

**Course Outline**

COURSE: ESL 713                      DIVISION: 90                      ALSO LISTED AS:

TERM EFFECTIVE: Fall 2018                      CURRICULUM APPROVAL DATE: 10/09/2017

SHORT TITLE: NC ESL CHILD CARE PART II

LONG TITLE: NC ESL for Child Care Part II

Units	Number of Weeks		Contact Hours/Week		Total Contact Hours
0	18	Lecture:	3	Lecture:	54
		Lab:	0	Lab:	0
		Other:	0	Other:	0
		Total:	3	Total:	54

**COURSE DESCRIPTION:**

This is the second part of a high-beginning course that develops oral and written communication skills in English within the context of child care and parenting. Students practice listening, speaking, reading, and writing skills for communicating with and about children at various stages of development. This course is intended for non-native speakers of English who are parents, grandparents, child care providers, preschool teachers, and students of Child Development. **ADVISORY:** ESL 787 - NC ESL Lifeskills 2B or ESL Assessment Recommendation.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: N - Non Credit

GRADING MODES

N - Non Credit

REPEATABILITY: R - Course may be repeated

Maximum of 99 times

SCHEDULE TYPES:

02 - Lecture and/or discussion

**STUDENT LEARNING OUTCOMES:**

1. Respond appropriately to verbal instructions, requests, and questions as spoken by parents, child care providers, or co-workers.

Measure of assessment: Small/large group discussion, pair activities, oral interviews.

Year assessed, or planned year of assessment: 2018

Semester: Fall

Institution Outcome Map

1. Communication:
2. Cognition:
4. Social Interaction:
6. Personal Development and Responsibility:
7. Content Specific:

2. Skim and scan short readings for specific information within the context of child care and the various stages of development.

Measure of assessment: Textbook assignments, tests.

Institution Outcome Map

2. Cognition:
7. Content Specific:

3. Produce oral and written sentences with increased control of specific language functions within the context of child care and the various stages of development.

Measure of assessment: Textbook assignments, written work, small/large group discussions, oral interviews, tests.

Year assessed, or planned year of assessment: 2018

Semester: Fall

Institution Outcome Map

1. Communication:
2. Cognition:
4. Social Interaction:
6. Personal Development and Responsibility:
7. Content Specific:

4. Demonstrate increased competence in using words and phrases appropriate to children at various developmental stages.

Measure of assessment: Textbook assignments, written work, small/large group discussions, oral interviews, tests.

Year assessed, or planned year of assessment: 2018

Semester: Fall

Institution Outcome Map

1. Communication:
2. Cognition:
4. Social Interaction:
6. Personal Development and Responsibility:
7. Content Specific:

## **CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS**

Curriculum Approval Date: 10/09/2017

Class content will utilize Chapters 6 through 9 of the text, "English for Child Care: Language Skills for Parents and Providers".

14 Hours

CONTENT: Students will get an overview of the course, introduce themselves, and review some of the content from the previous course. They will be introduced to vocabulary related to infants' care and development and family chores and responsibilities. Students will learn to use the modals (could, would, will, can, do you mind, and would you mind) to make requests and the modals (may, might, could, and maybe) to

make guesses. Students will discuss the following topics: solutions to breastfeeding, maternity leave, adoption situations, tips for reducing the risk of SIDS, and safety tips for babies.

**OUT OF CLASS ASSIGNMENTS:** Students will complete textbook assignments.

**STUDENT PERFORMANCE OBJECTIVES:** Students will be able to make and respond to requests for help. They will be able to identify daily chores and responsibilities.

12 Hours

**CONTENT:** Students will be introduced to vocabulary related to toddlers' care, development, and communication. Students will learn

to describe children's routines utilizing the Simple Present Tense. They will learn to use prepositions (at, in, on) to talk about time. They will be introduced to asking questions with "when" and "what time". Students will practice verbalizing their actions to a toddler and setting limits for behavior.

**OUT OF CLASS ASSIGNMENTS:** Students will complete textbook assignments.

**STUDENT PERFORMANCE OBJECTIVES:** Students will be able to describe and ask questions about routines.

12 Hours

**CONTENT:** Students will be introduced to vocabulary related to preschoolers' care, development, and communication. Students will learn to describe children's abilities using the modal "can". They will learn to use comparative adjectives. Students will be introduced to compound sentences with "and", "so", "but", and "or". They will also learn to give descriptive praise and invite someone to join in an activity. Students will learn to use "after" and "before" in complex sentences.

**OUT OF CLASS ASSIGNMENTS:** Students will complete textbook assignments.

**STUDENT PERFORMANCE OBJECTIVES:** Students will be able to describe children's abilities, give them encouragement for good behavior, and invite them to join in an activity.

12 Hours

**CONTENT:** Students will be introduced to vocabulary related to school-age children's development, responsibilities, and emotions. They will learn to describe emotions. Students will learn to re-direct children with suggestions using "could", "let's", "why don't we", and "how about". They will learn to identify the order of actions in a sequence. They will continue to work with complex sentences. They will also learn to make adjectives with "ed" and "ing" endings. Students will be introduced to giving descriptive praise with gerunds and infinitives. They will also practice giving opinions, agreeing, and disagreeing.

**OUT OF CLASS ASSIGNMENTS:** Students will complete textbook assignments.

**STUDENT PERFORMANCE OBJECTIVES:** Students will be able to describe emotions, make suggestions to re-direct children, express an opinion, and show agreement and disagreement.

2 Hours

**CONTENT:** Review vocabulary and grammatical structures covered to prepare for the Final Exam.

**OUT OF CLASS ASSIGNMENTS:** Students will complete review assignments.

**STUDENT PERFORMANCE OBJECTIVES:** Students will prepare for the Final Exam.

2 Hours

Final Exam

### **METHODS OF INSTRUCTION:**

Audio/Visual, Collaborative Learning, Demonstrations, Drills, Guided Discussions, Guided Practice, In-Class Activities and Exercises, In-Class Writing, Presentations, Small Group Discussion.

**OUT OF CLASS ASSIGNMENTS:**

Required Outside Hours:

Assignment Description: Homework Assignments: Complete the assigned grammar, vocabulary, dictation, or writing exercises from the textbook.

Required Outside Hours:

Assignment Description: Writing Assignments: Write a description of a child's routine. Write about a child's abilities. Write a thank-you note. Write a note to a child.

Required Outside Hours:

Assignment Description: Critical Thinking Assignments: Analyze and evaluate children's needs and abilities. Plan a developmentally appropriate circle time activity for a particular age group, for example.

**METHODS OF EVALUATION:**

Objective examinations

Percent of total grade: 60.00 %

Tests and Final Exam.

Writing assignments

Percent of total grade: 10.00 %

Homework and class assignments.

Skill demonstrations

Percent of total grade: 10.00 %

Problem-solving assignments

Percent of total grade: 10.00 %

Other methods of evaluation

**REPRESENTATIVE TEXTBOOKS:**

Required Representative Textbooks

Brems, Chan and Rosner. English for Child Care: Language Skills for Parents and Providers (Chapters 6-9). Sunburst Media,2010.

Even though this text was published in 2010, its content is still relevant to teaching ESL for Child Care to High Beginning level ESL students. Sunburst Media has also just recently published a second level of English for Child Care. Hopefully, they will now go back and review the first level to update its copyright date.

ISBN: 978-1-932318-36-4

Reading Level of Text, Grade: Beginning ESL Verified by: Nicole Cisneros

**ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Not Transferable

UC TRANSFER:

Not Transferable

**SUPPLEMENTAL DATA:**

Basic Skills: B

Classification: K

Noncredit Category: A

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: F

Non Credit Enhanced Funding: N  
Funding Agency Code: A  
In-Service: N  
Occupational Course: E  
Maximum Hours: 3  
Minimum Hours: 3  
Course Control Number: CCC000591138  
Sports/Physical Education Course: N  
Taxonomy of Program: 493087