

ELL A030N: INTERMEDIATE ELL FOR PARENTS: ELEMENTARY SCHOOL YEARS

Item	Value
Curriculum Committee Approval Date	12/06/2023
Top Code	493087 - English as a Second Language - Integrated
Units	0 Total Units
Hours	36 Total Hours (Lecture Hours 36)
Total Outside of Class Hours	0
Course Credit Status	Noncredit (N)
Material Fee	No
Basic Skills	Basic Skills (B)
Repeatable	Yes; Repeat Limit 99
Open Entry/Open Exit	Yes
Grading Policy	P/NP/SP Non-Credit (D)

Course Description

This course is designed for English learners responsible for children in the U.S. elementary school system. Students will practice listening, speaking, reading and writing skills and develop the cultural awareness and knowledge of the American primary school system in order to be more effective advocates for their children's education. Special attention will be given to the cultural and academic expectations of elementary school students in the U.S. This course is recommended for students with at least low-intermediate English skills. Noncredit. NOT DEGREE APPLICABLE. Not Transferable.

Course Level Student Learning Outcome(s)

1. Students will apply rules of English pronunciation, grammar, and other communication conventions as necessary to communicate with teachers and school's staff
2. Students will use various techniques to improve their children's English Language Arts (ELA) and Math skills.
3. Students will apply their increased knowledge of the expectations the U.S. primary school system has of parents with children in elementary school to become a more active participant in their child(ren)'s education.

Course Objectives

- 1. show increased awareness of grammar and pronunciation rules in short, school-related conversations
- 2. use newly-learned school-related vocabulary in short conversations and/or writings
- 3. apply conversation strategies to school-related situations
- 4. explain elementary school Common Core Standards
- 5. compare and contrast their cultural approach to elementary education to the American elementary education system
- 6. apply problem-solving strategies to various school-related situations

Lecture Content

Parent/Care giver language development Communication Tasks Requesting information/clarification Requesting change in and/or additional services Suggesting ideas Describing children s behaviors Providing information Grammar and Vocabulary for Communication Tasks Wh- and yes/no question formation Politeness markers Adjectives and adverbs Formulas to describe difficulties Evidence-based requests Past and present tenses Clarification vocabulary Listening and Speaking Skills Problematic phonemes Intonation Stress, word and syllable Linking Final Sounds Asking for Clarification Paraphrasing Reading and Writing Skills Identifying main ideas Differentiating main ideas from details and facts Introduction to the writing process Introduction to rhetorical situation Introduction to using outside sources Responding to texts Elementary School System Common core standards Expectations Home support strategies ELA standards per grade level Reading development for elementary school students Writing development for elementary school students Math skills for elementary school students Institutional Items Report cards Classroom rules/charts IEP Testing (ELPAC, AR) Cultural expectations of parents/caregivers Parental involvement (homework support, classroom volunteering, Back to School night, etc.) Parent-teacher interaction At-Home Techniques Library visits (leveled readers, engaging characters, well-liked authors) Journal writings Literature exposure Number exposure Games Songs Stories Questions Plays Home/community excursions Problem solving Showing one's work Integrate learning Cultural expectations of elementary schooled children Children s character building (respect, self-reliance, responsibility, assertiveness, etc.) Growth mentality Writing and reading integration

Method(s) of Instruction

- Enhanced NC Lect (NC1)
- Online Enhanced NC Lect (NC5)
- Live Online Enhanced NC Lect (NC9)

Instructional Techniques

Direct instruction Modeling Written and oral feedback Games and role plays

Reading Assignments

Students will research various topics related to K-2nd grade issues.

Writing Assignments

Students will write at least 0.5 hours per week. Journals reflecting in their experiences with their children s reading/homework and mock emails/ texts to teachers and school staff will make up most of their writing assignments.

Out-of-class Assignments

Students will use techniques to help children with their homework assignments at least 1 hour per week. Students will prepare class presentations on various topics related to elementary school assignments.

Demonstration of Critical Thinking

Students will use their knowledge of English grammar, pronunciation, and American culture to evaluate their responses to specific school-related situations and those of others. Students will compare and contrast the expectations they have of students in elementary school and what the American school system expects of students in these grades in order to assess any changes that may need to be made in order to help their children perform better in an American elementary school.

Required Writing, Problem Solving, Skills Demonstration

Writing assignments will include real-life communication tasks such as writing an email to the principal. In doing so, students will have the opportunity to practice and demonstrate their ability to communicate in writing with a specific audience and purpose. Students' problem solving ability will be measured in role plays and scenarios simulating common problems faced by children in elementary school. Students will be asked to formulate a response to these hypothetical situations either orally, behaviorally or in writing. Students' English skills will be evaluated through their writings and performance in reading and oral activities such as role plays and classroom presentations.

Eligible Disciplines

ESL: Master's degree in TESL, TESOL, applied linguistics with a TESL emphasis, linguistics with a TESL emphasis, English with a TESL emphasis, or education with a TESL emphasis OR bachelor's degree in TESL, TESOL, English with a TESL certificate, linguistics with a TESL certificate, applied linguistics with a TESL certificate, or any foreign language with a TESL certificate AND master's degree in linguistics, applied linguistics, English, composition, bilingual/bicultural studies, reading, speech, or any foreign language OR the equivalent. Master's degree required.

Textbooks Resources

1. Required Jenkins, Rob., Johnson, S.. Stand Out 3, 3rd ed. Cengage, 2018

Other Resources

1. Materials from various Open Educational Resources will be used in this course including: The California Department of Education's Materials on Common Core Standards for Parents and Students ColorinColorado.org – the premier national website serving educators and families of English language learners (ELLs) in Grades PreK-12, an educational service of the Washington Educational Telecommunications Association (WETA), a member station of the Public Broadcasting Service (PBS) Real-life materials from the students' children's school Articles on related issues Instructor-generated handouts