



ESL-904: NON-CREDIT ESL INTERMEDIATE 1

Effective Term

Fall 2026

BOT Approval Date

06/12/2025

Discipline

ESL - English As a Second Language

Course Number

904

Course Title

Non-Credit ESL Intermediate 1

Short Title

ESL Intermediate 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 provides foundational survival English, focusing on developing fluency in both speaking and writing. It integrates language functions and structures through a skills-based approach to enhance overall communication.

Requisites

Recommended Preparation

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

ESL-903.

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. Identify the main topic of conversation and extract specific information.
2. Construct respond to questions regarding personal information inquiries including identity, ethnicity, and other demographic information.
3. Inquire about and respond to events and topics across the present, past, and future, considering their impact on individuals from diverse nationalities and cultures.
4. Demonstrate the Ability to initiate and maintain simple conversations.
5. Compare and interpret information from phone books, schedules, labels, newspapers, forms, and short reading passages.
6. Exhibit appropriate clarification strategies for information, while acknowledging cultural and linguistic diversity in communication styles.
7. Predict the meanings of unfamiliar vocabulary using contextual clues.
8. Compose clear and concise writing with correct spelling, punctuation, and basic grammar.
9. Construct related sentences on a topic to form a simple and coherent paragraph

Learning Outcome Information

Course Learning Outcomes

Learning Outcome
1. Student will follow simple directions accurately.
2. Students will compose and edit written communication with correct spelling, punctuation, and grammar.
3. Students will gather and interpret information from oral and written sources to respond effectively.
4. Students will demonstrate the ability to initiate and maintain simple conversations.

Content

Non-Credit Content

1. Making Connections
 - a. Physical Appearance
 - b. Diverse Beauty Standards
 - i. Colorism and Impact of Identity
 - c. Height
 - i. Addressing Bias in Physical Appearance
 - d. Weight
 - e. Hair type
 - i. Cultural Significance of Hairstyle
 - f. Hair length
 - g. Facial hair
 - i. Religious and Cultural perspectives of Facial Hair
 - h. Simple present – be/have
 - i. Personalities
 - i. Traits and Behaviors
 - ii. Cultural Background
 1. Bilingual Identity
 - iii. Social Norms
 - iv. Respecting Personal Space and Boundaries in Different Cultures
 - j. ID Card
 - i. Application
 - ii. Writing for Applications
 - iii. Interpret ID Card
2. Family
 - a. Family Relationships
 - i. Ethnicity / Nationality
 - ii. Commonalities
 - iii. Interpret family tree
 - b. Chart Skills
 - c. Venn Diagram
 - d. Chart
3. Clothing
 - a. Want/Need
 - b. Clothing Traditions
 - c. Fashion Choices
 - i. Personal Expression
 - d. Purchases
 - i. Forms of Payment
 - ii. Compare costs
 - iii. Discounts
 - e. Online Order Forms
 - f. Sales receipt
4. Free time activities

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- a. Likes/Dislikes
 - b. Accept/Decline Invitation
 - c. Understand emojis
 - d. Scheduling
 - i. Interpret Calendars
 - ii. Cultural Variations in Time Perceptions and Scheduling
 - e. Bar graph
 5. Home
 - a. Household Problems
 - b. Apartment
 - i. Renting
 - c. Utility Bills
 - d. Apartment Ads
 - e. Get Directions
 6. Events
 - a. Past Events
 - b. Milestones
 - c. Biography
 - d. Holidays
 - e. Timeline
 7. Health Watch
 - a. Doctor Appointment
 - b. Injury
 - c. Disparities in Healthcare Access
 - d. Call out of Work
 - e. Treating Health Problems
 - f. Medicine Labels
 - g. Appointment Cards
 8. Job Hunting
 - a. Read and Understand Job Postings
 - i. Recognizing Biases in Job Ads
 - b. Skills
 - i. Communication Styles
 1. Cultural Differences in Talking About Skills (modesty vs. Self-promotion)
 - ii. Writing Skills
 1. Writing Professional Emails and Messages
 - c. Work Ethics
 - i. Right and Protections in the Hiring Practices
 - ii. Cultural Views on Time, Authority and Responsibilities
 - d. Work History
 - i. Translating International Experience into U.S. Resume
 - ii. Practicing Interview Questions About Work History
 - e. Availability
 - i. Negotiating Availability Professionally
 - f. Job Requirements
 9. Parents and Children
 - a. School Events
 - i. Progress in School
 - ii. Behavior in School
 - b. Going to College
 - i. Tuition Costs
 10. Let's Eat
 - a. Quantities of Food
 - i. Cultural Perspective on Nutrition and Meal Sharing
 - b. Shopping for Food
 - i. Food diversity
 - ii. Dietary Restrictions

- c. Eating in a Restaurant
 - i. Cultural Differences in Dining Etiquette
- d. Food Containers
- e. Food Prices
- f. Food Labels
 - i. Nutrients
- 11. Medical Emergencies
 - a. 911
 - b. Describe an Emergency
 - c. Police Officer Instructions
 - d. Response
 - e. Supporting Details
 - f. Fire Escape Plan
 - g. Hazards
 - h. Fire Safety Procedures
- 12. Job Responsibilities
 - a. Policies at Work
 - i. Anti-Discrimination and Anti-Harassment Policies
 - b. Equality in the Workplace
 - i. workplace rights for Marginalized Groups
 - c. Time Off
 - d. Schedule Change
 - e. Social Security
 - i. Impact on Immigrants
 - f. Expressions
 - i. Necessity
 - ii. Prohibition
 - g. Pay Stub
 - i. Deductions
 - ii. Overtime Pay
 - h. Work Schedule

Methods of Instruction

Method

In-class Exercises

Integration

In-class exercises will reinforce learning by providing hands-on practice and actively engaging students in language acquisition. For example, students might discuss different types of housing and then practice speaking about housing needs.

DE Adaptations for MOI

Students can participate with in-class exercises through the CMS and/or students can work together using accessible video conferencing software to complete the assigned exercises. All accessibility standard will be met.

Method

Reading

Integration

Reading can be used to focus on reading comprehension as well as speaking and writing practice. An example of this would be for students to read a short article about paycheck deductions and then summarize the key points verbally or written.

DE Adaptations for MOI

Students can participate in reading using the CMS to access accessible reading materials posted by the instructor and respond in the CMS. In a synchronous classroom meeting, students can summarize key points in real time using accessible video conferencing software. All accessibility standard will be met.

Method

Role Playing/Simulation

Integration

Role playing/simulation will help students practice both verbal and non-verbal communication in real-life scenarios. For example, students can practice a 911 call scenarios using the present continuous tense. This can then lead to a discussion on how emergencies are handled in their native country using past experiences with emergency services, current systems or cultural practices related to health or safety and future considerations or expectations when living in a new country.

DE Adaptations for MOI

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

Methods of Evaluation**Method**

Class Work

Integration

Classwork assesses a student's understanding and application of language skills, helping instructors identify strengths and areas for improvement. For example, students might read answers about workplace topics and then write a question starting with "can" based on those answers.

DE Adaptations for MOE

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

Method

Exams/Tests

Integration

Exams/Tests can be used to evaluate the students understanding and proficiency across various language skills including grammar and vocabulary, reading comprehension, listening tests, speaking tests and writing tests. An example of this could be having a student read a passage about shopping and then finding the grammar errors.

DE Adaptations for MOE

Exams/Tests can be accessed and submitted using the CMS. Feedback can be given during or after the exam/test is completed based on how it is set up in the CMS or can be discussed using accessible video conferencing software. Any individual feedback can be given by the instructor privately or using CMS tools.

Method

Oral Presentation

Integration

Oral presentations can assess a student's speaking skills including clarity, fluency and grammar. For example a student may compare how a common activity is done in your home country versus the United States, using present, past, and future tenses and focus on how this activity may be influenced by cultural traditions, values, or systems.

DE Adaptations for MOE

Oral presentations can be presented using accessible video conferencing software or instructors can post in the CMS and students can present a pre-recorded presentation to the CMS for instructor feedback.



Assignments

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Read the medicine label. Then circle True or False.

BioMed Pharmacy

Active Ingredient: Calcium Carbonate USP 1,000mg

Uses: Relieves heartburn and upset stomach

Directions: Take 2 tablets every hour, as needed

Warnings: Do not take more than 8 tablets in 24 hours. If you are taking a prescription medicine, ask your doctor before taking this product. Not for children under 12. Keep out of reach of children.

Expiration date: 01/2020

Take this medicine for a headache.

True False

Take 2 tablets every hour.

True False

Don't take more than 2 tablets in one day.

True False

Children age 12 and older can take this medicine.

True False

You must not use this medication after January 2020.

True False

How assignment will be adapted in online format

In an asynchronous environment, instructors will post and students will respond to a discussion board, assignment or quiz on the CMS, with feedback provided by the instructor within a week of submission. In a synchronous environment, students can answer questions during accessible video conferring sessions, allowing the instructor to offer immediate feedback. All accessibility standard will be met.

Assignment Type

Writing

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

Write four questions about milestones in your partner's life.

- 1.
- 2.
- 3.



4.

Ask and answer the questions. Take turns. Write the answers below.

- 1.
- 2.
- 3.
- 4.

Write four sentences about your partner's life.

- 1.
- 2.
- 3.
- 4.

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. All accessibility standard will be met.

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Complete the summary with the words in the box.

early famous health insurance politics president

Barack Obama was the first African American _____ of the United States. Her learned a lot from his _____ life in Hawaii and Indonesia. After college, he became a lawyer. He decided to work in _____ to help people. As president, he was _____ for helping millions of Americans get _____ with the Affordable Care Act.

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. All accessibility standard will be met.

Course Materials

Textbooks

Pearson Education (2021). Future 2ed Level 2 Student Book & Interactive eBook with App 2nd ISBN: 978-0137359356

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. The curriculum integrates culturally relevant materials that reflect diverse voices, ensuring students see their identities represented. One key component of the course is exploring Cultural Backgrounds and Social Norms, where students engage in activities such as interpreting ID cards, discussing ethnic backgrounds, and comparing family traditions using Venn diagrams. 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. For example, when exploring Food Diversity and Dietary Restrictions, students research and present on traditional dishes from their cultures, discussing how dietary needs and preferences vary globally. 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 what they like to do in their free time, 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. For example, during a lesson on Job Applications and Employment Ads, an instructor may circulate the classroom, assisting students as they fill out a mock job application, ensuring they understand key vocabulary and formatting. 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. For example, during a unit on Shopping for Food and Food Prices, students review grocery store ads, compare prices, and practice creating shopping lists based on a budget. They then role-play as customers and cashiers, reinforcing vocabulary and conversational skills in a real-world context. 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. For example, they might record themselves answering common interview questions, then review and evaluate their pronunciation, clarity, and tone using accessible software tools. 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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