



ESL-910: NON-CREDIT ESL MULTI-LEVEL 1 (FORMERLY ESL-011X)

Effective Term

Fall 2023

BOT Approval Date

04/14/2022

Discipline

ESL - English As a Second Language

Course Number

910

Course Title

Non-Credit ESL Multi-level 1 (formerly ESL-011X)

Short Title

ESL Multi-level 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 will prepare limited English proficient students to learn a variety of skills to improve their listening, speaking, reading and writing abilities. (formerly ESL-011X)

Requisites

Prerequisite(s)

Prerequisite(s) (must be taken before)

Appropriate CASAS assessment score.

Codes

TOP Code (CB 03)

4930.87 - English as a Second Language–Integrated2

CIP Code

32.0109 - Second Language Learning.

Repeatability Code

Yes

Number of times course can be repeated

Unlimited

Reason for Repeatable

Non-credit

Learning Objectives

Learning Objectives

Learning Objective

1. Identify key vocabulary in the context of everyday situations.
2. Determine words that signal differences between present, past, and future.
3. Choose previously learned words and phrases to express basic survival needs in a simple conversation
4. Demonstrate the ability to communicate simple personal and emergency information.
5. Organize some detailed biographical or personal information to complete forms.
6. Analyze sentences using vocabulary and structures previously discussed.
7. Examine simple authentic documents to locate specific information.
8. Assemble simple sentences in paragraph format based on previously learned material.
9. Identify the systemic barriers that have prevented equal outcomes in language acquisition.
10. Express how sharing experiences related to race/ethnicity, gender, sexuality, national origin, socioeconomic status, disability, language, religion, age, or appearance can enrich ESL education.



Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. When spoken to, students will be able to recognize a limited range of words and phrases drawn from familiar material.
2. Engage in limited social conversations to communicate basic survival needs.
3. Construct meaning from simplified print materials on familiar topics.
4. Produce simple sentences using a limited number of basic words and phrases and complete very simple forms.

Program Learning Outcomes

Learning Outcome

1. Express ideas and opinions orally in response to spoken communication in the classroom environment in a coherent and effective manner.
2. Produce effective, clear, and well-organized writing.

Institutional Learning Outcomes

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

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

Content

Non-Credit Content

Basic Communication

I. Talking with Others

A. Greetings

1. types

B. Say and write numbers

C. Understand and following classroom instructions

1. Classroom commands

D. Give personal information

1. Personal information

2. Provide detail stories about struggle as second language learner in a new country

3. Use comparisons between past and current experiences to expose possible biases

E. Describe people

1. Height, weight, hair color and style

F. Describe family relationships

G. Express preferences

1. entertainment

H. Study Schedule

1. Clock times

I. Grammar

1. Contractions: I'm

2. Simple present: Be, have, like

3. His/her

4. Adjective order

5. From...to...

6. Pronunciation of /m/ and /v/

Consumer Economics

I. Shopping

A. Identify places to make purchases

1. Types of stores and products they sell

B. Make purchases

1. Money

C. Identify articles of clothing

1. Colors, patterns

D. Describe items in a store

1. Adjectives of size, age, pattern

E. Grammar

1. Singular and plural nouns
2. Possessive adjectives
3. Adjectives
4. Simple Present: want

II. Food

- A. Identification of common meals and foods
- B. Interpret food advertisements
- C. Express needs
- D. Quantities and containers
- E. Compare price
- D. Place Orders
- E. Food safety and hygiene
- F. Grammar
 1. Simple present: like
 2. How much is...? / How much are...?
 3. Comparative adjectives
 4. Expensive, cheap
 5. How to ask and answer Yes/No questions
 6. Plural endings: /z/, /iz/

III. Housing

- A. Identify types of housing
- B. Describe parts of home
- C. Interpret classified ads
- D. Use the telephone and make appointments
- E. Identify furniture in a house
- F. Grammar
 1. Simple present: live
 2. a/am
 3. Prepositions of location
 4. /v/

Community Resources

I. Our Community

- A. Identify locations and services
- B. Give and follow street directions
- C. Social language
 1. Bridge personal experiences to real world problems using conversation prompts
 2. Examine personal understanding of the world, change perspectives, and find ways to effect change after reading articles or listening to experiences based on the following:

1. Race/ethnicity
2. Gender
3. Sexuality
4. National origin
5. socioeconomic states
6. Disability
7. Language
8. Religion
9. Age
10. appearance

- D. Leave phone message
- E. Write a message on a postcard
- F. Community Awareness
- G. Grammar
 1. In/on
 2. Prepositions of location
 3. Questions with can
 4. Adverbs of frequency

Health

I. Health and Fitness

- A. Identify parts of the body
- B. Identify illness and health problems
- C. Give advice
- D. Ask for information at a hospital
- E. Describe healthy and unhealthy practices
- F. Exercise, healthy, flexibility

G. Grammar

1. Simple present and negative: have
2. Modal: should
3. Prepositions of location
4. Question words
5. Infinitives

Occupational Knowledge**I. Working on It**

- A. Identify common occupations
- B. Interpret classified ads.
- C. Benefits
- D. Vacation
- E. Salary
- F. Write your job history
- G. Perform a job interview
- H. Application
- I. Resume
- J. Appointment

K. Workplace safety**L. Appearance**

1. grooming

M. Interpret performance reviews

1. Punctuality
2. Improvement
3. Superior

N. Grammar

1. Modal: can
2. Simple past/present: be
3. Adverbs of frequency

Lifelong Learning**I. People and learning**

- A. Evaluate study habits
- B. Organize study
- C. Identify learning opportunities
 1. Identify barriers to education for multilingual learners
- D. Identify work preferences.
- E. Develop goals
 1. Authentic intellectual work
 2. Finding confidence as a multilingual learner

F. Grammar

1. Past tense: regular and irregular verbs
2. Future: going to and will

Methods of Instruction**Method****Activity****Integration**

Activity will identify frequently used words, phrases and questions drawn from familiar material. In class activities can include the pairing of frequently used words, phrases and questions to allows students to develop language skills while expressing their culture and applying it to real world situations.

DE Adaptations for MOI

Activity will identify frequently used words, phrases and questions drawn from familiar material. In class activities can include the pairing of frequently used words, phrases and questions to allows students to develop language skills while expressing their culture and applying it to real world situations. Activities are delivered through synchronous and/or asynchronous methods using CMS tools such as assignments, course pages, and/or discussions. Activities are also delivered through accessible video conference tools.

Method**Papers and Reports**

Integration

Papers and reports will be used to produce simple sentences in paragraph format. This can include a personal reflection paragraph about the challenges to being a multilingual learner and the strategies to overcome these barriers. Student will learn sentence types and verb tenses while completing these reflections.

DE Adaptations for MOI

Papers and reports will be used to produce simple sentences in paragraph format. This can include a personal reflection paragraph about the challenges to being a multilingual learner and the strategies to overcome these barriers. Student will learn sentence types and verb tenses while completing these reflections. Papers and reports are assigned within the CMS using tools such as course pages and assignment. Students will submit papers and reports via assignment submission links within the CMS. Students receive feedback via the CMS gradebook feature.

Method

Reading

Integration

Readings in which students will learn to infer meaning from simplified print materials, such as classified ads, on familiar topics.

DE Adaptations for MOI

Readings in which students will learn to infer meaning from simplified print materials, such as classified ads, on familiar topics. Accessible textbook readings, ancillary readings and web research assignments are posted on the CMS as digital handouts or available through accessible online textbooks.

Method

Role Playing/Simulation

Integration

Role playing and simulation will demonstrate the ability to engage in conversation about various topics such as greeting types and usage, while building basic conversation skills with previously learned vocabulary and grammar.

DE Adaptations for MOI

Role playing and simulation will demonstrate the ability to engage in conversation about various topics such as greeting types and usage, while building basic conversation skills with previously learned vocabulary and grammar. Role playing and simulation activities are posted to the CMS as pre-recorded video or accessible digital handouts for asynchronous delivery. For synchronous delivery, role play and simulation are delivered via live virtual audience using accessible video conferencing tools.

Methods of Evaluation**Method**

Class Work

Integration

Class work will be evaluated based on students' accurate completion of assignments that show recognition of basic vocabulary and interpretation of simple sentences from previously learned vocabulary.

DE Adaptations for MOE

Class work will be evaluated based on the student's accurate completion of assignments that show recognition of basic vocabulary and interpretation of simple sentences from previously learned vocabulary. Students will participate via the CMS in assignments, accessible online group activities, or discussion boards. Evaluation of student participation is done by monitoring, and providing feedback to, the participation of the student in the threaded discussions on the CMS. The level of involvement and quality of responses are used to evaluate these discussions. Rubrics/clear instructions are provided.



Method

Exams/Tests

Integration

Exams and tests will including the standardized state test CASAS, that will evaluate the student's accurate use of previously learned material such as the expression of needs in complex situations. These tests will allow students to extend on what they learn and self identify with the challenges of problematic everyday situations.

DE Adaptations for MOE

Exams and tests will including the standardized state test CASAS, that will evaluate the student's accurate use of previously learned material such as the expression of needs in complex situations. These tests will allow students to extend on what they learn and self identify with the challenges of problematic everyday situations. Exams and/or tests are submitted via the course management software. Feedback is provided via the rubric or gradebook in the CMS.

Method

Oral Presentation

Integration

Oral presentation will be evaluated based on the student's ability to engage in socially acceptable conversations using previously learned words and phrases used within common occupations.

DE Adaptations for MOE

Oral presentation will be evaluated based on the student's ability to engage in socially acceptable conversations using previously learned words and phrases used within common occupations. Presentations will be delivered synchronously or asynchronously using the CMS or accessible videoconferencing software. Asynchronous video will be submitted via the CMS. Work will be evaluated using rubrics and/or instructor feedback through the CMS.

Assignments**Assignment Type**

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Read the passage, "Speed" from Unit 4 on page 15. After you complete your reading, complete the comprehension portion in your book.

Remembering Details Which sentence is correct? Circle a or b.

1. a. Ramya gets on a train to go home.
b. Ramya gets on a bus ot go home.
2. a. The bus driver leans backward.
b. The bus driver leans forward.
3. a. The bus driver's head is on the floor.
b. The bus driver's head is almost on the floor.
4. a. Rayma tried to push the driver out of the driver's seat.
b. Rayma tries to pull the driver out of the driver's seat.



5. a. The bus driver is a small man.
b. The bus driver is a big man.

6. a. Ramya can't move him.
b. Rayma can move him.

Discuss in a small group the following questions to expand on the reading:

Do you think the bus driver's socioeconomic status effected his ability to take care of his health? Do bus drivers make much money? Do you think he could afford medical bills or hospital visits? What would happen if he had to go to the hospital? Is there anything that can be done to help him?

How assignment will be adapted in online format

Read the passage, "Speed" from Unit 4 on page 15. After you complete your reading, complete the comprehension portion in your book.

Remembering Details Which sentence is correct? Circle a or b.

1. a. Ramya gets on a train to go home.
b. Ramya gets on a bus ot go home.
2. a. The bus driver leans backward.
b. The bus driver leans forward.
3. a. The bus driver's head is on the floor.
b. The bus driver's head is almost on the floor.
4. a. Rayma tried to push the driver out of the driver's seat.
b. Rayma tries to pull the driver out of the driver's seat.
5. a. The bus driver is a small man.
b. The bus driver is a big man.
6. a. Ramya can't move him.
b. Rayma can move him.

Discuss in a small group the following questions to expand on the reading:

Do you think the bus driver's socioeconomic status effected his ability to take care of his health? Do bus drivers make much money? Do you think he could afford medical bills or hospital visits? What would happen if he had to go to the hospital? Is there anything that can be done to help him?

Students will respond on the CMS through the discussion board or assignment page. Students will upload accessible pre-recorded videos, or demonstrate the assignment via live video with accessible video conferencing tools. Instructors will provide feedback through one or more CMS features within a week of assignment being submitted.

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative



Assignment

Quiz- Write the plurals for the following words.

1. Shoe _____
2. Suit _____
3. Radio _____
4. Dress _____
5. Sock _____
6. House _____
7. Car _____
8. Book _____

How assignment will be adapted in online format

Quiz- Write the plurals for the following words.

1. Shoe _____
2. Suit _____
3. Radio _____
4. Dress _____
5. Sock _____
6. House _____
7. Car _____
8. Book _____

Students will respond on the CMS through the discussion board, quiz page, or assignment page. Instructor will provide feedback through one or more CMS features within a week of submission.

Course Materials

Textbooks

Sesma, C. (2021). Basic ESL Workbook 1. ISBN: 978-1946986993
DK (2022). English for Everyone Illustrated English Dictionary. ISBN: 879-1465461896
Adelson-Goldstein, J., Shapiro, N. (2008). Oxford Picture Dictionary Oxford. ISBN: 978-0-19-436976-3
Jenkins, R., Johnson, S. (2008). Stand Out Standards Based English 1 Heinle. ISBN: 978-1-4240-0256-6
Wisniewska, I. (2008). Step Forward Language for Everyday Life 2 Oxford. ISBN: 987-0-19-439225-9
Heyer, Sandra (2006). True Stories in the News with Audio CD Longman. ISBN: 0136154816

Class Size Information

Class Size

30

Class Size Category

D - Individualized instruction/group learning/student presentations 30

Diversity and Inclusion

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

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

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

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

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

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

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

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

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

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

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

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

Key: 1571