NCEL 401B: ESL FOR CHILD DEVELOPMENT & PARENTING II

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2022
Units:	0
Hours:	24 lecture per quarter (24 total per quarter)
Degree & Credit Status:	Non-Degree-Applicable Non-Credit Course Basic Skills, 5 Levels Below Transfer
Foothill GE:	Non-GE
Transferable:	None
Grade Type:	Non-Credit Course (Receives no Grade)
Repeatability:	Unlimited Repeatability

Student Learning Outcomes

- Ask and answer questions about the health and safety of children in short written dialogues and/or spoken conversations
- Use correct grammar to leave phone messages or written messages reporting incidents, illnesses, and injuries.

Description

This advanced-beginning course focuses on English communication skills within the context of daycare centers, pre-k to elementary schools, and parenting. Students develop skills in reading, writing, listening and speaking while practicing English grammar and vocabulary for communicating with and about children on topics including health and safety.

Course Objectives

The student will be able to:

1. Apply vocabulary and grammar related to topics of health and safety in conversations with parents and children.
2. Demonstrate the ability to comprehend appropriate basic-level reading materials and related vocabulary.
3. Produce simple oral and written messages about health and safety in the context of child care with increased control of specific grammatical structures.

Course Content

1. Apply vocabulary and grammar related to topics of health and safety in conversations with parents and children
   a. Understand English used in the child care centers as spoken by clients, parents, caretakers, co-workers, and children and respond appropriately
      i. Identify items and themes common in the context of child care
   b. Use language functions helpful for communicating with and about children about health and safety
   c. Describing and asking about children's injuries or health
2. Comprehend appropriate basic-level reading materials and related vocabulary
   a. Understand level-appropriate readings related to children's health and safety topics
      i. Written messages about incidents of health and safety in child care
      ii. Children's literature in English
   b. Recognize, understand and use vocabulary from the child care context
3. Produce simple oral and written messages to communicate about children's health and safety with increased control of specific grammatical structures
   a. Simple present
      i. There is and There are + singular and plural noun
   b. Present progressive
      i. Yes/no questions and short answers
   c. Imperative commands to give directions
   d. Simple past
      i. Past of Be
      ii. Regular past verbs
      iii. Irregular past verbs
      iv. Yes/no questions
         1. Be
         2. All other verbs
   e. Past progressive
   f. Should/shouldn't to give advice

Lab Content

Not applicable.

Special Facilities and/or Equipment

1. When taught on campus, no special facility or equipment needed
2. When taught virtually, ongoing access to computer, internet, and email

Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

Role-plays
Presentations
Vocabulary and grammar quizzes
Homework
Class participation

Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

Lecture

Representative Text(s) and Other Materials

Brems, Chan, and Rosner. English for Child Care: Language Skills for Parents and Providers, chapters 3-5. 2010.

Although this text is older than the recommended "5 years or newer" standard, it continues to be a seminal text in the field.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Reading: Child development articles, parenting articles, children's literature (storybooks and picture books)
2. Writing: book reports

Discipline(s)

English as a Second Language (ESL): Noncredit