



ESL-903: NON-CREDIT ESL BEGINNING 3

Effective Term

Fall 2026

BOT Approval Date

06/12/2025

Discipline

ESL - English As a Second Language

Course Number

903

Course Title

Non-Credit ESL Beginning 3

Short Title

ESL Beginning 3

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 focuses on enhancing students' listening and comprehension skills while promoting increased language production. Instruction is centered on improving fluency and 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-902.

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. Interpret and respond appropriately to simple instructions, including requests for clarification.
2. Distinguish differences in meaning between statements and questions.
3. Formulate simple statements and questions in the present, past, or future tenses related to basic needs and common activities, using previously learned phrases or simple sentences.
4. Demonstrate the ability to effectively communicate simple personal and emergency information.
5. Produce simple clarification requests to determine the meaning of a question or statement.
6. Assemble and apply basic words, phrases, and numerical information in relevant contexts.
7. Analyze short, simplified narrative paragraphs on familiar topics, including sequence of events.
8. Examine and extract specific information from simple authentic documents.
9. Compose a simple paragraph based on personal and cultural experience or a simple theme with guiding questions.
10. Prepare detailed biographical or personal information to complete forms accurately.
11. Revise a series of sentences for errors in capitalization, punctuation, and spelling to enhance accuracy.

12. Analyze the cultural significance of holidays, foods, and traditions, from diverse communities, including Indigenous and immigrant groups, by comparing perspectives and highlighting contributions to global diversity and multiculturalism.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will demonstrate comprehension of simplified spoken English and simple conversations.
2. Students will describe basic needs and relate common activities, using clarification strategies when appropriate.
3. Students will construct meaning from simplified print materials on familiar topics.
4. Students will produce sentences to form a paragraph and complete forms that require some detail.

Content

Non-Credit Content

1. Getting to Know
 - a. Regions and Countries
 - i. Global Diversity
 - ii. Indigenous Communities and Languages
 - b. Introduce You
 - c. Spell Name and Use Titles
 - d. Introduce Others
 - i. Gender Identity
 - ii. Pronouns
 1. Gender-Neutral Titles and Inclusive Language
 - e. Nationality
 - i. Immigrants to the US
 - ii. Contributions of Immigrant Communities
 - iii. Cultural Assimilation
 1. Yes/No Question Forms
 2. Clarification Requests
 - f. School
 - g. Negative Contractions
 - h. Writing
 - i. Interpersonal Skills
 - i. Statements vs. Questions in the Classroom
 - ii. Forming Questions with "Do/Does"
2. Work
 - a. Jobs
 - b. Identify Contact Information
 - c. Phone Numbers
 - d. Emails
 - e. Yes/No
 - f. Short Answers
 - g. Healthcare Jobs
 - h. Writing About a Friend
 - i. Listening Skills
 - i. Asking About Job Duties - Present and Past Tense Questions
 - ii. Using Future Tense
3. Class
 - a. Classroom Supplies
 - b. Instructions
 - i. Giving Instruction
 - ii. Follow Instructions
 - iii. Writing Instructions

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- c. Study Habits
 - d. This, That, These, Those
 - e. Places at School
 - f. Here
 - g. One the Right / One the Left
 - h. Across From / Next To
 - i. Grammar Practice
 - i. Forming Commands vs. Questions
 - ii. Using Modal Verbs for Clarification
 - 4. Family
 - a. Family Members
 - b. Relationships
 - c. Family Tree
 - d. Subject Pronouns
 - e. Possessive Adjectives / Nouns
 - f. Blended Families
 - g. Marital Status
 - h. Social Dynamics
 - i. Describe People
 - i. Nationality
 - ii. Physical Appearance
 - iii. Clothing
 - iv. Height
 - v. Using Adjectives in Simple Statements
 - vi. Clarifying Descriptions
 - j. Dates
 - k. Months
 - l. How Old?
 - m. Children Age
 - n. Grades in School
 - 5. Shopping
 - a. Colors
 - b. Clothing Items
 - c. Need vs. Want
 - d. Identify US Money
 - e. Prices
 - f. Sizes
 - g. Credit/Debit Cards
 - h. Store Returns
 - 6. Home
 - a. Rooms
 - b. Items in Homes
 - c. House for Rent
 - d. Smoke Alarms
 - e. Apartment for Rent
 - f. Furnished vs. Unfurnished
 - g. Read Addresses
 - h. Housing Ads
 - i. Give Directions
 - j. Compass, GPS, Map
 - 7. Day After Day
 - a. Daily Activities
 - i. Accessible Activities
 - b. Time
 - c. Plans

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- i. Cultural Differences
 - ii. Community Structure
 - d. When and What Time
 - e. Work Schedules
 - f. Time Sheets
 - g. Weekend Activities
 - h. Frequency
 - i. Free time in America
 - j. Relaxation
 - 8. Food
 - a. Common Foods
 - b. Food Access/Inequality
 - c. Vegetables
 - d. Fruits
 - e. Grains
 - f. Dairy
 - g. Proteins
 - h. Oils
 - i. Like and Dont Like
 - j. Count and Non-Count Nouns
 - k. Food Safety
 - l. Restaurant
 - i. Order a Health Meal
 - ii. How many/How much
 - 9. Weather
 - a. Seasons
 - b. Weather Conditions
 - c. Emergency Planning
 - d. Hurricanes
 - e. Weather Reports
 - f. Climate - Degrees
 - 10. Community
 - a. Places in the Community
 - b. Culturally Responsive Community Services
 - c. Locations of Places
 - i. Clarifying Locations
 - ii. Using "where is...?" Questions
 - d. Transportation
 - i. Equitable Transportation Access
 - e. Traffic Signs
 - f. Bus Signs and Schedules
 - g. Bus Route and Costs
 - h. Public Libraries
 - i. Inclusive Services Offered
 - ii. Asking For Help
 - i. Weekend Plans
 - 11. Health
 - a. Parts of Body
 - b. Absence - Explanation
 - c. Doctors Instructions
 - d. Medicine Labels
 - e. Health Problems

- i. Attitude Toward Health
 - ii. Cultural Practices
 - iii. Advice
- f. Walking
- 12. Help Wanted
 - a. Job Duties
 - b. Help-Wanted Signs
 - c. Job Postings
 - d. Inclusive Job Practices
 - e. Work Hours
 - f. Job Interviews
 - i. Interview Role-Play
 - ii. Asking and Answering Simple Questions
 - g. Work Experience
 - h. Soft Skills
 - i. Feedback
 - j. Grammar Practice
 - i. "I worked.. / I will apply for..."

Methods of Instruction

Method

Discussion

Integration

Discussion can be used to discuss various food dishes from their own cultures, while introducing new vocabulary words related to ingredients, cooking methods, and meal traditions. This helps reinforce language acquisition while connecting it to personal experiences.

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' discussion. In an synchronous classroom meeting, students can discuss in real time using accessible video conferencing software.

Method

Role Playing/Simulation

Integration

Role Playing and simulations will help students practice both verbal and nonverbal communication in real-life scenarios. For example, students can practice giving directions to different places in the community. The instructor will then provide feedback on their communication effectiveness and suggest improvements.

DE Adaptations for MOI

Role Playing/Simulation can be delivered and submitted through synchronous and/or asynchronous methods using the CMS tools or through accessible video conferencing software.

Method

In-class Exercises

Integration

In-class Exercise will be used to help reinforce learning by providing students hands on practice while actively engage the students in language acquisition. An example of this would be using quick, focused fill in the blank exercises in order to reinforce grammar, vocabulary and pronunciation skills.

DE Adaptations for MOI

Students can participate with in-class exercises by accessing and submitting the exercises through the CMS and/or students can work together using accessible video conferencing software to complete the assigned exercises.

Methods of Evaluation

Method

Oral Presentation

Integration

Oral presentations can evaluate a student's speaking skills, including fluency, clarity, and grammar. For example, a student might be asked to present on their favorite season, discussing how it affects their region, why it's their favorite, and its personal or cultural significance.

DE Adaptations for MOE

Oral presentations can be accessed and presented using accessible video conferencing software. Alternatively, instructors can post the instructions in the CMS and students could upload a pre-recorded presentation to the CMS for their instructors feedback within a week of submission.

Method

Class Work

Integration

Class work evaluates a student's understanding and application of language skills, allowing instructors to assess their ability to use learned concepts in context and identify areas for improvement. For example, students might demonstrate their ability to identify statements and questions in the past, present, and future tenses. Instructors can monitor a student's progress, guiding further instruction and feedback within a timely manner.

DE Adaptations for MOE

Class work can be accessed and submitted through the CMS and/or by using accessible video conferencing software.

Method

Class Participation

Integration

Class participation will be used to evaluate a student's speaking and listening skills in real-time, including their ability to engage in conversations and respond appropriately. An example of this is asking students to respond to questions created by the instructor about renting an apartment.

DE Adaptations for MOE

Class participation can be accessed and submitted by students in the CMS. Peers can also respond in discussion boards in the CMS or by using accessible video conferencing software. Instructors can monitor these interactions and help guide students, while providing support at the same time. Feedback will be provided within a week of submission.

Assignments

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Read the following article and then complete the sentences below.

Helpful Study Habits

Sam and Time are in the same class. Sam plans to study vocabulary every Sunday night for 60 minutes. Time plans to study Vocabulary for 10 minutes 5 nights a week. Whos plan is better?

Scientists study how people learn. They study how the brain remembers new information. Whenat can scientists tell students?

Set study goald. Keep your goals small and write them down in a notebook. Look at your goals every day. When you reach a goal, make a check mark next to it.

Be organized. Keep all your things for school in a bag or backpack. Keep important papers in a binder. Throw out papers you dont need.

Do one thing at a time. You cannot learn when you are thinking about other things. Dont watch TV. Dont listen to music. Dont text friends when. you study. Turn off your phone.

Get enough sleep. Most adults need about 7.5 hours of sleep. Sleep helps your brain work better.

Study for a short period everyday. That's better than studying for a long period of time on one day. You will remember more. (Tim has the right idea!)

1. The information about study habits come from _____.
a. students b. parents c.scientists
2. It is a good idea to write your ____ in your notebook.
a. study goals b. slerep habits. c. phone number
3. Keep all your school things in a bag or backpack. It will help you _____.
a. remember new words. b. be organized. c. read faster
4. _____ papers you dont need.
a. Throw out b. Put away c. Organize
5. You cannot learn when you are _____.
a. using your brain b. studying for shor periods c. doing two things at the same time
6. Most adults need about _____ hours of sleep.
a. 6.5 b. 7.5 c. 8

How assignment will be adapted in online format

In an asynchronous learning environment, instructors will post and students will access and respond to discussion boards, assignments, or quizzes on the CMS, with feedback provided by the instructor within a week. In a synchronous environment, students can answer questions during accessible video conferencing, allowing the instructor to offer immediate feedback. Assignment will met accessibility standards.

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Write about health in your native country.

1. What are the most common health issues?
2. How does the healthcare system work? Is in public or private?



3. Are there any traditional health practices or remedies that are commonly used?
4. How do people generally stay healthy?
5. What types of food are commonly eaten in your country, and how do they contribute to health?

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. Assignment will meet accessibility standards.

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

LABEL. Which words for bad weather and emergencies do you know? Write the words under the pictures.

Words: an earthquake, a flood, a landslide, a hurricane, a snowstorm, a thunderstorm, a tornado, a wildfire

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

How assignment will be adapted in online format

Instructors can use CMS tools to post the assessment/quiz. Students can access and respond through the CMS. The instructor can provide feedback within two weeks of submission or have CMS tools autograde the assignment for immediate feedback. Assignment will meet accessibility standards.

Course Materials

Textbooks

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. 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.

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 class discussions, where learners practice language skills in real-world contexts. For example, students might talk about their family or a specific family member, practicing both speaking and listening. This allows them to listen to questions, and provide responses, 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 or grouped in breakout rooms to using accessible 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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