El Camino College
COURSE OUTLINE OF RECORD – Official

Course Acronym:	NESL
Course Number:	505B
Descriptive Title:	ESL for Childhood Educators II
Division:	Humanities
Department:	English as a Second Language
Course Disciplines:	English as a Second Language
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. Note: This is an open entry/open exit course.
Prerequisite:	NESL 505A
Co-requisite:	
Recommended Preparation:	
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:	Noncredit
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:	**SLO #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. **SLO #2** Upon completion of the course, students will be able to compose compound sentences that describe a child's actions and behaviors. **SLO #3** Upon completion of the course, students will be able to give descriptive praise using infinitives and gerunds.
Course Objectives:	1. Demonstrate an understanding of basic concepts of child development. 2. Set rules appropriate for different age groups. 3. Describe children's abilities orally and in writing. 4. Utilize appropriate suggestion phrases to redirect a child's attention. 5. Describe a child's emotions orally and in writing. 6. Communicate orally with a family member about a child's daily routine.

Major Topics:	**I. Infant Care (20 hours, lecture)**
	  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
	II. Toddler Care (20 hours, lecture)
	  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
	III. Preschooler Care (25 hours, lecture)
	  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
	IV. School-Age Child Care (25 hours, lecture)
	  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
Primary Method of Evaluation:	3) Skills demonstration
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".
Critical Thinking Assignment 1:	In a three-minute presentation discuss effective and ineffective ways to deal with misbehavior in school-age children.
Critical Thinking Assignment 2:	In a three-minute presentation discuss safety tips for babies and explain what hazards they avoid.
Other Evaluation Methods:	Class Performance, Completion, Embedded Questions, Homework Problems, Matching Items, Multiple Choice, Objective Exam, Oral Exams, Other Exams, Performance Exams, Presentation, Quizzes, Written Homework
Instructional Methods:	Demonstration, Discussion, Group Activities, Guest Speakers, Lecture, Multimedia presentations, Role play/simulation
If other:	
Work Outside of Class:	Answer questions, Problem solving activity, Required reading, Skill practice, 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. *English for Childcare*. Sunburst Media, 2011. (Discipline Standard)
Alternative Texts:	
Required Supplementary Readings:	
Other Required Materials:	Instructor-selected and instructor-created materials.
Requisite:	Prerequisite
Category:	sequential
Requisite course(s): List both prerequisites and corequisites in this box.	NESL 505A
Requisite and Matching skill(s):Bold the requisite skill. List the corresponding	**Identify, categorize, and describe common child care items.** NESL 505A - Identify, categorize, and describe common child care items.

course objective under each skill(s).	**Demonstrate comprehension of daily reports for a child.** NESL 505A - Demonstrate comprehension of daily reports for a child. **Compose notes to parents and coworkers detailing a child's daily activities.** NESL 505A - Compose notes to parents and coworkers detailing a child's daily activities. **Give reports of incidents orally and in writing.** NESL 505A - Give reports of incidents orally and in writing. **Report discomforts, ailments, and injuries in writing and orally.** NESL 505A - Report discomforts, ailments, and injuries orally and in writing. **Identify and respond to a variety of safety issues.** NESL 505A - Identify and respond to a variety of safety issues. **Requesting supplies orally and in writing.** NESL 505A - Request supplies orally and in writing.
Requisite Skill:	
Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable	
Requisite course:	
Requisite and Matching skill(s):Bold the requisite skill. List the corresponding course objective under each skill(s).	
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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:	FALL 2025