



ESL-921: NON-CREDIT ESL ADVANCED 2

Effective Term

Fall 2026

BOT Approval Date

06/12/2025

Discipline

ESL - English As a Second Language

Course Number

921

Course Title

Non-Credit ESL Advanced 2

Short Title

ESL Advanced 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 focuses on supporting individuals with limited English proficiency, helping them build advanced language skills needed for successful participation in society. The curriculum emphasizes improving both oral and written fluency in English, integrating language functions and structures with topics related to vocational, academic, civic, and everyday life.

Requisites

Recommended Preparation

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

ESL-920

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 communication from a variety of sources to assess meaning and intent.
2. Distinguish main and supporting ideas in through reading, writing and verbal communication.
3. Construct various topics fluently, demonstrating control over complex grammatical structures.
4. Formulate organized verbal responses to opinion-based questions.
5. Analyze, critique, and communicate diverse perspectives by engaging with authentic materials that represent various cultural, linguistic, and social contexts, while demonstrating fluency and fostering inclusive dialogue.
6. Critique main ideas and identify key passages in advanced authentic readings.
7. Appraise specific details from complex passages using advanced reading strategies.
8. Compose essays that demonstrate mastery of advanced grammatical patterns.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will create detailed outlines before composing essays.
2. Students will identify the speaker or authors intent based on language use, tone and context.
3. Student will prepare short oral presentation on different topics from their own view points, focusing on correct grammar usage.
4. Students will present a clear opinion and support it with supporting evidence.
5. Students will review and revise their essays to improve grammar, sentence structure and overall coherence.
6. Students will identify and create their own thesis and topic sentences.

Content

Non-Credit Content

1. Analytical Listening and Speaking
 - a. Exploring Diverse Perspectives
 - b. Analyze, Critique and Communicate Perspectives Using Authentic Materials
 - c. Speakers Assumptions
 - i. Reflection of Societal Biases and Stereotypes
 - ii. Evaluate Assumptions in Communication to Assess Speaker Bias and Intent
 - d. Speakers Attitude
 - i. Interpret Tone in Determine Speaker's Intent
 - e. Speakers Intention
 - i. Identify Speaker/Author's Intent Based on Language, Tone and Context
2. Inferential Listening Skills
 - a. Important Ideas
 - i. Distinguish Main and Supporting Ideas
 - b. Degree of Certainty
 - c. Purpose of Questions
 - d. Contrasting Information
 - i. Infer Relationships Between Ideas and Perspectives
3. Note-Taking Techniques
 - a. Taking Notes
 - b. Bullets and Dashes
 - c. Key Words
 - d. Symbols and Abbreviations
 - e. Non-Essential Words
 - f. Notes with Diagrams
 - g. Annotate Notes
 - h. Notes with Handouts
 - i. Create Written Outlines Before Composing Essays/Presentations
4. Organizing Information and Comprehension
 - a. Outline
 - i. Create and Write Own Topic Sentences
 - b. Comprehension
 - i. Interpret Texts and Speech to Enhance Understanding
 - c. Passive Voice
 - d. Multiple Details
5. Pronunciations and Speech Patterns
 - a. Pronunciation
 - b. Identifying and Using Through Groups
 - i. Linguistic Diversity
 - ii. Pronunciation across Accents and Dialects
 1. Practice Fluency and Clarity with Respect to Pronunciation Variations
 - c. Contrastive Stress

- i. Inclusive Language Usage
 - ii. Equity Focused Terms
 - 1. Foster Equitable Dialogue
- 6. Expressing Opinions and Supporting Ideas
 - a. Giving Opinion
 - i. Present Clear Opinion and Supporting Evidence Orally or Written
 - b. Main Ideas and Details
 - c. Organizing Ideas
 - i. Compose Essays and Verbal Responses with Structured Organization
 - d. Similarities and Differences
- 7. Analyzing Arguments and Evidence
 - a. Recognizing Claims and Evidence
 - b. Identify and Understand Relationships
- 8. Oral Communication and Presentations
 - a. Presentations
 - i. Prepare Short Oral Presentation Using Correct Grammar
 - b. Referring to a Visual Aid
 - c. Oral Report
- 9. Grammar and Usage
 - a. Grammar
 - b. Reasons and Giving Support
 - i. Provide Logical Support for Opinions
 - c. Using Present Unreal Conditions
- 10. Clarifications and Making Suggestions
 - a. Asking for Clarification
 - i. Engage by Initiating, Clarifying and Concluding Conversations
 - b. Making Suggestions
 - i. Contribute Constructively to Conversations
- 11. Advanced Communication Skills
 - a. Identify Purpose of Direct Quotations
 - b. Identify Key Passages and Their Rhetorical Purpose
 - c. Counter Arguments
 - d. Ranking Ideas
 - i. Organize and Prioritize Ideas Logistically in Communication
- 12. Public Speaking and Real-World Communication
 - a. Public Service Announcements
 - b. Advocacy for Inclusion and Equity in Communication

Methods of Instruction

Method

In-class Exercises

Integration

In class exercises will be used to improve students' speaking, critical thinking, and argumentation skills while using advanced English structures. Students will practice fluency in speaking, learn how to organize their thoughts effectively, and develop the ability to present well-supported opinions. An example of this discussing a current event and expressing their opinion based on their perspective. In-class Exercises will adhere to all accessibility standards.

DE Adaptations for MOI

Students can participate in completing in-class exercises through the CMS and/or students can work together using accessible video conferencing software to complete the assigned exercises. All In-class Exercises will meet accessibility standards.

Method

Papers and Reports

Integration

Papers and reports will help students learn to compose and edit a descriptive, narrative, and/or expository paragraph while enhancing their ability to convey ideas clearly and effectively in written English. Students will learn how to organize their thoughts, develop content cohesively, and use advanced language structures to improve their writing. Papers and Reports will adhere to all accessibility standards.

DE Adaptations for MOI

Students can participate with papers and reports by accessing the posted prompt by the instructor on the CMS. The student can also submit their paper and reports using CMS tools. All papers and reports will meet accessibility standards.

Method

Reading

Integration

Readings will be used to improve the student's ability to improve reading comprehension, expand their vocabulary and reinforce grammar structures. An example of this having students read a speech about a Tsunami Relief Fund and filling in the blanks using the correct word form. Then then can practice reading the speech outloud and discuss key points with a partner. Reading will adhere to all accessibility standards.

DE Adaptations for MOI

Students can access the accessible reading materials through the CMS and respond through the CMS as well. In real time, students can use accessible video conferencing software to partner up with classmates and complete the assignment virtually. All Readings will meet accessibility standards.

Methods of Evaluation**Method**

Class Work

Integration

Classwork will evaluate the students language proficiency, critical thinking skills and ability to apply concepts learned in class. The instructor will be able to assess specific language skills such as writing, speaking, listening and reading comprehension. For example a student may be asked to write a paragraph on their favorite holiday and how that reflects their culture. Class work 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. Instructor can provide feedback in the CMS or through live feedback using accessible video conferencing software within a week of submission. All Class Work will meet accessibility standards.

Method

Exams/Tests

Integration

Exams and tests will be used to evaluate the students language skills and progression of their skills from the beginning of the course to the end. This will allow instructors to reinforce learning, identify areas of improvement and provide targeted practice. Exam/Tests will adhere to all accessibility standards.

DE Adaptations for MOE

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

Method

Class Participation

Integration

Class participation will evaluate students' ability to use language in real-world contexts. For example, students might work in small groups to list ways ordinary people can help a school, community, or country. Class participation will adhere to all accessibility standards.

DE Adaptations for MOE

Student can participate in class participation through the CMS or through accessible video conferencing software. Instructor can provide feedback to students posts or give live feedback on how the student has mastered the concepts and identify area that need to be worked on within a week of submission. All Class Participation will meet accessibility standards.

Assignments**Assignment Type**

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Read a news story about a mystery at an aquarium. Notice the boldfaced words and phrases.

"In the news...

Controversy surrounded the disappearance of some crabs at an aquarium in Oregon a few years ago. One morning, workers found crabs missing from their tank and empty crab shells on the floor. New crabs were brought in to replace the dead ones, but the same thing happened several more times. Who was guilty? They installed an overnight camera to find out.

It turns out that a sneaky octopus has learned to take advantage of his nighttime privacy. Did he anticipate a midnight snack? It looks that way. He waited all day until workers went home. Then he was able to manipulate his body, lengthening and narrowing himself to fit into an air tube that led out of his covered tank. He moved across the floor into the crab tank. After enjoying a midnight crab meal, he went back to his own tank the way he had come, looking quite innocent in the morning. Workers were amazed that a seemingly "unintelligent" animal was able to carry out such a trick.

Write each boldface word or phrase from Exercise One next to its definition.

1. _____ : something has a particular results
2. _____ : to profit from
3. _____ : to expect something to happen
4. _____ : to skillfully handle or control
5. _____ : a serious disagreement

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, students can state which answer is correct while using accessible video conferencing software, allowing the instructor to offer immediate feedback.

Assignment Type

Writing

In-class and/or outside of class

In-class
Outside of class

Formative or Summative

Formative

Assignment

Select a recent news article (within the past 2 weeks) on a topic of global or local importance (e.g., climate change, political events, scientific advancements, cultural trends). Write a brief summary (150-200 words) of the main points of the article. Focus on the key facts and the central argument or message. Make sure to mention the source and date of the article. State your opinion on the topic. Do you agree or disagree with the views presented in the article? Why? Use evidence from the article to support your position. Present your reasoning clearly and logically. Review your work for clarity, coherence, and grammatical accuracy.

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.

Assignment Type

Other

In-class and/or outside of class

In-class
Outside of class

Formative or Summative

Formative

Assignment

"Voices of Equity"

This assignment will help enhance critical listening and speaking skills by analyzing diverse perspectives on equity issues, while practicing inclusive communication strategies. You will listen to a speech or podcast on a DEI topic (e.g., Malala Yousafzai on education equity). Reflect on the speaker's assumptions and societal biases. Discuss in small groups using think-pair-share to identify key ideas and contrastive information. Create a short, written reflection on what they learned about equity and how it relates to their own experiences.

Instructions:

Listen to the selected speech/podcast.
Identify the speaker's assumptions and societal biases.

Think-Pair-Share Discussion:

Discuss in pairs: How do the speaker's assumptions reflect societal biases?
Share with the group: What did you learn about equity from this discussion?

Written Reflection:

Write a short reflection on what you learned about equity and how it connects to your personal experiences. Use inclusive language and focus on key ideas from the discussion.

Assessment Criteria

Critical Thinking: Ability to identify and analyze societal biases.
Communication Skills: Clarity in written reflection and participation in group discussion.
Inclusivity: Use of inclusive language and respect for diverse perspectives.

How assignment will be adapted in online format

Students can respond to the instructor's prompt using CMS tools. They may participate in discussions via a discussion board, where others can comment, or through accessible video conferencing software. The instructor will provide feedback in 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
Allyn & Bacon (2019). Northstar Listening and Speaking 4 W/Myenglishlab Online Workbook and Resources 5th Edition ISBN: 978-0135226940

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 integral components of this course, as students come from diverse cultural, racial, and linguistic backgrounds. The curriculum incorporates culturally relevant materials that reflect a wide range of voices, ensuring that students see their identities represented and valued. Instructors foster an inclusive classroom environment where multiculturalism is celebrated through activities that encourage students to share their cultural backgrounds. This approach helps students develop communication skills with sensitivity to various differences, enabling them to navigate social norms effectively and avoid stereotypes. The course content is designed to promote equity by using differentiated instruction to address students' varied learning needs, ensuring that all learners have equitable access to the curriculum. By integrating diversity and inclusion into every aspect of the course, from content selection to classroom interaction, students not only enhance their language skills but also gain a deeper understanding of equity and multiculturalism. This prepares them to communicate effectively in diverse global contexts and fosters a sense of belonging and respect among students from different backgrounds.

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 such as class discussions, where students practice language skills in real-world contexts. For example, students might discuss cyberbullying and its effects on individuals and communities. In this activity, they practice listening and speaking by answering questions, identify the main idea of an authentic text/article, find details about recommended responses, and analyze factors that contribute to the rise in cyberbullying. This allows students to listen to questions, and provide responses, building communication skills in a supportive, collaborative setting. Such interactions enhance fluency, confidence, and active learning while promoting cultural exchange. In an online environment, student-to-student interactions can be facilitated through virtual breakout rooms, discussion boards, or peer collaboration tools. Students might be paired or grouped in breakout rooms to using accessible video or audio chat, practicing their speaking and listening skills in real-time. Alternatively, students could engage in written conversations on discussion boards, where they post and respond to each other's questions.

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

Instructor-to-student interactions are key to providing guidance, feedback, and personalized support. Instructors will engage with students through direct interaction during lessons, monitoring progress, answering questions, and offering immediate feedback on spoken or written work. This can include one-on-one conversations, walking around the room during group work to provide assistance, and delivering tailored feedback after presentations or assignments. For example, during a group discussion activity about daily routines, a student says, "I go store morning." The instructor joins the conversation and asks, "What time do you go to the store?" and "Which store do you go to?" to model the use of Wh- questions. This helps the student clarify their message and practice forming complete responses, such as, "I go to the store at 8 a.m." or "I go to the grocery store near my house." 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, using modals to offer polite suggestions and express possibilities can be practiced through activities such as reading passages, listening to dialogues, or completing exercises. 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, students might maintain a soft skills log where they track their progress in identifying their soft skills and provide real-life examples of those skills. In an in-person setting, students could journal about these experiences, set specific goals, and assess their improvement over time. 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.