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| **Contra Costa College** |

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| **Course Outline** |

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| **Department & Number** | ESL-201 | **Number of Weeks** | 18 |
| **Course Title** |  ESL for Early Childhood Education 120  | **Lecture Hours By Term** | 36 |
| **Prerequisite** |  | **Lab Hours By Term** |  |
| **Challenge Policy**  |  | **\*Hours By Arrangement** |  |
| **Co-requisite** |  | **Units**  | 2.0 |
| **Challenge Policy**  |  |  |  |
| **Advisory** |  |

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| **\*HOURS BY ARRANGEMENT:** |  | Hours per term.  |
|  **ACTIVITIES:** (Please provide a list of the activities students will perform in order to satisfy the HBA requirement): |
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| **COURSE/CATALOG DESCRIPTION** |

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| This course is designed as second language support for ESL students taking ECHD 120. The course teaches reading and vocabulary building strategies, writing strategies, and study skills to help students successfully manage the ECHD 120 course load, understand the textbook, complete the writing assignments, and pass the tests. |

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| **COURSE OBJECTIVES:** |
| At the completion of the course the student will be able to: |

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| Reading 1. Use prediction strategies to activate schema (background knowledge)
2. Recognize and use certain features of a textbook to preview the chapter (the title, visual aids, initial questions, the summary)
3. Interpret graphic material
4. Understand common principles of organization of written academic discourse and use these principles to enhance reading comprehension
5. Demonstrate a high tolerance for unfamiliar vocabulary
6. Use techniques to guess the meaning of unfamiliar words through examination of context
7. Use an English-English dictionary to determine the appropriate meaning of a word in a specific context
8. Use Early Childhood 120 terminology appropriately
9. Identify and state main points and supporting details
10. Read material critically to recognize presuppositions and to distinguish facts from opinions
11. Assess, evaluate, and question different points of view
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| Writing 1. Use the writing process, including pre-writing, revision, and editing strategies
2. Write essays of between 250 – 350 words which are based on the course readings, including summaries, comparison/contrast essays, and personal opinions
3. Observe a class in an early childhood program and write a critique of the class and the program
4. Write answers to short essay-type test questions
5. Incorporate standard grammatical usage and appropriate paragraph and essay mechanics and form into their work
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**INTENDED STUDENT LEARNING OUTCOMES:**

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| Intended Outcome | Assessment Method | Assessment Criteria |
| Students will demonstrate their ability to comprehend the ECHD textbook. | Compare success rates on the final exam for students in the ‘linked’ ESL/ECHD class with the success rates on the final exam for students not in the linked class taught by the same instructor during the same semester. If students can successfully comprehend the ECHD textbook, then they should do at least as well on the final exam in the ECHD course as students in the non-linked ECHD class. | The success rate on the final exam for students in the linked ECHD class will be at least as good as the success rate on the final exam for students in the non-linked ECHD class. |

 **COURSE CONTENT (Lecture):**

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| **40%:** *Reading* (previewing content, acquiring vocabulary and terminology, using a dictionary, understanding text structure, recognizing lexical features in expository prose, critical reading) |
| **40%:**  *Grammar and writing* (understanding grammatical structures and forms, writing complete sentences, writing paragraphs with a topic sentence and relevant supporting details, writing comparison/contrast essays, expressing opinions in written form, writing summaries, answering essay test questions) |
| **20%:**  *Study skills* (time management, test taking skills, note taking skills) |

 **COURSE CONTENT (Lab):**

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| **METHODS OF INSTRUCTION:** |
| * Lecture
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| * Cooperative learning
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| * One-on-one instruction & conferences
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| **INSTRUCTIONAL MATERIALS:** |

**NOTE:** To be UC/CSU transferable, the text must be dated within the last 7 years OR a statement of justification for a text beyond the last 7 years must be included.

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| Textbook Title: | *Beginnings and Beyond* |
| Author: | Gordon and Browne |
| Publisher: | Cengage Learning |
| Edition/Date: | 9th edition |
| Textbook Reading Level: | 11.2 |
| Justification Statement: | *(For textbook beyond 7 years)* |
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| Lab Manual Title  | (*if applicable*): |
| Author: |  |
| Publisher: |  |
| Edition/Date: |  |

**OUTSIDE OF CLASS WEEKLY ASSIGNMENTS:**

Title 5, section 55002.5 establishes that a range of 48 -54hours of lecture, study, or lab work is required for one unit of credit. For each hour of lecture, students should be required to spend an additional two hours of study outside of class to earn one unit of credit.

* State mandates that sample assignments must be included on the Course Outline of Record.

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|  **Outside of Class Weekly Assignments** | **Hours per week** |

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| Weekly Reading Assignments *(Include detailed assignment below, if applicable)* | 2 |

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| Read Chapter 2: "Types of Programs" (pages 39-63) and answer the study questions in your reader.  |

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| Weekly Writing Assignments *(Include detailed assignment below, if applicable)* | 2 |

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| Write a 1.5-2 page response to the following question: After reading the Kaiser Shipyards article, imagine what it would be like to create your own program.  What would the name of your program be, where would it be located, and what population would you target? Briefly describe your program philosophy and explain three services that you would provide and how they would fit into your philosophy.  Finally, choose one theory (Maturation, Multiple Intelligences, Psychodynamic, Cognitive, Humanist, Sociocultural, Ecological, Behaviorist) that we have learned about and explain how you would like to incorporate the ideas into your program. |

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| Weekly Math Problems *(Include detailed assignment below, if applicable)* |  |

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| Lab or Software Application Assignments *(Include detailed assignment below, if applicable)* |  |

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| Other Performance Assignments *(Include detailed assignment below, if applicable)* |  |

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**STUDENT EVALUATION**: **(Show percentage breakdown for evaluation instruments)**

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| * Course must require use of critical thinking, college-level concepts & college-level learning skills.
* For degree credit, course requires essay writing unless that requirement would be inappropriate to the course objectives. If writing is inappropriate, there must be a requirement of problem-solving or skills demonstration.
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| 40 | **%** | Essay (If essay is not included in assessment, explain below.) |
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|  | **%** | Computation or Non-computational Problem Solving Skills |
|  | **%** | Skills Demonstration |
| 60 | **%** | Objective Examinations |
|  |  | Other (describe) |
|  | **%** |  |
|  | **%** |  |
|  | **%** |  |

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|  **GRADING POLICY: (Choose LG, P/NP, or SC)** |
|  | **Letter Grade** |  | **Pass / No Pass** | x | **Student Choice** |
| 90% - 100% = A  | 70% and above = Pass | 90% - 100% = A |
| 80% - 89% = B  | Below 70% = No Pass  | 80% - 89% = B |
| 70% - 79% = C  |  | 70% - 79% = C |
| 60% - 69% = D  |  | 60% - 69% = D |
| Below 60% = F  |  | Below 60% = F |
| *or* |
| 70% and above = Pass |
| Below 70% = No Pass |
| **Prepared by:** | Nooshi Borhan |

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| **Date:**  | 1/28/15 |

*Revised form 01/14*