

EMLS 353 Course Outline as of Fall 2024**CATALOG INFORMATION**

Dept and Nbr: EMLS 353 Title: EMLS FOR ECE
 Full Title: Vocational English for Early Childhood Professionals
 Last Reviewed: 1/25/2021

Units	Course Hours per Week		Nbr of Weeks		Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	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: AA Degree Non-Applicable
 Grading: Grade or P/NP
 Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP
 Also Listed As:
 Formerly: ESL 353

Catalog Description:

In this course, multilingual students who are preparing to work with young children aged 0-12 will practice reading, writing, listening, and speaking skills used in Early Childhood Education (ECE) settings.

Prerequisites/Corequisites:**Recommended Preparation:**

Course completion of EMLS 371 (ESL 371), or ESL 312, or eligibility for EMLS 372 (ESL 372) or higher

Limits on Enrollment:**Schedule of Classes Information:**

Description: In this course, multilingual students who are preparing to work with young children aged 0-12 will practice reading, writing, listening, and speaking skills used in Early Childhood Education (ECE) settings. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Course completion of EMLS 371 (ESL 371), or ESL 312, or eligibility for

EMLS 372 (ESL 372) or higher

Limits on Enrollment:

Transfer Credit:

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area	Effective:	Inactive:
CSU GE:	Transfer Area	Effective:	Inactive:

IGETC:	Transfer Area	Effective:	Inactive:
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CSU Transfer:	Effective:	Inactive:
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UC Transfer:	Effective:	Inactive:
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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 0-12 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 0-12:
 - a. The multiple roles of a teacher
 - 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, 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 (3-5 from list below)
- 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 (4-6 from list below)
- 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:

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 Report
2. Evaluation Report
3. Illness Report
4. Accident and Emergency Forms
5. Note to a Parent, Provider or Child
6. Dictation from a Child

II. Skill Demonstrations and Application of Vocabulary and Grammar

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 play demonstration(s) and oral presentation(s) (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 (Role play demonstration of common challenging situations related to working with children ages 0-12)

A. Conflicts among children

B. First day of school

C. Emergency procedures

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.

Written assignments; observation notes
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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); application of vocabulary and grammar

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 and participation

Other Category
10 - 15%

Representative Textbooks and Materials:

English for Child Care. 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

Instructor prepared materials