|  |
| --- |
| **Contra Costa College** |

|  |
| --- |
| **Course Outline** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Department & Number** | ESL-202 | **Number of Weeks** | 18 |
| **Course Title** | ESL for Early Childhood Education 121 | **Lecture Hours By Term** | 36 |
| **Prerequisite** |  | **Lab Hours By Term** |  |
| **Challenge Policy** |  | **\*Hours By Arrangement** |  |
| **Co-requisite** |  | **Units** | 2.0 |
| **Challenge Policy** |  |  |  |
| **Advisory** |  |

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

|  |
| --- |
| **COURSE/CATALOG DESCRIPTION** |

|  |
| --- |
| This course is designed as second language support for ESL students taking ECHD 121. The class teaches reading and vocabulary building strategies, writing strategies, and study skills to help students successfully manage the ECHD 121 course load, understand the textbook, complete the writing assignments, and pass the tests. |

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

|  |
| --- |
| 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. Recognize and use Early Childhood 121 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 |
| Writing  1. Recognize and apply standard grammatical usage and appropriate paragraph and essay mechanics and form 2. Use the writing process, including pre-writing, revision, and editing strategies to do the following: 3. Observe a child in an early childhood program and write an objective observation which describes the child’s physical movements, emotions, speech, play, and relationships with other children and adults 4. Write a summary of an oral interview 5. Analyze the similarities and differences between the pregnancy and birth experiences of several women from different cultural backgrounds |
| Oral Communication  1. Interview a woman about her pregnancy and birth experience and summarize those findings in a written report 2. Call a child care center and make an appointment to observe a child in the center |

**INTENDED STUDENT LEARNING OUTCOMES:**

|  |  |  |
| --- | --- | --- |
| 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):**

|  |
| --- |
| **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, writing summaries of oral interviews) |
| **5%:***Oral Communication* (asking for clarification, interviewing skills, making appointments over the telephone) |
| **15%:**  *Study skills* (time management, test taking skills, note taking skills) |

**COURSE CONTENT (Lab):**

|  |
| --- |
|  |
|  |
|  |
|  |

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

|  |
| --- |
| **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.

|  |  |
| --- | --- |
| Textbook Title: | *Early Childhood Development – A Multicultural Perspective* |
| Author: | J. Trawick-Smith |
| Publisher: | Pearson Education |
| Edition/Date: | 6th edition/2013 |
| Textbook Reading Level: | 12.2 |
| Justification Statement: | *(For textbook beyond 7 years)* |
|  |  |

|  |  |
| --- | --- |
| 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.

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

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

|  |
| --- |
| Read the supplementary text on “nature versus nurture” and summarize the arguments that have been used to support each position. |

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

|  |
| --- |
| The argument of nature versus nurture has been debated for many years. Nature is also referred to as genetics or heredity while nurture is referred to as environment. For your first paper, I would like you to choose a side, nature or nurture, and make an argument for which one you believe **most** affects a child’s development. Use critical thought and give examples to explain your choice. Then conclude with whether who you are today is more due to nature or nurture, and explain why. |

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

|  |
| --- |
|  |

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

|  |
| --- |
|  |

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

|  |
| --- |
|  |

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

|  |
| --- |
| * 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. |

|  |  |  |
| --- | --- | --- |
| 66 | **%** | Essay (If essay is not included in assessment, explain below.) |
|  |
|  | **%** | Computation or Non-computational Problem Solving Skills |
|  | **%** | Skills Demonstration |
| 34 | **%** | Objective Examinations |
|  |  | Other (describe) |
|  | **%** |  |
|  | **%** |  |
|  | **%** |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 | | | |

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

*Revised form 01/14*