

Prepared by: K. Kulzer
Reviewed by: S. Swenson
Date reviewed: November 19, 2007
Board approved: December 13, 2007

English as a Second Language (ESL) 0090 English as a Second Language for Early Childhood Education (0 Units)

[formerly English as a Second Language 80]

Prerequisite: Successful completion of English as a Second Language 0050 with a grade of “C” or better or equivalent

Prerequisite knowledge/skills: Before entering the course, a student should be able to

1. understand and use the past, present, and future tenses,
2. understand and use modals,
3. understand and use count and non-count nouns,
4. understand and use articles,
5. understand and use quantifiers,
6. understand and use adjective clauses,
7. understand and use the passive voice,
8. understand and use gerunds and infinitives,
9. understand and use adverb clauses and adverbial phrases,
10. understand and use connectors and transitions,
11. understand and use noun clauses,
12. understand and use direct and indirect speech,
13. write coherent compositions with clear topic, supporting and concluding sentences,
14. expand and combine simple sentences by adding modifying words, clauses, and phrases,
15. take notes from public announcements, lectures and interviews,
16. distinguish main ideas and supporting details in advanced materials including textbooks passages and magazine articles,
17. illustrate understanding of common prefix / suffix meanings for guessing the meanings of words in context,
18. summarize 1 – 2 page reading passages,
19. demonstrate understanding of everyday content presented by native speakers via various recordings and classroom materials,
20. demonstrate understanding of some abstract topics when presented in familiar contexts, and
21. demonstrate guessing strategies used in deducing meaning of vocabulary from context.

Total Hours: 48 hours lecture



Course Description: For non-native speakers, this course stresses listening, speaking, reading, writing, pronunciation, vocabulary development, and workplace English used in the childcare industry.

Type of class/course: Non-credit course

Text: Packet

Course Objectives:

By the end of this course, a successful student will be able to

1. follow and give directions in English,
2. understand and address the needs of children, their parents, co-workers, and supervisors,
3. read memos, safety manuals, written instructions, children's books and a variety of texts focused on child development, family systems, health, nutrition, safety, family resources, family literacy, and court-ordered parenting education.
4. speak with a variety of audiences including, but not limited to co-workers, community members, professionals in the field, children, parents, emergency workers, both in person and on the telephone,
5. write summaries of children's progress, daily reports, lesson plans, accident reports and notes to address a variety of situations in the childcare environment, and
6. respond to needs and requests of co-workers in a culturally sensitive manner.

Course Scope, Content, and Student Learning Outcomes:

Unit I Verbal Communication: Listening and Speaking

| Learning Outcomes | Assessment |
|---|------------------------------------|
| A. Verbal instructions | Oral quizzes; in class activities |
| B. Ask and answer questions with near fluency in past, present and future tenses | Role-play; in-class activities |
| C. Pronunciation | In-class activities |
| D. Identify and figure out new vocabulary from context (in written and verbal situations) | In-class activities, assigned work |
| E. Model grammatically appropriate forms to produce comprehensible input for children. | Role play, in-class activities |
| F. Study different speech registers and use them in the appropriate situations. | In-class activities, assigned work |

Unit II Written Communication

| | |
|----------------------------------|------------------------------------|
| Organize, revise, write and edit | |
| A. Memos | In-class activities, assigned work |

| | |
|-----------------------|------------------------------------|
| B. Reports | In-class activities, assigned work |
| C. Letters to parents | In-class activities, assigned work |

Unit III Reading and Vocabulary

| | |
|---|------------------------------------|
| A. Read safety manuals | In-class activities, assigned work |
| B. Identify and figure out new vocabulary from context (in written and verbal situations) | In-class activities, assigned work |
| C. Read children’s stories with appropriate tone of voice and expression. | In-class activities, assigned work |

Learning Activities Required Outside of Class:

Students in this class will spend a minimum of 6 hours outside of class time doing the following:

1. Practicing skills studied in class
2. Studying
3. Completing assigned homework assignments

Methods of Instruction:

1. Assigned exercises
2. Lecture
3. Group work
4. Role play
5. Discussion
6. Individual conferences

Methods of Evaluation:

1. Class participation
2. Written homework
3. Quizzes
4. Recorded homework (oral presentation)
5. Reading exams
6. Midterm and final