

EL CAMINO COLLEGE
COURSE OUTLINE OF RECORD – Approved

Course Acronym:	NESL
Course Number:	05A
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.
Prerequisite:	
Co-requisite:	
Recommended Preparation:	Noncredit English as a Second Language 03D
Course Length:	Full Term
Hours Lecture (per week):	5
Hours Laboratory (per week):	0
Outside Study Hours:	10
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: SLO #1 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. SLO #2 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.	
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:	I. Identifying, Categorizing, and Describing Common Child Care Items (15 hours, lecture) <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' II. Reading and Comprehending Daily Report for a Child (15 hours, lecture) <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 III. Retelling or writing a note to a parent or coworker about a child's daily activities (15 hours, lecture) <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 IV. Requesting Supplies Verbally and in Writing (10 hours, lecture) <ol style="list-style-type: none"> A. Listening and writing dictations B. Using 'have' 'need' and 'be' to describe symptoms or situations V. Identifying hazards, to include preventing and responding to various safety issues (10 hours, lecture) <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 VI. Reporting an Incident (15 hours, lecture) <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 verbs and simple past tense

	<p>E. Expressing sympathy for an injury</p> <p>VII. Categorizing, identifying, treating, and reporting discomforts, ailments, illnesses or injuries (10 hours, lecture)</p> <p>A. Using vocabulary related to illnesses and injuries</p> <p>B. Describing activities with present progressive verbs</p> <p>C. Using time expressions with present progressive verbs</p> <p>D. Using 'have' and 'be' to describe symptoms</p>
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:	Write an incident report and then exchange it with a classmate. In a short paragraph (4-6 sentences) analyze and evaluate your classmate's incident report. Then, submit to your instructor your classmate's incident report along with your analysis.
Critical Thinking Assignment 2:	Look at the given picture of a daycare center. Identify the most important safety hazards that should be addressed immediately. Then, in 3 to 4 sentences explain why they should be taken care of first.
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 Textbooks:	Marianne Brems, Julaine Herreid Rosner, with Marsha Chan. English for Childcare. Sunburst Media, 2011. (Discipline Standard)
Alternative Textbooks:	
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	<p>Predict content of a reading selection and scan the text to confirm specific information. NESL 03D - Predict content of a reading selection and scan the text to confirm specific information.</p> <p>Scan a simple paragraph for the main idea (explicitly stated or implied) and supporting details. NESL 03D - Scan a simple paragraph for the main idea (explicitly stated or implied) and supporting details.</p> <p>Use context clues, specific words/phrases, and pictures/captions to determine meaning of texts. NESL 03D - Use context clues, specific words/phrases, and pictures/captions to determine meaning of texts.</p> <p>Use graphic organizers, charts, diagrams, pictures, and context clues to make inferences about texts. NESL 03D - Use graphic organizers, charts, diagrams, pictures, and context clues to make inferences about texts.</p> <p>Write simple expository paragraphs. a. comparing and contrasting b. cause and effect c. informal letters d. short summaries NESL 03D - Write simple expository paragraphs. a. comparing and contrasting b. cause and effect c. informal letters d. short summaries</p>
Requisite course:	English as a Second Language-03D
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. 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:	09/20/2016
Last Board Approval Date:	11/15/2021