 781)
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. Utilize communication skills in English appropriate for 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 0-8 years old.

Objectives:
At the conclusion of this course, the student should 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 0-8:
   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 0-8 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, level-appropriate 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
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
H. Modals

Assignment:

Reading and Writing:
1. Assigned reading (10-20 pages per week) from textbook, relevant brochures and children's literature or simplified stories about children and families
2. Note-taking, such as observation notes from interviews with classmates and childcare professionals and/or notes from assigned reading
3. At least 3 writing assignments, such as:
A. Observation report
B. Evaluation report
C. Illness report
D. Accident and emergency forms
E. Dictation from a child
F. Note to a parent, provider or child

Examination Assignments:
1. Quizzes (3-4) such as
A. Vocabulary
B. Grammar
C. Reading
2. Final Exam

Other Assignments, such as:
1. Application of vocabulary and grammar, such as:
A. Recognition of key child development vocabulary through picture identification,
B. Written and oral activities and
C. Restatement in English of main ideas or key vocabulary from written work completed
2. Participation in partner or small group activities to demonstrate mastery of target grammar
3. Attendance
4. At least 4 role-play demonstration(s) and oral presentation(s), such as
A. Present new information activities to children
B. Conference with parents regarding development progress of their child
C. Read a story aloud to children
D. Introduce oneself within a professional context in preparation for visiting a local childcare facility
E. Apply developmental theory to real-life situation
F. Common challenging situations related to working with children ages 0-8, such as conflicts among children, first day of school, emergency procedures

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	Writing 10 - 30%

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

Role play demonstration(s)	Problem solving 5 - 10%

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

Role play demonstration(s); oral presentation(s)	Skill Demonstrations 10 - 25%

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

Quizzes, final exam	Exams 20 - 40%

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

Attendance, participation, other assignments	Other Category 10 - 15%

Representative Textbooks and Materials:
English for Child Care: Language Skills for Parents and Providers. Brems, Marianne and Rosner, Julaine and Chan, Marsha. Sunburst Media. 2010 (classic)
English for Child Development: Language Skills for Parents and Providers. Brems, Marianne and Chan, Marsha and Rosner, Julaine. Sunburst Media. 2017 (classic)
Reader: ESL 353/753 Practical ESL for Early Childhood Professionals
Instructor prepared materials
Other approved materials