



ESL-905: NON-CREDIT ESL INTERMEDIATE 2

Effective Term

Fall 2026

BOT Approval Date

06/12/2025

Discipline

ESL - English As a Second Language

Course Number

905

Course Title

Non-Credit ESL Intermediate 2

Short Title

ESL Intermediate 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 limited English proficiency, focusing on developing the skills needed to function effectively in society. It emphasizes both oral and written fluency, integrating language functions and structures with vocational, academic, civic, and general topics.

Requisites

Recommended Preparation

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

ESL-904.

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. Analyze common requests and important facts.
2. Evaluate essential information related to familiar topics.
3. Compose a descriptive and/or narrative paragraph with minimal assistance and edit a paragraph for content, spelling, capitalization, and punctuation.
4. Revise and reconstruct a personal narrative based on reading material or personal experience.
5. Design a short presentation on a familiar topic.
6. Pursue conversations on a variety of familiar topics and evaluate conversational strategies.
7. Produce personal information to complete a variety of forms with minimal assistance.
8. Synthesize meaning and draw conclusions using contextual clues.
9. Assess common biases and obstacles faced by non-Native English speakers in hiring, workplace environments, and everyday situations, and develop strategies for effective communication.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome
1. Students will accurately respond to personal identification questions and provide a response.
2. Students will summarize the main idea of a paragraph.
3. Students will gather and interpret information from oral and written sources to continue conversation.
4. Students will compose and edit written communication with correct spelling, punctuation and grammar.

Content

Non-Credit Content

1. Living in a Neighborhood
 - a. Small Talk
 - i. Writing Short Responses in Daily Communication
 - ii. Sharing Personal Stories in Conversations
 - b. Places
 - i. Writing of Directions and Descriptions
 - ii. Describing a Memorable Place Visited
 - c. Holidays
 - d. Celebrations
 - i. Create a Presentation About Cultural Celebration
 - e. Locate Countries/Regions
 - f. Setting Goals
 - i. Overcoming Barriers to Success
 - g. Accessible Neighborhood Services
 - i. Synthesizing Information from Community Flyers
2. Steps for Better Job
 - a. Community Service
 - i. Equity in Community Resource Access
 - b. Getting a Job
 - i. Obstacles for Non-Native English Speakers
 - ii. Overcoming Bias in Hiring Practices
 - iii. Support
 - iv. Immigrant Entrepreneurs
 - v. Writing Resume and Cover Letters
3. Going to School
 - a. Children in School
 - i. Study Habits
 - ii. Grading System in US
 - iii. Equity in Grading Practices
 - iv. Interpret a Report Card
 - v. Supporting Students with Different Learning Needs
 - vi. Communicating With Teacher
 1. Writing Parent-Teacher Emails
 - vii. Cultural Differences in Parent-Teacher Interactions
 - viii. Resources for First-Generation College Students
 - b. Time Off Work
 - i. Written Requests - Email/Paper
 - c. Bullies
 - i. Recognizing Bias-Based Bullying
4. Getting a Job
 - a. Work Experience
 - b. Work History
 - c. Interview Questions
 - i. Understanding Legal and Illegal Interview Questions

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- d. Cover Letter
 - i. How to Write a Cover Letter
 - e. Application Form
 - f. Job Advertisement
 - g. Telling Story About Past Interview
 - 5. Traveling
 - a. Airport
 - i. Instructions
 - ii. Delays
 - iii. Cancellations
 - iv. Security
 - v. Safety
 - vi. Boarding Pass
 - b. Ticket Machine
 - c. Travel Arrangements
 - i. Drawing Conclusions About Travel Cost and Options
 - d. Train Stations
 - e. Maps
 - f. Bus Tickets
 - 6. Getting a Good Deal
 - a. Purchases
 - i. Problems
 - ii. Defects
 - 1. Consumer Rights
 - b. Cell Phone Service
 - c. Exchange at the Store
 - d. Warranties
 - e. Service Agreements
 - i. Recognizing Misleading Advertising Practices
 - f. Product Advertisements
 - g. Rebate
 - i. Financial Assistance Programs
 - 1. Rebates for Low-Income Households
 - h. Applications
 - 7. Getting There Safely
 - a. Driving
 - i. Traffic
 - ii. Car Maintenance
 - iii. Accidents
 - iv. Car Parts
 - v. Dashboard Icons
 - b. Vehicle Types
 - 8. Staying Healthy
 - a. Healthy Eating Habits
 - b. Family Health
 - c. Dental Health
 - d. School Lunches
 - e. Nutritional Labels
 - f. Nutritional Values
 - g. Diets
 - h. Food Allergies
 - i. Accommodating Dietary Restrictions and Cultural Diets
 - i. Drawing Conclusions From Medical Information
 - 9. Doing Your Job
 - a. Job Expectations
 - b. Correspondence for Work Tasks

- c. Corrections
 - i. Appropriate Response
 - ii. Clarification
- 10. Workplace Safety
 - a. Hazards
- 11. Going to The Doctor
 - a. Appointments
 - b. Reschedule
 - c. Symptoms
 - d. Medical Procedures
 - e. Concerns
 - f. Medical History
 - g. Filling Out Forms
 - h. Vaccination Schedules
- 12. Spending and Saving Money
 - a. Banking
 - i. Bank Services
 - ii. Money
 - b. Budget Expenses
 - i. Design a Budget Presentation
 - c. Appliances
 - d. Utilities
 - i. Interpret a Utility Bill
 - ii. Financial Assistance
 - e. Income Tax
 - f. Visiting Washington, D.C.
 - i. Contributions of Marginalized Communities in US History
 - g. U.S. Government
 - h. Favorite Places
 - i. Famous Places in D.C.
 - i. Historically Underrepresented Figures in American History
 - j. Subway Map

Methods of Instruction

Method

Activity

Integration

Activity will help students pursue conversations on a variety of familiar topics and evaluate conversational strategies. An in class activity can include students giving brief explanations of phrases or vocabulary learned in the class.

DE Adaptations for MOI

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

Method

Papers and Reports

Integration

Papers and reports in which students will write and edit a descriptive and/or narrative paragraph. An example of this can be a comparative culture report. This would encourage students to explore and write about cultural differences, while helping them practice language skills, while fostering understanding and appreciation for diversity.

DE Adaptations for MOI

Students can access papers and reports using the CMS to access prompt posted by the instructor and respond in the CMS. IN a synchronous classroom meeting students, can discuss or summarize key points in real time using accessible video conferencing software.

Method

Reading

Integration

Reading can be used to help the student evaluate essential information related to familiar topics. An example of this can be reading an article about Airport Safety and having the student underline/highlight key points to discuss.

DE Adaptations for MOI

Students can participate in reading using the CMS to access accesible reading materials posted by the instructor and respond in the CMS. In a synchronous classroom meeting, students can summarize key point in real time using accessible video conferencing software.

Methods of Evaluation**Method**

Class Work

Integration

Classwork assesses a students understanding and application of language skills, helping instructors identify strenghts and areas for improvement. For example a student can compose a descriptive and/or narrative paragraph and edit a paragraph for content, spelling, capitalization, and punctuation.

DE Adaptations for MOE

Class work can be completed through the CMS and/or by accessible video conferencing software. Students can be given feedback by the instructor through the CMS within a timely manner either through the CMS or via accessible video conferencing software.

Method

Exams/Tests

Integration

Exams and tests will evaluate the student's accurate use of previously learned English language skills in reading, writing, listening, and speaking. To ensure fair and equitable assessment, each exam will also be evaluated for potential linguistic and cultural biases that may interfere with a student's ability to demonstrate their language proficiency. An example of this would be a test where students review a map of a grocery store and respond to questions such as locating the enterance, check out, restrooms, etc... This task integrates reading comprehension with real-life application.

DE Adaptations for MOE

Exams/Tests can be accessed and submitted using the CMS. Feedback can be given during or after the exam/test in 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 that will be evaluated on the student's ability to prepare and deliver a short presentation on a familiar topic based on a rubric. The instructor will provide feedback through the CMS.



DE Adaptations for MOE

Presentations will be delivered synchronously or asynchronously using the CMS or accessible video conferencing software. The instructor can post the instructions and the student can upload their presentation to the CMS with a pre-recorded video or perform live.

Method

Self-Evaluation

Integration

Self-Evaluation will be used as a formative and reflective method to help students assess their language skills, identify obstacles and recognize progress over time. An example of this would be to assess student understanding and personal insight regarding biases and obstacles non-native English speakers face, while encouraging self-awareness and critical thinking.

DE Adaptations for MOE

Self-Evaluation can be completed through the CMS and/or by accessible video conferencing software. Students can be given feedback by the instructor through the CMS within a week of submission either through the CMS or via accessible video conferencing software.

Assignments**Assignment Type**

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Read the email. Then complete the sentences.

From: Brian811@myemail.com

To: JohnIngram@earthlinks.net

Hey John,

I started my new job last week. So far, I like working at Golden Sports. My boss is nice, but he is strict and expects us to follow the rules at all times. For example, he requires all employees to be at work five minutes before their shifts starts. He also wants us to be friendly to customers and provide excellent customer service. There's a chance I might get promoted in a year or less. I want my boss to know that I'm an excellent worker, so I'm working hard.

Take care,

Brian

Brian's boss expects _____.

Brian's boss requires _____.

Brian's boss wants _____.

Brian wants _____.



How assignment will be adapted in online format

In an asynchronous environment, instructors will post and students will respond in the CMS. The instructor will provide feedback by the instructor within a week of submission. In a synchronous environment, student can answer questions while using accessible video conferencing software, allowing the instructor to offer immediate feedback. Accessibility standards will be met.

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Put the words in the correct order and rewrite the sentence using correct grammar and punctuation.

(important / very / it's / on time / to hand in homework)

(a good idea / punctual / to be / all the time / it's)

(information / it's / sometimes / difficult / new / to remember)

(necessary / often / to study / before a test / hard / it's)

How assignment will be adapted in online format

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

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Celebrating Our Stories Presentation

You will create a 3–5 minute presentation that highlights how to overcome bias in the workplace. You will also create 1–2 visual aids (e.g., slides, drawings, or an accessible short video).

In your presentation please address the following:

- Discuss what makes job interviews or job searching harder for non-native English speakers.
- Share a story (real or fictional) about someone overcoming bias or language barriers.

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- Suggest ways to make hiring more fair.

Visual Aid Ideas:

- A simple slide deck (2–4 slides)
- A drawing or poster
- A cultural item or photo
- A short video or recorded story

Evaluation Criteria:

- Clarity and organization
- Use of vocabulary from the course
- Creativity in presentation
- Effort and engagement (not perfection!)

How assignment will be adapted in online format

Students can respond to the assignment posted by the instructor using CMS tools. Instructor will provide feedback through CMS within a week of submission. Accessibility standards will be met.

Course Materials

Textbooks

Pearson Education (2021). Future 2ed Level 3 Student Book & Interactive eBook with App 2nd ISBN: 978-0137359363

Pearson Education (2021). Future 2ed Level 4 Student Book & Interactive eBook with App 2nd ISBN: 978-0134547633

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. To foster an inclusive classroom environment, students participate in mock interviews where they practice answering Interview Questions while sharing their own experiences with job searches in their home countries. This allows them to compare workplace expectations, explore cultural differences in professional settings, and build confidence in their communication skills.

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, in the Spending and Saving Money unit, students complete a budgeting assignment where they analyze a Utility Bill to understand expenses and financial planning. This task allows students to incorporate their own experiences, making learning more meaningful and relevant. 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 work history, 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, while students role-play Job Interviews, instructors can provide constructive feedback on communication styles and responses. 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. For example, students might read job advertisements and then complete a worksheet identifying key job requirements, such as skills and work history. 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, in the Health and Nutrition unit, students might journal about their dietary habits and reflect on how they can improve their eating habits, such as understanding Nutritional Labels and making healthier food choices. They may also set personal goals for improving their health, such as tracking their intake of Nutrients. 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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