



El Camino College
COURSE OUTLINE OF RECORD – Official

Course Acronym:	NESL
Course Number:	505A
Descriptive Title:	ESL for Childhood Educators I
Division:	Humanities
Department:	English as a Second Language
Course Disciplines:	English as a Second Language
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. Note: This course is open entry/open exit.
Prerequisite:	
Co-requisite:	
Recommended Preparation:	NESL 603
Enrollment Limitation:	
Hours Lecture (per week):	5
Hours Laboratory (per week):	0
Outside Study Hours:	5
Total Course Hours:	90
Course Units:	0
Grading Method:	P/NP/SP
Credit Status:	Non Credit
Transfer CSU:	No
Effective Date:	
Transfer UC:	No
Effective Date:	
General Education:	ECC
Term:	
Other:	
CSU GE:	
Term:	
Other:	
IGETC:	
Term:	

Other:	
Student Learning Outcomes:	<p>SLO #1</p> <p>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.</p> <p>SLO #2</p> <p>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.</p>
Course Objectives:	<ol style="list-style-type: none"> 1. Identify, categorize, and describe common child care items. 2. Demonstrate comprehension of daily reports for a child. 3. Compose notes to parents and coworkers detailing a child's daily activities. 4. Give reports of incidents orally and in writing. 5. Report discomforts, ailments, and injuries orally and in writing. 6. Identify and respond to a variety of safety issues. 7. Request supplies orally and in writing.
Major Topics:	<p>I. Identifying, Categorizing, and Describing Common Child Care Items (15 hours, lecture)</p> <ol style="list-style-type: none"> A. Asking/answering in simple present 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' <p>II. Reading and Comprehending Daily Report for a Child (15 hours, lecture)</p> <ol 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 <p>III. Retelling or writing a note to a parent or coworker about a child's daily activities (15 hours, lecture)</p> <ol 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 <p>IV. Requesting Supplies Verbally and in Writing (10 hours, lecture)</p> <ol style="list-style-type: none"> A. Listening and writing dictations B. Using 'have' 'need' and 'be' to describe symptoms or situations <p>V. Identifying hazards, to include preventing and responding to various safety issues (10 hours, lecture)</p> <ol 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 <p>VI. Reporting an Incident (15 hours, lecture)</p> <ol 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 and simple past forms E. Expressing sympathy for an injury <p>VII. Categorizing, identifying, treating, and reporting discomforts, ailments, illnesses or injuries (10 hours, lecture)</p> <ol 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
Total Hours:	90
Primary Method of Evaluation:	3) Skills demonstration
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.
Critical Thinking Assignment 1:	Create a role-play between a caregiver and a parent. In the role-play, the caregiver will explain what a child did for the day and how the child behaved. Make sure the parent responds appropriately and asks follow-up questions.
Critical Thinking Assignment 2:	In a three- to five-minute presentation discuss ways to prevent hazards in a play area, classroom, or other common childcare settings.
Other Evaluation Methods:	Class Performance, Completion, Essay Exams, Homework Problems, Matching Items, Multiple Choice, Objective Exam, Oral Exams, Other Exams, Performance Exams, Presentation, Written Homework
Instructional Methods:	Demonstration, Discussion, Group Activities, Guest Speakers, Lecture, Role play/simulation
If other:	
Work Outside of Class:	Answer questions, Problem solving activity, Required reading, Study, Written work (such as essay/composition/report/analysis/research)
If Other:	
Up-To-Date Representative Texts:	Marianne Brems, Julaine Herreid Rosner, with Marsha Chan. <i>English for Childcare</i> . Sunburst Media, 2011. (Discipline Standard)
Alternative Texts:	
Required Supplementary Readings:	
Other Required Materials:	Instructor-selected and instructor-created materials.
Requisite:	
Category:	
Requisite course(s): List both prerequisites and corequisites in this box.	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	
Requisite Skill and Matching Skill(s): Bold	

the requisite skill(s). If applicable	
Requisite course:	NESL 603
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	<p>Use intermediate-level language forms and functions appropriately. NESL 603 - Use intermediate-level language forms and functions appropriately.</p> <p>Interpret listening passages on familiar topics containing previously learned vocabulary and sentences. NESL 603 - Interpret listening passages on familiar topics containing previously learned vocabulary and sentences.</p> <p>Respond appropriately to questions related to basic needs in face-to-face encounters. NESL 603 - Respond appropriately to questions related to basic needs in face-to-face encounters.</p>
Requisite Skill:	
Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable	
Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	Matthew Kline
Date:	09/20/2016
Original Board Approval Date:	01/23/2017
Last Reviewed and/or Revised by:	Matthew Kline
Date:	02/21/2024
Last Board Approval Date:	05/20/2024
Effective Term:	FA 2025