



ESL-901: NON-CREDIT ESL BEGINNING 1

Effective Term

Fall 2024

BOT Approval Date

11/09/2023

Discipline

ESL - English As a Second Language

Course Number

901

Course Title

Non-Credit ESL Beginning 1

Short Title

ESL Beginning 1

Credit Status (CB 04)

N - Noncredit

Non-Credit Hours**Minimum Contact Hours**

54

Maximum Contact Hours

220

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools

(such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.

- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Catalog Description

This course addresses illiteracy in English or native language. Emphasis is on developing the students' ability to recognize and form letters and to interpret and write words within the context of listening and comprehending messages in the new language. Language functions and structures are integrated in competency-based integrated-skills instruction.

Codes

TOP Code (CB 03)

4930.87 - English as a Second Language–Integrated2

CIP Code

32.0109 - Second Language Learning.

Repeatability Code

Yes

Number of times course can be repeated

Unlimited

Reason for Repeatable

Non-credit

Learning Objectives

Learning Objectives

Learning Objective
1. Recognize personal identification questions to complete very simple forms including gender identity, ethnicity and other demographic information.
2. Demonstrate comprehension of familiar vocabulary through physical responses.
3. Compose, construct and determine numbers 1-100 and letters of the alphabet.
4. Formulate accurate responses to personal identification questions.
5. Produce answers to simple questions with "yes", "no", or other one-word responses.
6. Demonstrate the ability to express basic needs with simple words or phrases.
7. Develop skills to identify basic vocabulary, basic sight words and signs with one word or symbol.
8. Compose simple sentences based on previously learned vocabulary.
9. Express experiences related to culture to improve ESL integration.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome
1. Students will be able to recognize a limited range of words and phrases from familiar material when spoken to.
2. Students will demonstrate the ability to engage in very limited social conversations using familiar English words supported by gestures not express basic survival needs.
3. Students will interpret simple sentences from previously learned vocabulary by recognizing and demonstrating understanding of basic vocabulary.
4. Students will produce simple sentences using a limited number of basic words and phrases and complete very simple forms.

Program Learning Outcomes

Learning Outcome

1. Express ideas and opinions orally in response to spoken communication in the classroom environment in a coherent and effective manner.
2. extract the meaning of different texts by using a variety of sources.

Institutional Learning Outcomes

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Content

Non-Credit Content

1. Greetings
 - a. Types
 - b. Tone
 - c. Formality
2. Say and write numbers
3. Understand and following classroom instructions
 - a. Classroom commands
4. Give personal information
 - a. Personal information
 - b. Express nationality
 - c. Express Marital Status
5. Say and write address
6. Our Class
 - a. Describe classroom
 - b. Identify classroom activities
7. Tell time
8. Describe weather
9. Food
 - a. Identify common foods
 - b. Breakfast, lunch, dinner
 - c. Express hunger
 - d. Express quantity
 - e. Packaging vocabulary
 - f. Make a shopping list
 - g. Express preferences
10. Clothing
 - a. Identify articles of clothing
 - b. Colors, patterns
11. Make purchase and count money
 - a. Bills and coins
12. Our Community
 - a. Identify and ask about locations
 - b. Describe housing

- c. Cultural Integration
 - d. Cultural differences
 - e. Traditions
 - f. Customs
 - g. Values
 - h. Social language
 - i. Types of diverse communities
13. Transportation
14. Health
- a. Identify parts of the body
 - b. Describe symptoms and illness
 - c. Identify medications
 - d. Ask for information at a hospital
 - e. Describe healthy habits
 - f. Identify actions in a waiting room
15. Occupational Knowledge
- a. Identify common occupations
 - b. Give information about work
 - c. Identify job duties
 - d. Read evaluations
 - e. Read signs and follow directions
16. Lifelong Learning
- a. Organize study materials
 - b. Give and follow directions
 - c. Make goals
 - d. Authentic intellectual work
 - e. Identify barriers to education for multilingual learners

Methods of Instruction

Method

Activity

Integration

Activity will identify a limited range of words and phrases drawn from familiar material. In class activities include the use of basic sight words, signs and symbols to allow students to develop language skills while expressing themselves and being able to apply it to real world situations for basic survival needs.

DE Adaptations for MOI

Activities will be delivered through synchronous and/or asynchronous methods using CMS tools and through accessible video conferencing software tools.

Method

In-class Exercises

Integration

In class exercises will help students produce simple sentences using a limited number of basic words and phrases and complete very simple forms. An example of this would be the writing of simple sentences that include their name, where they are from and a custom from their culture.



DE Adaptations for MOI

Students will be assigned In-class exercises through the CMS or via live accessible video conferencing software. The student will be able to submit their assignments through the CMS and either receive feedback through the CMS or through accessible video conferencing software.

Method

Reading

Integration

Readings in which students will learn to interpret simple sentences and identify basic sight words and signs with one word or symbol (e.g. restroom signs, street signs).

DE Adaptations for MOI

Students will have access to accessible textbook readings through the CMS as digital handouts or available through accessible online textbooks.

Methods of Evaluation

Method

Class Work

Integration

Class work will be evaluated based on students' accurate completion of assignments that show that they can formulate accurate responses to personal identification questions. Instructor will evaluate the students in real time in a classroom setting to provide instant feedback.

DE Adaptations for MOE

Students will participate in classwork via the CMS tools or through accessible video conferencing software. Evaluation of student participation is done by monitoring, and providing feedback to, the participation of students in a threaded discussions in the CMS or live feedback. The level of involvement and quality of responses are used to evaluate classwork. Rubrics and clear instruction will be provided to the students.

Method

Exams/Tests

Integration

Exams and tests will be evaluated on the students' accurate use of previously learned material by using the CASAS listening and reading exams such as the expression of basic needs. These tests will allow students to extend on what they learn and self identify the challenges of everyday situations on a basic level.

DE Adaptations for MOE

Exams and/or tests are submitted via the CMS. Feedback will be provided via the grade book in the CMS or discussed in person or online using accessible video conferencing software.

Method

Oral Presentation

Integration

Oral presentations will be evaluated based on students' accurate responses to personal identification questions as well as the ability to express basic needs with simple words or phrases (e.g. I need paper.)



DE Adaptations for MOE

Presentations will be delivered synchronously or asynchronously using the CMS or accessible video conferencing software. Asynchronous presentations will be submitted via the CMS. Work will be evaluated using rubrics and/or instructor feedback through the CMS.

Assignments**Assignment Type**

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Please read the picture below. "My name is Concepcion. I'm from Cuba."

Please write the answer to the following questions.

1. What's her name? _____
2. Where is she from? _____

How assignment will be adapted in online format

In an asynchronous online learning environment students will respond on the CMS through the discussion board or assignment page. Instructor will provide feedback through one of the CMS tools within a week of submission. In a synchronous online learning environment, the student may answer these questions using accessible video conferencing software. The instructor can give immediate feedback.

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Quiz - Please write the plural forms of the following fruits and vegetables. Please use the Plurals Pronunciation chart to help you.

/s/ /z/ /iz/

chips jars packages

carrots cans oranges

Example: apple /z/ apples

1. orange /iz/ _____
2. banana /z/ _____
3. pear /z/ _____
4. carrot /s/ _____
5. tomato /z/ _____
6. potato /z/ _____
7. pepper /z/ _____

How assignment will be adapted in online format

Students will respond to the prompt posted by the instructor using CMS tools. Instructor will provide feedback through CMS within a week of submission.

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Please listen and read the following:

1. I'm Chen. I'm from China. I live in a house. I live on First Street in Alpine City.
2. I'm Latifa. I'm from Saudi Arabia. I live in an apartment. I live in Casper Town on Parker Avenue.
3. I'm Natalia. I'm from Guatemala. I live in a condominium in Alpine City on First Street.

Record yourself practicing the conversation:

Chen: Hi, I'm Chen.

Latifa: Nice to meet you, Chen. I 'm Latifa.

Chen: Where do you live?

Latifa: I live in Casper Town.

Chen: Do you live in an apartment, a condominium, or a house?

Latifa: I live in an apartment.

How assignment will be adapted in online format

Students will access materials using CMS tools. Students can use CMS tools to submit assignment via the CMS. Instructor can provide feedback within a week of submission. In a synchronous learning environment, student can directly interact this assignment with the instructor and instructor can provide instant feedback.

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Examine the following greetings to help you understand the role they play in effective communication. Together we will discuss the formality, tone, and cultural expectations of each greeting. Think about how these greeting relate to respect and politeness from your culture. How do cultural and social expectations influence communication? What differences and similarities do you relate to? Please provide specific examples.

How assignment will be adapted in online format

Instructors can post an accessible video to demonstrate greetings on the CMS. The instructor can use this assignment as a threaded discussion on the CMS for students or they can discuss as a class using accessible video conferencing software. This assignment can be evaluated on participation and feedback can be given through the threaded discussion or through immediate feedback during live discussion.

Course Materials

Textbooks

Ragno, N. (2022) Easy English: The Parts of Speech Workbook. ISBN: 978-1733928779
Bolen, J. (2021). 102 Simple English Conversation Dialogues For Beginners in American English: Gain Confidence and Improve your Spoken English (Beginner English Vocabulary Builder). ISBN: 979-8718911312
Heyer, Sandra (2006). All New Very Easy True Stories A Picture-Based First Reader Longman. ISBN: 0131345567
Jenkins,R.,Johnson, S.. (2008). Stand Out Grammar Challenge Basic Heinle. ISBN: 978-1-4240-1600-6
Adelson-Goldstein, J., Shapiro, N. (2008). Oxford Picture Dictionary Oxford. ISBN: 978-0-19-436976-3
Fuchs, M., (2008). Oxford Picture Dictionary High Beginning Workbook Oxford. ISBN: 978-0-19-474044-9
Spigarelli, J. (2018). Step Forward Language for Everyday Life 1 Oxford. ISBN: 978-0-19-449375-8
Jenkins,R.,Johnson, S. (2008). Stand Out Standards Based English Basic Heinle. ISBN: 978-1-4240-0254-2
Podnecky, J. (2008). Step Forward Language for Everyday Life Workbook 1 Oxford. ISBN: 978-0-19-439232-7

Other Resources

MSJC Non-Credit Student Resource Guide

Class Size Information

Class Size

30

Class Size Category

D - Individualized instruction/group learning/student presentations 30

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

This course allows students to achieve gains in English Language proficiency. During class, instructors strive to build an environment that promotes advancement of knowledge, cooperation, and a student-centered learning environment to meet the needs of our student population. Students will have the opportunity to exchange ideas freely within the bounds of courtesy, sensitivity and respect. Student's experiences and skills contribute to the dynamics of the learning environment and their own academic success. An example of this would be the opportunity for students to practice speaking English by telling the class the similarities and differences between the student's neighborhood in his/her country compared to his/her neighborhood in California. All written material, videos and images will be representative of the student population in order to foster inclusivity on a visual level.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

During instruction the instructor will accommodate various learning styles by presenting information in different ways for visual, aural and verbal learners. Instructors will also have patience, speak slowly and allow students to use various means to help them translate words to confirm understanding. The instructor will also read instructions aloud, even if the instructions are printed. Course content will be provided to students as well as supplemental materials to the lesson plan to help encourage student engagement especially for those who need additional support. Through interactions with students, instructors will consider the diverse needs and strengths of the individual as well as the whole class by creating appropriate opportunities for each student to learn. By applying various approaches to lessons and providing students hand-on activities, visuals, projects, technology and group interactions, students strengths can be identified and encouraged. Students will communicate within the class environment by using learned words and phrases to express basic survival needs in a simple conversation.

Interactions

Explain how the course will incorporate student-to-student interaction.

Students will engage in a variety of collaborative activities such as break-out rooms in accessible video conferencing software for online course environments and small groups in the physical classroom. This will create opportunities for students to engage in student-to-student discussion and/or activities. These discussions and/or activities will allow students to exchange ideas, thoughts and opinions on various course topics such as how to describe others and explain family relationships. In an online course environment, students will be required to use CMS tools to continue discussions or comment on their peers' discussion question responses.

Explain how the course will incorporate instructor-to-student interaction.

The instructor will create opportunities for instructor-to-student interactions for both in class and online by using CMS tools and accessible video conferencing software. The instructor will provide feedback to all course assessments, discussions and activities related to the topics presented in class and online. An example of this would be adding comments and suggestions to the use of singular and plural nouns to create a clear understanding for the student. These interactions can be in-person, through accessible video conferencing, posted videos, or email.

Explain how the course will incorporate student-to-content interaction.

This course will incorporate student-to-content interactions through exercises, assignments, projects, and discussions to allow student to apply their learning and practice their mastery of the English language. Students will use a range of media in class, using CMS tools and using accessible video conferencing software to enhance learning. Media can include reading text, watching videos, completing handouts, using CASAS testing software, exploring various resources and working on course assignments. Students will have access to course content and materials and supplemental materials will be used and provided to encourage student engagement.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Students will be required to reflect on their own development and milestones. They will be able to compare and contrast their progress by completing CASAS ESL tests in reading and listening at the beginning and end of each class term. This will allow the student to consistently monitor their learning process or skill gains and compare to the Adult Basic Education (ABE), Adult Secondary Education (ASE), and English Language Learners (ELL) Educational Functioning Levels.

Key: 1566