



ESL-920: NON-CREDIT ESL ADVANCED 1

Effective Term

Fall 2026

BOT Approval Date

06/12/2025

Discipline

ESL - English As a Second Language

Course Number

920

Course Title

Non-Credit ESL Advanced 1

Short Title

ESL Advanced 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 focuses on improving English proficiency for students with limited English skills. It helps students develop the abilities needed to succeed in everyday life and advance to higher ESL courses. The course emphasizes improving both oral and written fluency, integrating language skills with topics related to work, academics, civic life, and general interests.

Requisites

Recommended Preparation

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

ESL-905.

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. Assess the impact of different cultural and linguistic backgrounds on tone, intent and structure of spoken content.
2. Evaluate and apply instructions and procedures effectively.
3. Produce a variety of topics with greater fluency and control of grammatical patterns.
4. Demonstrate the ability to engage in social discourse through structured debate and conversation.
5. Deduce meaning from various types of authentic materials.
6. Synthesize main ideas and interpret key passages from a range of authentic readings.
7. Construct a descriptive and/or expository paragraph and edit for content, spelling, capitalization, and punctuation.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome
Students will interpret more complex instructions and apply them in real-life scenarios.
Students will use appropriate grammatical structures and vocabulary to express ideas and engage with diverse perspectives, respecting cultural, linguistic, and social differences in both oral and written communication.
Students will use scanning techniques to quickly locate and extract key information in a text.
Students will organize ideas and revise their written paragraph to improve clarity, coherence, and accuracy.
Students will analyze the tone, intent, and structure of spoken content, while acknowledging cultural and linguistic diversity in communication styles.

Content

Non-Credit Content

1. The Power of Goals
 - a. SMART Goals
 - b. Evaluate Goals
 - i. Set
 - ii. Write and Revise Paragraph on Personal Goal(s)
 - iii. Career Assessment
 - iv. Cultural Values and How They Shape Career Choice
 1. Affect Tone and Intent
 - v. Interests
 - vi. Skills
 - c. Team Work
 - i. Collaborate with Others
 - ii. Skills for Inclusive Teamwork
 - iii. Collaboration in Diverse Environments
 - iv. Interpret Readings on Teamwork
 - v. Assimilation to Workplace/Organizational Culture
 - vi. Adapting to Social Norms
2. Getting a Job
 - a. Strategies for Job Seekers
 - b. Interview
 - i. Skills
 - ii. Questions
 - c. Employment Sites
 - d. Write Cover Letter
 - e. Wages and Hours
3. The Thoughtful Consumer
 - a. Financial Management
 - b. Financial Literacy Across Culture
 - i. Share Experience and Opinions on Financial Practices Across Culture
 - c. Big Purchases
 - d. Strategies for Purchases
 - i. Budgeting
 - ii. Budget Tools
 - e. Housing Costs
 - f. Income Differences
4. At Peak Performance
 - a. Job Performance
 - i. Factors
 - ii. Workplace Etiquette
 - iii. Mentorship

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- b. Effective Conflict Resolution
 - i. Simulate and Clarify Contrasting Opinions
 - c. Clarification
 - i. Express Purpose
 - ii. Express Reason
 - iii. Express Contrast
 - d. Training Resources
 - e. Growth Opportunities
 - i. Identify
 - f. Rate Performance
 - g. Work Place Dilemmas
 - h. Worker Rights
 - i. Incident Report
 - 5. Affordable Housing
 - a. Homelessness
 - b. Home Loan Requirements
 - c. Housing Options
 - i. Write About Housing Preferences and Affordability Options
 - d. Housing Affordability
 - i. Percentage of Income
 - ii. Analyze Charts Comparing Rent to Income
 - 6. When Nature Is in Charge
 - a. Weather Reports
 - b. Interpret Emergency Alerts
 - c. Natural Disasters
 - d. GPS
 - i. Routes
 - ii. Maps
 - iii. Natural Disaster Chart
 - iv. Navigate and Plan for Emergencies
 - e. Carbon Footprint
 - f. Climate Change
 - 7. The Digital Age
 - a. Digital Age
 - i. Pros/Cons
 - ii. Persuasive Paragraph about Digital Behavior
 - b. Texting and Driving
 - c. Interpret Public Safety Announcements
 - d. Social Media Literacy
 - i. Fact-checking
 - ii. Reliability
 - iii. Promoting Inclusivity Online
 - iv. Debate Social Media Impacts
 - e. Cyberbullying
 - f. Screen Time
 - i. Social Development
 - ii. Brain Effects
 - 8. Health in the Balance
 - a. Well Being
 - i. Tips
 - b. Mental Health
 - c. Preventive Healthcare
 - d. Care Resources
 - i. Information Brochures
 - e. Personal Well Being Assessment
 - f. Community Practices

- g. Public Health
- h. Obesity
- 9. Navigating Healthcare
 - a. Specific Health Needs
 - b. Cost of Healthcare
 - c. Logical Fallacies
 - d. Medication Instructions
 - e. Follow Complex Instructions of Medical Plans
 - f. Healthcare Plans
 - g. Healthcare Accessibility
- 10. Citizenship
 - a. Understanding the Process
 - i. Read Application Materials and Interview Expectations
 - ii. Write Responses to Interview Practice Questions
 - b. Benefits of Naturalization
 - i. Share Perspectives on Civic Duties
- 11. Bill into Law
 - a. Time Zone Map
 - b. Workers Rights
 - c. Government Branches
- 12. Rights and Responsibilities
 - a. Civic Responsibilities
 - i. Debate Issues Related to Civic Responsibilities
 - b. Rights of People Accused of Crimes
 - c. Citations
 - d. Law Enforcement Resources
 - e. Amendments
 - f. Bill of Rights
 - g. Campaign Propaganda
 - h. News Articles
 - i. Evaluations
 - ii. Evaluate Articles for Reliability
 - iii. Hasty Generalizations

Methods of Instruction

Method

Role Playing/Simulation

Integration

Role playing and simulations will be employed to help students practice both nonverbal and verbal communication skills while engaging in diverse conversations. For example, students will participate in a simulated conversation with a healthcare professional, where they discuss health practices and beliefs from their own cultural perspective. This activity will enable students to navigate real-world scenarios while enhancing their ability to communicate effectively across different cultural contexts. Role Playing/Simulation will adhere to all accessibility standards.

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. All accessibility standards will be met.

Method

Discussion

Integration

Discussion can be used to practice structured debate and conversation. For example, students can discuss their feelings about becoming or having become a U.S. citizen. They can discuss the advantages that U.S. citizens have that non-citizen residents do not have. Discussion will adhere to all accessibility standards.

DE Adaptations for MOI

Students can participate in discussions using the CMS to answer question(s) posted by the instructor and respond to other students posts or discuss in real time via accessible video conferencing software. All accessibility standards will be met.

Method

Reading

Integration

Reading will help students synthesize main ideas and interpret key passages from a variety of authentic texts. Students will practice strategies to identify central themes, extract important details, and connect ideas across different texts. This method will encourage critical thinking and enhance students' ability to comprehend and analyze real-world reading materials. An example of this would be students reading about the steps needed to buy a house. Reading will adhere to all accessibility standards.

DE Adaptations for MOI

Students will have access to accessible readings through the CMS or available through accessible online textbook or digital handout. All accessibility standards will be met.

Methods of Evaluation**Method**

Class Work

Integration

Classwork will be evaluated based on students' accurate completion of assignments that show that they can evaluate and apply instructions and procedures effectively. Instructors will evaluate the students in real time in a classroom setting to provide instant feedback. Classwork will adhere to all accessibility standards.

DE Adaptations for MOE

Students will participate in classwork via the CMS tools or through accessible video conferencing software. Evaluation of student participation is done by monitoring, and providing feedback to the participation of students in a threaded discussions in the CMS or live feedback within a week of submission. The level of involvement and quality of responses are used to evaluate classwork. Rubrics and clear instruction will be provided to the students. All accessibility standards will be met.

Method

Exams/Tests

Integration

Exams and tests will assess students' comprehension by examining their understanding of various authentic materials. These assessments will evaluate their ability to analyze, interpret, and apply key information from diverse sources, ensuring that students can effectively engage with practical, real-life content. Exams/Tests will adhere to all accessibility standards.

DE Adaptations for MOE

Exams/Tests can be accessed and submitted via the CMS. Feedback will be provided via the CMS or discussed in person using accessible video conferencing software within a week of submission. All accessibility standards will be met.

Method

Papers

Integration

Papers will be evaluated based on the student's ability to construct and revise clear, well-organized descriptive and/or expository paragraphs. The evaluation will focus on the clarity of the main idea, the coherence of supporting details, the effective use of grammar and vocabulary, and the revision process to improve structure and overall quality. Papers will adhere to all accessibility standards.



DE Adaptations for MOE

Papers can be accessed and submitted using the CMS. Students can be given feedback by the instructor within a week of submission either through the CMS or via accessible video conferencing software. All accessibility standards will be met.

Assignments

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Rewrite the sentences. Reduce the adjective clauses to adjective phrases.

This scholarship is for students who are entering their first year of college.
Ex- This scholarship is for students entering their first year of college.

We provide health insurance to anyone who is employed here full-time.

Senior housing may be an option for those who are 62 and older.

Students who attend the university may live in a dormitory.

Combine the sentences. Change the second sentence to an adjective phrase.

These apartments are for students. The students must be enrolled in at least 12 academic hours.
These apartments are for students enrolled in at least 12 academic hours.

A discount is available for tenants. The tenants must renew their lease.

Employees are eligible for medical leave. Medical leave is known as sick leave benefits.

School buses are provided for children. Then children must live over a mile from school.

How assignment will be adapted in online format

Instructors will post assignments and students will respond in the CMS. The instructor will provide feedback by the instructor within a week of submission.

Assignment Type

Reading

In-class and/or outside of class

In-class



Formative or Summative

Formative

Assignment

Academic Words. Read the sentences below. Discuss the meaning of each underlined word. Use context to help you.

1. Citizens may assemble, or gather, for any purpose, as long as it's a peaceful gathering.
2. Free and fair elections are the foundation of our democracy.
3. If you're a citizen, please make it a priority to vote for your elected officials.
4. A jury listens to a court trial and decides the outcome of a trial.
5. Everyone pays taxes. The government uses that revenue to pay the nation's debts.

How assignment will be adapted in online format

Students can respond to the prompt posted by the instructor using CMS tools or can discuss via accessible video conferencing software. Instructor can provide feedback through the CMS within a week of submission or instantly in real time.

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

"Sharing Cultural Values in Career Choices"

Assignment Instructions-

Step 1: Reflect on Cultural Values and Career Goals

Write a short reflection on how your cultural background influences your career aspirations.

Consider questions like:

What careers are valued in your culture?

How do family or societal expectations shape your goals?

Step 2: Share in Small Groups

In groups of 3-4, share your reflections with peers.

Discuss similarities and differences in how cultural values shape career choices.

Assessment Criteria

Reflection: Thoughtful exploration of personal cultural influences on career goals.

Participation: Active engagement in group discussions.

How assignment will be adapted in online format

Students can respond to the prompt posted by the instructor using CMS tools. For the group discussion the instructor can post a discussion thread using CMS tools or students can discuss via accessible video conferencing software in real time. Instructor can provide feedback through the CMS within a week of submission.

Course Materials

Textbooks

Pearson Education (2021). Future 2ed Advanced Student Book & Interactive eBook with App 2nd ISBN: 978-0137359462

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 seamlessly integrated into this ESL course to reflect the varied cultural, racial, linguistic, and personal identities of students. The curriculum incorporates culturally relevant materials and activities that celebrate multiculturalism, ensuring students see their backgrounds represented. For example, in the "Career Assessment" section, students explore how cultural values shape career choices, fostering an appreciation for diverse perspectives. Similarly, teamwork lessons emphasize collaboration in diverse environments and adapting to workplace norms across cultures. Multiculturalism is celebrated through activities that encourage students to share their cultural experiences. For instance, students might discuss financial literacy practices across cultures or reflect on how societal norms influence budgeting and housing decisions. Communication skills are taught with sensitivity to differences in gender, culture, and social norms, helping students navigate workplace etiquette and avoid stereotypes. Activities like role-playing job interviews or discussing workplace dilemmas provide practical opportunities to address diversity in real-world contexts. To ensure equitable access to learning, differentiated instruction is employed to meet the varied needs of students. This includes using inclusive teaching strategies like group discussions on civic responsibilities or exploring global public health challenges. By fostering an inclusive classroom environment where all voices are valued, this course equips students with the language skills and cultural awareness needed to thrive in diverse global settings.

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

In this course, assignments, instruction, evaluation, course content, and interactions are tailored to meet the diverse needs of learners. Assignments are designed to be culturally relevant, allowing students to incorporate their own experiences and backgrounds, making tasks more meaningful. Instruction is differentiated to accommodate varying linguistic levels and learning styles, using visual aids, multimedia, and collaborative activities to ensure accessibility for all students. Assessments are flexible, using multiple formats like oral presentations and written assignments to fairly evaluate progress. The course content includes diverse perspectives, showcasing cultures, races, and identities from around the world, fostering inclusivity and representation. Interactions in the classroom are guided by respect and collaboration, encouraging students to learn from one another. Instructors promote an inclusive environment by modeling equitable language and behavior, while scaffolding language learning to support students' progress at their own pace. This approach ensures that every student, regardless of background, has the opportunity to succeed and feel valued in the learning process.

Interactions

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

Student-to-student interactions are fostered through activities class discussions, where learners practice language skills in real-world contexts. For example, students might engage in a discussion focused on housing preferences and affordability options. In small groups or pairs, they could compare housing choices and analyze affordability using real-world data, such as charts showing the percentage of income spent on rent in different cities. This allows them to listen, ask 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 unit on Citizenship, the instructor may guide students through the process of completing a naturalization application by reviewing sample forms together and pointing out common errors. As students write responses to interview practice questions, the instructor circulates to offer suggestions for improving clarity and grammar. 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, during a unit on Team Work, students might read an article about collaboration in diverse environments and complete comprehension questions that highlight key vocabulary and concepts related to inclusive teamwork. They may also respond to prompts that require them to interpret readings on workplace collaboration, write reflections on adapting to social norms, or complete activities that simulate how to assimilate into an organizational culture. These tasks give students the opportunity to apply language structures in relevant, real-life workplace scenarios. 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 engage in reflective journaling, where they write and revise a paragraph about their personal goals, focusing on both content and language accuracy. This will help the student assess their progress, consider the steps needed to achieve their goals, and apply new vocabulary or grammatical structures in a meaningful context. 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.