NCEL 401C: ESL FOR CHILD DEVELOPMENT & PARENTING III

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2022
Units:	0
Hours:	36 lecture per quarter (36 total per quarter)
Degree & Credit Status:	Non-Degree-Applicable Non-Credit Course Basic Skills, 4 Levels Below Transfer
Foothill GE:	Non-GE
Transferable:	None
Grade Type:	Non-Credit Course (Receives no Grade)
Repeatability:	Unlimited Repeatability

Description

This low-intermediate course focuses on English communication skills within the context of child care 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 young children at different stages of development. This course is part of a sequence of courses designed to prepare students for child development coursework and/or jobs in the child care field.

Course Objectives

The student will be able to:

1. Respond appropriately to verbal instructions, requests, and questions from children, parents, supervisors, or co-workers.
2. Demonstrate understanding of and utilize language functions which are useful for children at various developmental stages.
3. Apply appropriate vocabulary and grammar related to daily tasks and topics in social and occupational situations to initiate and maintain conversations with peers, co-workers, parents, and children.
4. Demonstrate the ability to comprehend children's literature, as well as college-level texts on child development or parenting topics and related vocabulary.
5. Produce oral and written messages about children and to children with increased control of specific grammatical structures.

Course Content

1. Respond appropriately to verbal instructions, requests, and questions from children, parents, supervisors, or co-workers
   a. Responding to and making requests
   b. Follow directions of supervisors and co-workers
   c. Responding to questions from parents
2. Demonstrate understanding of and utilize language functions which are useful for children at various developmental stages
   a. Making guesses about an infant's needs
   b. Using choice questions for toddlers
   c. Providing descriptive praise
3. Apply appropriate vocabulary and grammar related to daily tasks and topics in social and occupational situations to initiate and maintain conversations with peers, co-workers, parents, and children
   a. Listening to and describing a child's schedule
   b. Listening to and discussing short passages and conversations about children
4. Demonstrate the ability to comprehend children's literature, as well as college-level texts on child development or parenting topics and related vocabulary
   a. Understanding and responding to short passages related to child care and parenting
   b. Gaining familiarity with children's literature in English
   c. Navigating complex grammar, syntax, vocabulary in college-level texts on child development
5. Produce oral and written messages about children and to children with increased control of specific grammatical structures
   a. Understanding and completing written messages related to young children at various stages of development
   b. Apply appropriate grammatical structures
      i. Basic tenses
         1. Simple present
         2. Simple past
         3. Simple future
         4. Present progressive
      ii. Present perfect
      iii. Modal verbs to express ability, requests, permission, advice, future possibility
      iv. Tag questions

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:

Vocabulary and comprehension quizzes
Role plays and dialogues
Written messages to parents, co-workers, supervisors, and children
Book reports
Presentations

Method(s) of Instruction

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

Lecture
Class discussions

Representative Text(s) and Other Materials

Brems, Chan, and Rosner. English for Child Care: Language Skills for Parents and Providers, chapters 6-9. 2010.

This text is a seminal work in the field.

Supplemental textbooks used in the CHLD courses, such as:

1. Berger, Kathleen Stassen. The Developing Person through the Lifespan. 2017.

2. Feeney, Stephanie, et al. Who Am I in the Lives of Children?: an Introduction to Early Childhood Education. 2019.

3. Gonzalez-Mena, Janet. The Young Child in the Family and the Community. 2006.

Textbooks used for ESL instruction:

1. Lynn, Sarah, et al. Future, 2nd ed. 2018. (level 2 or 3)

2. Schoenberg, Irene. Focus on Grammar, 5th ed. 2016. (level 2 or 3)

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

1. Reading: Child development articles, parenting articles
2. Writing: book reports

Discipline(s)

English as a Second Language (ESL): Noncredit