



ESL-902: NON-CREDIT ESL BEGINNING 2

Effective Term

Fall 2026

BOT Approval Date

05/15/2025

Discipline

ESL - English As a Second Language

Course Number

902

Course Title

Non-Credit ESL Beginning 2

Short Title

ESL Beginning 2

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 is designed for students with minimal exposure to English, focusing on developing listening comprehension and understanding of spoken messages. It integrates essential language functions and structures through a competency-based, integrated-skills approach to enhance overall communication proficiency.

Requisites

Recommended Preparation

Recommended Preparation (note that students can enroll in the class even if they haven't take the recommended course)

ESL-901

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

Minimum Qualifications

Minimum Qualifications	And/Or
ESL (Masters Required)	Or
NC/English as a Second Language	End

Learning Objectives

Learning Objectives

Learning Objective
1. Construct appropriate responses to simple face-to-face conversations using verbal and nonverbal communication strategies.
2. Distinguish key vocabulary in the context of everyday situations.
3. Build comprehension of simple who, what, where, why, and when questions through appropriate responses.
4. Formulate and respond to simple questions effectively.
5. Combine previously learned words and phrases to communicate basic survival needs in simple conversations, while acknowledging cultural and linguistic diversity in communication styles.
6. Evaluate sentences by using vocabulary and structures previously discussed.
7. Analyze personal information words in print for meaning and context.
8. Produce simple labels and warnings to demonstrate understanding.
9. Compose simple sentences in paragraph format based on previously learned material.
10. Collect personal information to accurately complete simple forms.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will recognize frequently used words, phrases, and questions in familiar contexts.
2. Students will demonstrate the ability to engage in limited social conversations to communicate basic survival needs.
3. Students will construct meaning from simplified print materials on familiar topics.
4. Students will produce simple sentences in paragraph format and complete simple forms.

Content

Non-Credit Content

1. Nice to Meet You
 - a. Where are you from?
 - i. Countries
 - b. Introduce Yourself
 - i. First and Last Name
 1. The Alphabet
 2. Spelling
 3. Writing
 - c. Numbers 0-9
 - d. Talk about Yourself
 - e. Greetings
 - i. Cross Cultural Greetings
 - f. Introduce Someone
 - g. Talk about People
 - i. Gender Identity
 - ii. Country of Origin
 - iii. Express Nationality
 - h. You are, we are and they are
 - i. Celebrating Multicultural Backgrounds
2. Welcome to Class
 - a. Things in Class
 - b. Classroom Instructions
 - c. Imperatives
 - d. Places in School
 - i. Locations
 1. Across from
 2. Next to
 - e. Study Skills
 - f. Writing Skills
 - i. Spelling
 - ii. Sentence Structure
3. On Time
 - a. Time
 - i. From, To, At
 - b. Daily Activities
 - c. Days of the Week
 - i. On
4. Family and Home
 - a. Family Members
 - b. Relationships
 - i. Express Marital Status
 - c. Singular and Plurals
 - i. Writing Sentences
 - d. Household Chores

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- i. Gender Norms and Expectations
 - e. Seasons
 - f. Months
 - g. Dates
 - 5. How Much Is It?
 - a. U.S. Coins
 - b. U.S. Bills
 - c. Making Change
 - d. Drugstore Items
 - i. Where is / Where are
 - e. Prices
 - i. How much?
 - f. Read a Receipt
 - g. Credit Card
 - 6. Let's Eat
 - a. Vegetables
 - i. Like / don't like
 - b. Fruit
 - i. Likes / Doesn't like
 - c. Symbolic Foods
 - d. Amounts
 - e. Containers
 - f. Menu and Order Food
 - g. Dietary Habits
 - 7. Apartment for Rent
 - a. Cultural Integration
 - b. Cultural Differences
 - c. Diverse Communities
 - d. Rooms in a Home
 - i. Describing Rooms
 - 1. There is / there are
 - e. Furniture and Appliances
 - i. Is there/ are there
 - f. Addresses
 - g. Address an Envelope
 - 8. Let's Go Shopping
 - a. Clothing
 - i. Sizes
 - 1. This, That, These, Those
 - ii. Colors
 - iii. Traditions
 - b. Problems with Clothing
 - c. Store Ads
 - 9. Our Busy Lives
 - a. Free-time Activities
 - i. Movies
 - b. Activities at Home
 - c. Workplace Activities
 - d. Leave a Voicemail
 - e. Weekend Schedules
 - f. Personal Call
 - i. Writing Text Messages or Email
 - 10. Where is the Bus Stop?
 - a. Places in the community
 - i. Social Language
 - ii. Recognizing Mobility and Accessibility Needs
 - b. Public Places

- c. Getting to Work
 - d. Transportation
 - e. Directions
 - i. Ask For Directions
 - ii. Give Directions
 - f. Read Traffic Signs
11. Get Well Soon
- a. Make an Appointment
 - b. The Body
 - c. Medical Instructions
 - d. Health Problems
 - i. Cultural Practices
 - ii. Access to Healthcare
 - iii. Should Questions
 - e. Emergencies
 - f. Medicine Label
12. What Do You Do?
- a. Jobs
 - b. Ask About Someone Job
 - c. Job Skills
 - d. Writing a Resume
 - e. Completing Applications
 - f. Apply for a Job
 - g. Read Job Ad

Methods of Instruction

Method

Role Playing/Simulation

Integration

Role Playing/Simulation will be used to ensure that students receive comprehensive practice in both verbal and nonverbal communication while engaging with diverse conversation scenarios. An example of this having students practice ordering food and interacting with the server. One student plays the role of the customer, asking questions, while another student, playing the server, responds with details and recommendations. Both students use nonverbal cues, such as a friendly smile and eye contact, to enhance their communication. After the role-play, the instructor and classmates provide feedback on the effectiveness of the communication and suggest improvements.

DE Adaptations for MOI

Role Playing/Simulations can be delivered and accessed by students through synchronous and/or asynchronous methods using the CMS tools or through accessible video conferencing software.

Method

Discussion

Integration

Discussion can be used to practice constructing simple sentences in paragraph format. For example, students can engage in a discussion about clothing, where they talk about colors, sizes, and cultural traditions related to clothing. This approach helps students build their ability to form a coherent paragraph while practicing relevant vocabulary and sentence structures.

DE Adaptations for MOI

Students can participate in discussions using the CMS to answer question(s) posted by the Instructor and respond to other students posts.

Method

Reading

Integration

Reading helps students grasp key vocabulary and learn how to apply it in everyday situations. For example, analyzing an advertisement for a house for rent allows students to see how specific vocabulary is used in real-life contexts.

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**

Oral Presentation

Integration

Oral presentation could be used to evaluate students' ability to communicate effectively on a given topic. For example, students might be asked to prepare a 3-5 minute presentation about their hometown, including details about its culture, traditions, and key landmarks. This task would evaluate their use of vocabulary, sentence structure, pronunciation, and their ability to organize ideas cohesively. Students would be encouraged to use visual aids like pictures or slides to support their presentation.

DE Adaptations for MOE

Oral presentation can be conducted using accessible video conferencing software. Students would still prepare and present in real-time to their classmates and instructor. They could also use screen-sharing features to display visual aids, such as slides or images, during their presentation. Alternatively, students could pre-record their presentations and submit the video for review through the CMS. Feedback would be provided either during/after the live presentation or after reviewing the recorded submission within a timely manner.

Method

Quizzes

Integration

Quizzes can be used to evaluate students' understanding of vocabulary, grammar, and listening comprehension. Quizzes will be administered regularly, covering material discussed in class, such as new vocabulary words, sentence structures, and cultural nuances. An example of this might include multiple-choice questions on the appropriate use of formal vs. informal greetings, matching exercises for common phrases, and short answer questions where students write brief dialogues. Additionally, listening comprehension could be tested by playing a short audio clip of a conversation, with students answering questions about the content, tone, and formality of the interaction. Feedback will be provided on quiz performance, highlighting areas for improvement and reinforcing successful language use within a timely manner.

DE Adaptations for MOE

Quizzes can be accessed and submitted using the CMS. Feedback can be given during or after the quiz is completed based on how it is set up in the CMS or can be discussed as a class using accessible video conferencing software for immediate feedback. Any individual feedback can be given by the instructor privately or using CMS tools.

Method

Class Participation

Integration

Class participation can be evaluated by examining how students engage in discussions, activities, and group work. For example, evaluating their collaboration with diverse peers by showing how they contribute to each other's learning and support differences in linguistic and cultural backgrounds. This ensures that participation is measured not only by language use but also by the ability to engage with diverse perspectives. This approach promotes an inclusive learning environment. Feedback can be given by the instructor in real time and help with student engagement or within a timely manner.



DE Adaptations for MOE

Class participation can actively participate with peers in discussion boards and by using accessible video conferencing software. Instructors can monitor these interactions and help guide students.

Assignments**Assignment Type**

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Read and Listen.

Lucas and Carla are married. Lucas is Carla's husband. Carla is Lucas's wife. In their native country, men go to work. In their native country, women do the household chores. In the United States, Carla and Lucas go to work. They both do household chores. Lucas washes the dishes. Lucas goes to the supermarket too.

Circle Yes or No.

1. Lucas is Carla's husband. Yes No
2. In the United States, Carla goes to work. Yes No
3. In their native country, women go to work. Yes No
4. In the United States, Lucas does household chores. Yes No

How assignment will be adapted in online format

In an asynchronous online learning environment students will access and respond on the CMS through the discussion board or as a assignment. 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. All accessibility standards will be met. The instructor can give immediate feedback.

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Talk about eating in your native country.

1. Do people eat with chopsticks?
2. Do people with their hands?
3. Do people eat with a knife, fork, and spoon?

Complete the Sentences.

1. In my native country, most people eat with _____.
2. Children eat with _____.



3. In the United States, most people eat with _____.

How assignment will be adapted in online format

Students will access and respond to the prompt posted by the instructor using the CMS. Instructor will provide feedback through the CMS within a week of submission. All accessibility standards will be met.

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Role-Playing Activity: Partner up with a classmate. Each pair will receive a set of greeting scenarios to role-play. Each scenario will include a brief description of the context, such as a business meeting, a casual gathering, or a formal event.

Practice Greetings: For each scenario, practice greeting your partner using the appropriate greeting from the provided list. Focus on using the correct tone and formality as described.

Let's Discuss:

Formality and Tone: Was each greeting appropriate or not for its scenario.

Cultural Differences: Consider any cultural differences that might influence the use of these greetings.

Instructor Review: The instructor will provide feedback on your understanding of the appropriate use of greetings and the nuances of formality and tone

How assignment will be adapted in online format

Instructor can post an accessible video to demonstrate greetings on the CMS where student can access and respond. The Instructor can use this assignment as a discussion or during classtime through accessible video conferencing software. This assignment can be evaluated on participation and feedback through the discussion board within a timely manner or through immediate feedback during live discussion. All accessibility standards will be met.

Course Materials

Textbooks

Pearson Education (2021). Future 2ed Intro Student's Book & eBook with Online Practice 2nd ISBN: 978-0137359240

Pearson Education (2021). Future 2ed Level 1 Student Book & Interactive eBook with App 2nd ISBN: 978-0137360321

Other Resources

MSJC Non-Credit Student Resource Guide

Class Size Information

Class Size

30

Class Size Category

F - Individualized, skills#based instruction/field practice 30

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

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

Diversity and inclusion are fundamental in this ESL course, as students come from varied cultural, racial, and linguistic backgrounds. The curriculum includes culturally relevant materials that reflect diverse voices, ensuring students see their identities represented. Lessons also explore cultural norms and practices across societies, promoting an understanding of different communication styles. Instructors foster an inclusive classroom environment and multiculturalism is celebrated through activities that encourage students to share their cultural backgrounds. Communication skills are taught with sensitivity to various differences, helping students navigate social norms and avoid stereotypes. Differentiated instruction is used to address students' varied learning needs, ensuring equitable access to the curriculum. This course also fosters global awareness, emphasizing the role of English alongside other languages. Ultimately, students are prepared to thrive in diverse, multicultural environments through this inclusive approach.

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

In this course, assignments, instruction, evaluation, course content, and interactions are tailored to meet the diverse needs of learners. Assignments are designed to be culturally relevant, allowing students to incorporate their own experiences and backgrounds, making tasks more meaningful. Instruction is differentiated to accommodate varying linguistic levels and learning styles, using visual aids, multimedia, and collaborative activities to ensure accessibility for all students. Assessments are flexible, using multiple formats like oral presentations and written assignments to fairly evaluate progress. The course content includes diverse perspectives, showcasing cultures, races, and identities from around the world, fostering inclusivity and representation. Interactions in the classroom are guided by respect and collaboration, encouraging students to learn from one another. Instructors promote an inclusive environment by modeling equitable language and behavior, while scaffolding language learning to support students' progress at their own pace. This approach ensures that every student, regardless of background, has the opportunity to succeed and feel valued in the learning process.

Interactions

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

Student-to-student interactions are fostered through activities like pair or group work, where learners practice language skills in real-world contexts. For example, students might interview each other about daily routines, practicing both speaking and listening. This allows them to form questions, provide responses, and clarify meanings, building communication skills in a supportive, collaborative setting. Such interactions enhance fluency, confidence, and active learning while promoting cultural exchange. In an online environment, student-to-student interactions can be facilitated through virtual breakout rooms, discussion boards, or peer collaboration tools. Students might be paired in breakout rooms to interview each other about daily routines using video or audio chat, practicing their speaking and listening skills in real-time. Alternatively, students could engage in written conversations on discussion boards, where they post and respond to each other's questions.

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

Instructor-to-student interactions are key to providing guidance, feedback, and personalized support. Instructors will engage with students through direct interaction during lessons, monitoring progress, answering questions, and offering immediate feedback on spoken or written work. This can include one-on-one conversations, walking around the room during group work to provide assistance,

and delivering tailored feedback after presentations or assignments. In an online environment, instructor-to-student interactions are often facilitated through virtual tools. Instructors may provide real-time feedback during video-based lessons or via breakout rooms using accessible video conferencing software, where they can observe student performance and engage directly. Additionally, instructors can use discussion boards, email, and messaging platforms to offer personalized feedback on assignments, answer questions, and clarify course content.

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

Student-to-content interactions are crucial for language development, as they allow learners to engage directly with the material. Students interact with content through activities like reading texts, listening exercises, role-playing, and hands-on language practice. They may engage with printed materials, worksheets, or accessible resources like videos and audio recordings. In an online environment students can access course materials via CMS, where they can engage with interactive quizzes, discussion forums, and digitally accessible materials. In person or online classroom discussions, presentations, and written assignments further reinforce the connection between students and the course content, allowing them to apply what they've learned in real-life scenarios.

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

Student-to-self interactions are crucial for personal reflection and self-assessment. In an in-person class, students might journal about their learning experiences, set personal goals, and track their progress through self-assessment exercises. Online, students use digital journals, self-assessment quizzes, and recorded practice to reflect on their progress. They can also set goals and review their speaking skills using accessible software tools. Both environments support independent learning and self-monitoring to enhance language development.

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