



El Camino College

COURSE OUTLINE OF RECORD - Approved

I. GENERAL COURSE INFORMATION

Subject and Number: Non-Credit English as a Second Language 05A
Descriptive Title: ESL for Childhood Educators I

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

Division: Humanities

Catalog Description: This first course in a two-course sequence 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 basic childcare vocabulary, communicating about children, preventing incidents, reporting incidents, and treating illnesses and minor injuries. This course prepares students for the Childhood Education credit program.

Conditions of Enrollment: **Recommended Preparation**
 Non-Credit English as a Second Language 03D

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

Grading Method: No Grade
Credit Status Non Credit

No
 No
Transfer CSU:
Transfer UC:

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)

- Upon completion of the course, students will be able to communicate
- orally and in writing to a child's parents or guardians the child's health or physical needs.
- Upon completion of the course, students will be able to transfer orally or in
- writing any necessary information about a child to another caregiver or a parent/guardian.

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)

- Identify, categorize, and describe common child care items.
Written homework
- Demonstrate comprehension of daily reports for a child.
Objective Exams
- Compose notes to parents and coworkers detailing a child's daily activities.
Written homework
- Give reports of incidents orally and in writing.
Other exams
- Report discomforts, ailments, and injuries orally and in writing.
Other exams
- Identify and respond to a variety of safety issues.
Performance exams
- Request supplies orally and in writing.
Performance 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	15	I	Identifying, Categorizing, and Describing Common Child Care Items A. Asking/answering in simple present

			<ul style="list-style-type: none"> B. Describing routines with present tense C. Using choice questions D. Using basic adjectives to describe nouns E. Using 'is, has, likes' with common nouns F. Using 'who' and 'what'
Lecture	15	II	Reading and Comprehending Daily Report for a Child <ul style="list-style-type: none"> A. Vocabulary building: more child care items B. Making sentences with prepositions C. Using 'have' and 'has' D. Practicing capitalization and punctuation
Lecture	15	III	Retelling or writing a note to a parent or coworker about a child's daily activities <ul style="list-style-type: none"> A. Recognizing singular and plural nouns B. Using 'like, want, need, love, hate' followed by infinitive C. Using 'enjoy, spend time, and have fun' followed by a gerund
Lecture	10	IV	Requesting Supplies Verbally and in Writing <ul style="list-style-type: none"> A. Listening and writing dictations B. Using 'have' 'need' and 'be' to describe symptoms or situations
Lecture	10	V	Identifying hazards, to include preventing and responding to various safety issues <ul style="list-style-type: none"> A. Using 'put' and 'keep' with prepositions B. Writing about hazards and giving prevention tips C. Using commands to give directions
Lecture	15	VI	Reporting an Incident <ul style="list-style-type: none"> A. Using vocabulary related to a real-life accident and parts of the body B. Making statements and questions with the past tense of 'be' C. Making statements with regular and irregular verbs D. Making statements with past progressive verbs and simple past tense E. Expressing sympathy for an injury
Lecture	10	VII	Categorizing, identifying, treating, and reporting discomforts, ailments, illnesses or injuries <ul style="list-style-type: none"> A. Using vocabulary related to illnesses and injuries B. Describing activities with present progressive verbs C. Using time expressions with present progressive verbs D. Using 'have' and 'be' to describe symptoms
Total Lecture Hours		90	
Total Laboratory Hours		0	

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Skills demonstrations

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Fill out a daily report from the infant room. Include meals, sleep, and diaper information in the report.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. N/A

2. N/A

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Essay exams

Performance exams

Objective Exams

Oral exams

Other exams

Written homework

Class Performance

Homework Problems

Multiple Choice

Completion

Matching Items

Presentation

V. INSTRUCTIONAL METHODS

Demonstration

Discussion

Group Activities

Guest Speakers

Lecture

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

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. English for Childcare. 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
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B. Requisite Skills

Requisite Skills

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
Course Recommended Preparation English as a Second Language-03D	

D. Recommended Skills

Recommended Skills
Predict content of a reading selection and scan the text to confirm specific information. ESL 03D - Predict content of a reading selection and scan the text to confirm specific information.
Scan a simple paragraph for the main idea (explicitly stated or implied) and supporting details. ESL 03D - Scan a simple paragraph for the main idea (explicitly stated or implied) and supporting details.
Use context clues, specific words/phrases, and pictures/captions to determine meaning of texts. ESL

03D -
Use context clues, specific words/phrases, and pictures/captions to determine meaning of texts.

Use graphic organizers, charts, diagrams, pictures, and context clues to make inferences about texts.
ESL 03D -
Use graphic organizers, charts, diagrams, pictures, and context clues to make inferences about texts.

Write simple expository paragraphs. a. comparing and contrasting b. cause and effect c. informal letters d. short summaries
ESL 03D -
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a. comparing and contrasting
b. cause and effect
c. informal letters
d. short summaries

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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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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