El Camino College

COURSE OUTLINE OF RECORD - Approved

I. GENERAL COURSE INFORMATION

Subject and Number: **Non-Credit English as a Second Language 05B**
Descriptive Title: **ESL for Childhood Educators II**

Course Disciplines: **English as a Second Language (ESL): Noncredit**

Division: **Humanities**

Catalog Description: This is the second course in a two-course sequence that prepares intermediate-level ESL students for a career in childcare, with special emphasis on vocabulary and entry level skill acquisition as well as familiarity with common phrases for interacting with English speaking children, staff, and parents. Topics include infant development, toddler development, preschooler development, and school-age child development. This course prepares students for the Childhood Education credit program.

Conditions of Enrollment:

Prerequisite

 Non-Credit English as a Second Language 05A

Course Length: [X] Full Term [ ] Other (Specify number of weeks):
Hours Lecture: 5.00 hours per week [X] TBA
Hours Laboratory: 0 hours per week [ ] TBA
Course Units: 0
Min/Max Hours: 90

Grading Method: No Grade
Credit Status Non Credit

Transfer CSU: [ ] No
Transfer UC: [ ] No

General Education:

El Camino College:

CSU GE:

IGETC:

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. Upon completion of the course, students will be able to plan and describe in writing a daily schedule in a childcare environment that addresses play and routine.

2. Upon completion of the course, students will be able to compose compound sentences that describe a child's actions and behaviors.

3. Upon completion of the course, students will be able to give descriptive praise using infinitives and gerunds.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at http://www.elcamino.edu/academics/slo/.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Demonstrate an understanding of basic concepts of child development.

   Objective Exams

2. Set rules appropriate for different age groups.

   Written homework

3. Describe children's abilities orally and in writing.

   Other exams

4. Utilize appropriate suggestion phrases to redirect a child's attention.

   No Assessment Selected

5. Describe a child's emotions orally and in writing.

   Other exams

6. Communicate orally with a family member about a child's daily routine.

   Oral exams

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	20	I	Infant Care A. Vocabulary building B. Making and responding to requests for help using modals C. Identifying daily chores D. Guessing why a baby is crying: making guesses

			E. Restating safety tips for babies
			F. Singing songs and listening for words and phrases
			G. Writing skills: memories in a baby book and a thank-you note
Lecture	20	II	**Toddler Care** A. Vocabulary building B. Describing children's routines with the present tense C. Giving toddlers appropriate choices using choice questions D. Asking and answering questions about a family member's daily routine E. Writing about daily routines F. Practicing songs and finger plays G. Setting limits for behavior: role-play on talking to a toddler about actions H. Pronouncing verbs with final s
Lecture	25	III	**Preschooler Care** A. Vocabulary building B. Describing children's abilities C. Comparing preschoolers and toddlers using comparative adjectives D. Encouraging good behavior with descriptive praise E. Choosing phrasal verbs to teach children about responsibility F. Inviting someone to join an activity G. Practicing songs and playing games H. Writing compound sentences to describe children's actions and behaviors
Lecture	25	IV	**School-Age Child Care** A. Vocabulary building B. Setting limits C. Redirecting children with suggestion phrases (e.g., "Why don't we...?") D. Describing emotions using adjectives E. Giving descriptive praise with gerunds and infinitives F. Dealing with misbehavior G. Setting rules appropriate for school-age children H. Singing songs for learning phone numbers I. Playing games for solving conflicts J. Writing a note to a child
Total Lecture Hours	90		
Total Laboratory Hours	0		

Total Hours	90

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. **PRIMARY METHOD OF EVALUATION:**

Skills demonstrations

B. **TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:**

Pretend that you are a caregiver for a school-age child and that your partner is the child. Role play with your partner ways to redirect the "child's" attention. Once you are done, switch roles with your partner so that he/she is the caregiver and you are the child. Once you are finished share with the class the ways in which you and your partner redirected the "child".

C. **COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:**

1. N/A

2. N/A

D. **OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:**

Performance exams

Objective Exams

Oral exams

Other exams

Embedded questions

Quizzes

Written homework

Class Performance

Homework Problems

Multiple Choice

Completion

Matching Items

Presentation

V. INSTRUCTIONAL METHODS

Demonstration
Discussion
Group Activities
Guest Speakers

> Lecture
> Multimedia presentations
> Role Play

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

Study
Answer questions
Skill practice
Required reading
Problem solving activities
Written work

Estimated Independent Study Hours per Week: 5

VII. TEXTS AND MATERIALS

A. **UP-TO-DATE REPRESENTATIVE TEXTBOOKS**
Marianne Brems, Julaine Herreid Rosner, with Marsha Chan. <u>English for Childcare</u>. Sunburst Media, 2011.

B. **ALTERNATIVE TEXTBOOKS**

C. **REQUIRED SUPPLEMENTARY READINGS**

D. **OTHER REQUIRED MATERIALS**
Instructor-selected and instructor-created materials.

VIII. CONDITIONS OF ENROLLMENT
A. **Requisites (Course and Non-Course Prerequisites and Corequisites)**

Requisites	Category and Justification
Course Prerequisite English as a Second Language-05A	Sequential

B. **Requisite Skills**

Requisite Skills
Identify, categorize, and describe common child care items. ESL 05A - Identify, categorize, and describe common child care items.
Demonstrate comprehension of daily reports for a child. ESL 05A - Demonstrate comprehension of daily reports for a child.
Compose notes to parents and coworkers detailing a child's daily activities. ESL 05A -

Compose notes to parents and coworkers detailing a child's daily activities.
Give reports of incidents orally and in writing. ESL 05A -   Give reports of incidents orally and in writing.
Report discomforts, ailments, and injuries in writing and orally. ESL 05A -   Report discomforts, ailments, and injuries orally and in writing.
Identify and respond to a variety of safety issues. ESL 05A -   Identify and respond to a variety of safety issues.
Requesting supplies orally and in writing. ESL 05A -   Request supplies orally and in writing.

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification

D. Recommended Skills

Recommended Skills

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact

Course created by Matthew Kline on 09/20/2016.

BOARD APPROVAL DATE: 01/23/2017

LAST BOARD APPROVAL DATE: 03/26/2018

Last Reviewed and/or Revised by Matthew Kline on 09/20/2016

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