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Submissions Course Outline Editor

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Non-Credit

NCEL 401 ESL FOR CHILD CARE PROVIDERS

[Edit Course Outline](#)**NCEL 401****ESL FOR CHILD CARE PROVIDERS****Summer 2011****24 hours total.****0 Units****Total Contact Hours: 24** (Total of All Lecture, Lecture/Lab, Lab, and TBA hours X 12)**Lecture Hours:**
2**Lab Hours:****Lecture/Lab:****TBA Hours:****Homework Hours:****Note:** If Lab hours are specified, the *item 10. Lab Content* field must be completed.**Repeatability -****Statement:** Unlimited Repeatability.**Criteria:** The content will differ depending on the students' concurrent enrollment classes.**Status -****Course Status:** Active**Grading:** No Credit**Degree Status:** Non-Applicable**Credit Status:** Non-Credit**GE Status:** Non-GE**Articulation Office Information -****C.I.D. Notation:****Transferability:** None**Validation:****Division Dean Information -****Seat Count:** 40**Load Factor:**
.0456**FOAP Code:**
143201**Instruction Office Information -****FSA Code:****Distance Learning:** no**Stand Alone**

Stand Alone no
Designation:
Program Title:
TOPs Code:
Unique Code:

1. Description -

This course develops basic written and oral communications skills needed for success in credit Child Development courses. Emphasis on practice of listening, speaking, reading and writing skills necessary in a typical credit-level child development course. Skills will be taught within the context of common child development topics such as age-appropriate development and behavioral issues. Intended for students in the child development program who need assistance gaining college level skills.

Prerequisite: English Placement Test.

Corequisite: Concurrent enrollment in CHLD 56N, 55, 88, and 88B or others as recommended by CHLD faculty.

2. Course Objectives -

The students will be able to:

- A. demonstrate listening skills necessary to understand the instructor and other students and take notes in class
- B. use child development vocabulary, both orally and in writing
- C. prepare and deliver an oral presentation on a child development topic
- D. participate in class discussions on child development topics
- E. read college-level child development textbooks for understanding
- F. employ study skills in preparation for tests (which may include online companion tutoring)
- G. demonstrate writing skills to successfully complete assignments
- H. utilize the Internet and library to research child development topics

3. Special Facilities and/or Equipment -

None.

4. Course Content (Body of knowledge) -

- A. listening and notetaking skills
- B. child development vocabulary (such as Temperament; Multiple Intelligences; musical, bodily kinesthetic, logical-mathematical, linguistic, spatial, interpersonal, intrapersonal, naturalist; Domains of development—Physical, cognitive, social, emotional; Learning outcomes; Authentic assessment vs. formal assessment; Characteristics of play; Stages of Play—social and cognitive; Learning environments/centers; Zone of proximal development; Developmentally appropriate practices; Best practices; Narrative observation; Structured observation (partial list)
- C. oral presentation skills
- D. discussion roles and skills
 - 1. discussion leader
 - 2. summarizer
 - 3. reporter
 - 4. asking for clarification, information, assistance
- E. reading strategies for vocabulary development
 - 1. skimming
 - 2. scanning
 - 3. reading for main idea
- F. test preparation
 - 1. study guide skills
 - 2. practice tests using on-line companion
- G. Writing skills including grammar
- H. research skills

1. library skills
2. Internet skills

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

The student will demonstrate proficiency by:

- A. using the library/internet to find resources for adults that will help them to deal with the issue raised in their research project. Working in a group research a philosophy such as Montessori, play-based, Reggio Emilia, Waldorf, High/Scope, Head Start, RIE Infant/Toddler, or academic-based. Visit a site using the philosophy and compare and contrast what you learned through research with what was evident at the site. Present the findings to the class as a group.
- B. Use the library/internet to find resources for children that will help them to guide children's learning in various centers (i.e., math/manipulatives, blocks, dramatic play, outside play, music, science/nature, and creative arts).
- C. Use internet to find resources for children and caregivers.
- D. Complete 2 or 3 projects (e.g., a research project, a children's book review for developmental appropriateness, teacher interview, scavenger hunt at a site to determine materials needed for children, and/or learning center project where student develops a poster demonstrating what children learn in a particular center).
- E. Complete quizzes, answering questions about the readings from the book, using targeted vocabulary in sentences and/or completing dictation.
- F. Present projects both written and orally demonstrating knowledge of subject within the context of child development.

7. Representative Text(s) -

Textbooks used in the CHLD courses such as:

Stephanie Feeney, Doris Christensen & Eva Moravcik, [Who Am I in the Lives of Children?](#)

Janet Gonzalez-Mena, [The Young Child in the Family and Community](#)

Kathleen Stassen Berger, [The Developing Person](#)

Early care and education publications such as Young Children, Teaching Young Children, Child Care Information Exchange.

8. Disciplines -

For a noncredit course in English as a second language (ESL), any one of the following:

- (1) A bachelor's degree in teaching English as a second language, or teaching English to speakers of other languages.
- (2) A bachelor's degree in education, English, linguistics, applied linguistics, any foreign language, composition, bilingual/bicultural studies, reading, or speech; and a certificate in teaching English as a second language, which may be completed concurrently during the first year of employment as a noncredit instructor.
- (3) A bachelor's degree with any of the majors specified in subparagraph (2) above; and one year of experience teaching ESL in an accredited institution; and a certificate in teaching English as a second language, which may be completed concurrently during the first two years of employment as a noncredit instructor.
- (4) Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in ESL.

9. Method of Instruction -

Lecture, Discussion, Cooperative learning exercises, Oral presentations, Demonstration.

10. Lab Content -

Not applicable.

11. Honors Description - No longer used. Integrated into main description section.

12. Examples of Required Reading and Writing and Outside of Class Assignments -

- A. Interview a teacher and write a paper discussing how they began their career and what you learned from them.
- B. Research and write a paper on different philosophies of child development.
- C. Prepare answers from study guides in preparation for quizzes, midterm, and/or final.

13. Need/Justification -

This course is designed to support child development students in mastering English grammar, reading and speaking child related terminology.

Course status: *Active*

Development status: Review2

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