



ESL-911: NON-CREDIT ESL MULTI-LEVEL 2 (FORMERLY ESL-012X)

Effective Term

Fall 2023

BOT Approval Date

04/14/2022

Discipline

ESL - English As a Second Language

Course Number

911

Course Title

Non-Credit ESL Multi-Level 2 (formerly ESL-012X)

Short Title

ESL Multi-Level 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 will prepare limited English proficient students to learn a variety of skills to improve their listening, speaking, reading and writing abilities. (formerly ESL-012X)

Requisites

Prerequisite(s)

Prerequisite(s) (must be taken before)

ESL-910 with a grade of P or appropriate CASAS 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. Determine essential information relating to familiar topics.
2. Recognize and respond accurately to personal identification questions.
3. Develop a familiar story based on reading material from various sources or personal experience
4. Evaluate and respond to daily events and topics in the present, past, and future.
5. Identify the main idea of a paragraph.
6. Predict meanings of unfamiliar vocabulary in material rich in contextual clues.
7. Examine and edit a paragraph for content, spelling, capitalization, and punctuation.
8. Compose a descriptive and/or narrative paragraph with limited assistance.
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 interpret essential points of discussions or speeches on selected topics.
2. Discuss a variety of topics with increasing fluency and control of more complex grammatical patterns.
3. When reading, students will use contextual clues to interpret meaning and draw conclusions from authentic materials on everyday subjects.
4. Produce messages, notes and related sentences in a paragraph format on personal topics and complete increasingly difficult authentic 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. Extract the meaning of different texts by using a variety of sources.
3. 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. Everyday Life

A. Greet your friends and describe feelings

1. Greetings
2. Feelings
 1. Finding confidence

B. Complete a registration form

C. Numbers 1-100

D. Clarification phrases

1. Negotiating meaning

E. Ask for and give personal information

1. Provide detail stories about struggle as second language learner in a new country
2. Use comparisons between past and current experiences to expose possible biases

F. Describe family relationships

G. Interpret and write schedules

H. Schedules

1. calendars

I. Interpret information about weather

J. Grammar

1. Third person singular verb endings: /s/, /z/
2. Yes/no questions
3. Imperatives
4. Conditional tense
5. Past tense irregulars

Consumer Economics

I. Shopping

A. Identify clothing

1. Colors, patterns, sizes and styles of clothing

B. Ask about prices

C. Read advertisements and receipts

D. Ask for assistance

E. Grammar

-
1. Comparative and superlative adjectives
 2. This, that, these, those
 3. Plural endings
- II. Food and Nutrition
- A. Read a menu
 - B. Make a shopping list
 - C. Locate items in a supermarket
 - D. Food groups
 - E. Plan meals
 - F. Food safety and hygiene
 - G. Read recipes
 1. Measurements and units
 2. Cooking verbs
 - H. Grammar
 1. Count and noncount nouns
 2. Some / any
 3. Questions with can
 4. Plural endings: /z/, /ez/
- III. Housing
- A. Describe housing
 - B. Interpret classified ads
 1. Housing advertisements abbreviations
 - C. Complete rental application
 - D. Identify rooms and furniture
 1. Rooms
 2. Furniture types
 - E. Make a family budget
 1. Budgets
 2. banking
 - F. Grammar
 1. Prepositions
 2. May and might
 3. /ch/, /sh/, /s/
- Community Resources
- I. Our Community
- A. Describe your community
 - B. Scan a directory index
 - C. Public places and services
 - D. Community awareness
 1. Bridge personal understanding 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
 - E. Phone directory
 - F. Give and follow directions
 1. Compass points
 2. Maps
 3. Map directions
 - G. Read a message or letter
 - H. Write and send a letter
 1. Parts of a letter
 - I. Grammar
 1. Prepositions of location
 2. Information questions

Health

I. Health

- A. Describe healthy practices
- B. Identify ailments
 - 1. Illnesses
 - 2. Symptoms
 - 3. Remedies
- C. Parts of the body
- D. Make a doctor's appointment
- E. Read medicine labels
- F. Identify and describe emergencies
 - 1. Medical, police and fire
- G. Grammar
 - 1. Past endings: /t/, /d/
 - 2. Modal: should, could, would

Occupational Knowledge

I. Work, work, work

- A. Evaluate learning and work skills
- B. Goals: personal, academic and vocational
- C. Good work skills
- D. Work evaluations
- E. Identify jobs and job skills
- F. Job titles
- G. Apply for a job
 - 1. Job application
 - 2. Employment ads and abbreviations
- H. Interview for a job
- I. Follow instructions in an office
- J. Workplace safety
- K. Office equipment and directions
- L. Grammar
 - 1. Future: will (affirmative and negative)
 - 2. Can / can't

Lifelong Learning

I. Goals and Lifelong Learning

- A. Identify goals
 - 1. Finding confidence for multilingual learners
- B. Set academic goals
- C. U.S. educational system
 - 1. Identifying barriers to education for multilingual learners
- D. Education
- E. Learning resources
 - 1. Learning tools within the classroom
- F. Set work goals
- G. Find ways to learn
- H. Grammar
 - 1. Parts of a paragraph
 - 2. Future plans: want to, hope to, plan to
 - 3. Future: be going to
 - 4. Past endings: /t/, /d/
 - 5. Past with so
 - 6. because

Methods of Instruction

Method

Activity

Integration

A variety of activities will increase the student's ability to interpret essential points of discussions or speeches and respond accurately to personal identification questions.



DE Adaptations for MOI

A variety of activities will increase the student's ability to interpret essential points of discussions or speeches and respond accurately to personal identification questions. Accessible 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 help build on the student's ability to write and edit a descriptive and/or narrative paragraph about the challenges of being a second language learner within a culturally diverse environment.

DE Adaptations for MOI

Papers and reports will help build on the student's ability to write and edit a descriptive and/or narrative paragraph about the challenges of being a second language learner within a culturally diverse environment. 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 will be used to help improve the student's ability to use contextual clues to interpret meaning from authentic materials on everyday subjects.

DE Adaptations for MOI

Readings will be used to help improve the student's ability to use contextual clues to interpret meaning from authentic materials on everyday subjects. Textbook readings, ancillary readings and web research assignments are posted on the CMS as accessible digital handouts or available through accessible online textbooks.

Method

Role Playing/Simulation

Integration

Role playing and simulation will be used to help students practice engaging in conversations beyond survival needs such as asking for assistance within public places.

DE Adaptations for MOI

Role playing and simulation will be used to help students practice engaging in conversations beyond survival needs such as asking for assistance within public places. 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 the student's ability to produce related sentences in a paragraph format and complete increasingly difficult authentic forms. Students will write these paragraphs on personal topics such as bias encountered from native speakers and how it relates to their personal, academic and vocational goals.



DE Adaptations for MOE

Class work will be evaluated based on the student's ability to produce related sentences in a paragraph format and complete increasingly difficult authentic forms. Students will write these paragraphs on personal topics such as bias encountered from native speakers and how it relates to their personal, academic and vocational goals. 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, including the standardized state test CASAS, will evaluate the student's accurate use of previously learned material.

DE Adaptations for MOE

Exams and tests, including the standardized state test CASAS, will evaluate the student's accurate use of previously learned material. Exams and/or tests are provided via the course management software. Feedback is provided via the rubric or gradebook in the CMS.

Method

Oral Presentation

Integration

Oral presentations will be evaluated on the student's ability to prepare and deliver a short presentation on their learning goals within the U.S. educational system and what resources are available to them.

DE Adaptations for MOE

Oral presentations will be evaluated on the student's ability to prepare and deliver a short presentation on their learning goals within the U.S. educational system and what resources are available to them. 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**

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Step 1: Read each question.

1. Where was Gonzalo Mendez born?
2. When did he come to the United States?
3. How old was he when he dropped out of school?
4. Why did he drop out of school?
5. What was his wife's name?
6. How many children did they have?
7. What did they own?
8. Where was it?

Step 2: Find the answer in the paragraph below and circle it. Write the number of the question above your answer.



Gonzalo Mendez was born in Mexico and came to the United States when he was a little boy. He dropped out of school at age ten to become a farm worker. He and his wife, Felicitas, has three children and owned a small, but successful business in Santa Ana, California.

Step 3: Discuss in a small group the following questions:

Why do you think Gonzalo came to the US? Do you think working on a farm is difficult work? Do you think it is fair that he had to drop out of school? How can the residents of Santa Ana support Gonzalo? What can they learn from Gonzalo's experience?

How assignment will be adapted in online format

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

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

On a piece of paper, write a paragraph about your town or city. Brainstorm at least six reasons why you like your town. Choose four of your reasons about why you like your town to include in your paragraph. Make sure use the following parts of a paragraph: topic sentence, four support sentences based on the four reasons you chose, and a conclusion sentence.

How assignment will be adapted in online format

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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

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Pre-reading: Look at the picture.

What country is the stamp from? How much does the stamp cost? What names of you see on the stamp? What are the two young people doing?

Read the title of the story. Look at the picture again.

What do you think this story is about? Can you guess what happens?

Read and Discuss

The School and the Stamp

In October 2007, post offices in the United States began selling a new stamp. On the stamp, there is a drawing of two strong young people with black hair. They are reading a book, and a bright sun is shining on them. There is a true story behind that stamp. The story begins in 1945 with a man named Gonzalo Medez. Gonzalo Mendez was born in Mexico and came to the United States when he was a little boy. He dropped out of school at age ten to become a farm worker. He and his wife, Felicitas, had three children and owned a small but successful cafe in Santa Ana, California. In 1945, Gonzalo heard about an asparagus farm that was for rent. The farm was in Westminster, California, about seven miles from Santa Ana. Gonzalo was excited about renting the farm his was his change to be a real farmer, not a farm worker. He and Felicitas talked it over, and they decided to move to Westminster. After the Mendez family moved to Westminster, Felicitas took the three children to an elementary school there. That is when the story behind the stamp really begins. Felicitas found out that her children could not attend the school. They had to attend the "Mexican school." The "Mexican school" was in an old building. The textbooks were old, too. When the children came home and described the school to their father, he told them, "You will not go to the Mexican school. You will go to the other school." Gonzalo talked to other Latino parents in Westminster. "The other elementary school is better than the 'Mexican school,'" he told them. "Let's go to court. Let's fight to get our children into that other school." The Latino parents agreed with Gonzalo: The other elementary school was better in every way. But the "Mexican school" was closer. "Our children will stay at the 'Mexican school,' close to home," the Latino parents told Gonzalo. So Gonzalo decided to fight alone. He spent all his savings to hire a lawyer, and he went to court. Latino families in other cities in Southern California heard about Gonzalo Mendez. Their children, too, had to attend "Mexican schools." Four Latino families decided to help Gonzalo. They gave him money for the lawyer and went to court with him. The judge decided that the Latino families were right: Separate schools for Latino children were unfair. At that time, there were 5,000 Latino children who had to attend "Mexican schools" in Southern California. After the judge's decision, they could attend any school. The Mendez children went to elementary school and then to high school; some went to college, too. In 2007, the Mendez family celebrated the new stamp, which they liked very much. They especially liked the way the two young readers bend like plants toward the sun. "That's how it is," they said. "Education brings light into people's lives. This small stamp tells our whole story."

How assignment will be adapted in online format

Pre-reading: Look at the picture.

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Instructor can upload story using various tools on the CMS. Students will respond on the CMS through the discussion board or assignment page. Students will upload accessible pre-recorded videos, or discuss 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.

Course Materials

Textbooks

Page, M. (2021). ESL Grammar: Intermediate & Advanced (English as a Second Language Series) Second Edition. ISBN: 978-0738612805

DK (2022). English for Everyone Illustrated English Dictionary. ISBN: 879-1465461896

Adelson-Goldstien, J., Shapiro, N (2008). Oxford Picture Dictionary Oxford. ISBN: 978-0-19-436976-3

Denman, Barbara (2008). Step Forward Language for Everyday Life 4 Oxford. ISBN: 0194396561

Jenkins, R., Johnson, S. (2008). Stand Out Standard Based English 4 Heinle & Heinle. ISBN: 1424002627

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 something about the

economy of California after reading about it on their own. 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.

In this course, assignments will allow students the opportunity to reflect on their personal experiences and values that have derived from their cultural backgrounds and life experiences. This allows the student to compare their cultural background and life experiences to the transition of assimilating to American society and the differences and similarities between the two. 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 needs at an intermediate level.

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 or 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. An example would be reading and understanding a recipe in order to make a shopping list for items needed and the quantity/measurements of these items. In an online course environment, students will be required to continue discussions or comments 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 using CMS tools and accessible video conferencing software. The instructor will provide feedback for 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 a students' written or verbal directions. When a student gives directions, the instructor can evaluate if the student used correct language to give directions. This allows the student to gain confidence from the experience and encourage them to keep trying. These interactions can include in person, through accessible conferencing video software, pre-recorded 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 accessible video conferencing software to enhance learning. This includes reading text, watching videos, completing handouts, using testing software, exploring various resources and working on course assignments. Students will be provided course content and supplemental materials 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.