



SANTA ANA

C O L L E G E

Course Outline

ESL 720 - ESL Transition to College Class

Catalog Entry

Discipline English As a Second Language

Course Number 720

Course Title ESL Transition to College Class

Total hours of instructions required to achieve course objectives: 72.000 - 96.000

Min Credit: 0.000

Catalog Description

This noncredit course prepares students for transition to Santa Ana College by developing language skills, critical reasoning and thinking, academic study skills and student success strategies. Five high school elective credits may be granted upon passing the course.

Classification Code K - Other Noncredit Enhanced Funding

Transfer Code C - Not transferable

SAM Priority Code E - Non-Occupational

TOPS Code 4930.87 - English as a Second Language - Integrated

Repeatability Code CE - Continuing Education

Open Entry/Exit Yes

Grading Options COM/Pass/Satisfactory Progress/No Pass

CIC Approval

11/14/2022

Student Learning Outcomes

Upon completion of this course, the student should be able to:

1. Cite a source to support an opinion in a composition with a topic sentence, supporting details, and a conclusion.
2. Present the results of a group project or discussion to the class connected to SAC credit programs, services, and/or resources.

Course Objectives

- Distinguish, articulate, and share self-regulation strategies for success in an academic environment.
- Navigate and manage SAC's Learning Management System (e.g., Canvas) for effective class participation.
- Develop an educational plan with the support of a non-credit/credit counselor to enter the path that best suits students' goals.
- Locate and obtain student service resources available for transfer.

Course Content

Course Lecture Content

The ESL Program recognizes that our students' race, ethnicity, linguistic background, and socioeconomic status can provide a rich source of background knowledge and foundational strengths from which to tap into as they build mastery of their English literacy.

Listening: 4-7 hours

General meaning of language, inferred emotion, and fact vs. opinion in information presented orally

Speaking: 5-8 hours

- Formal and informal conversations related to vocational and/or academic transitions
- Oral presentations related to research on "What's Next?" in their educational journey

Academic Vocabulary Development: 5-8 hours

- Roots, prefixes, suffixes, synonyms, antonyms, and homonyms
- Analogies that clarify meaning
- Strategy to ascertain the meaning of college-level vocabulary

Reading: 15-18 hours

- Main ideas and details
- Facts, opinions, and points of view
- Metacognitive reading routines

Writing: 15-18 hours

- Summaries of academic readings
- Writing mechanics
- The writing process including journal responses and self-reflections using multi-paragraph compositions

Language Forms and Structure: 5-8 hours

- Sentence structure to increase the effectiveness of writing
- Various grammatical forms including:
 - Effective sentence structure (e.g., run-ons and sentence fragments, subject-verb agreement)
 - Verb tenses
 - Active/passive voice

Study Skills: 3-6 hours

- Strategies to be successful in a credit course/program
- Self-regulation and organizational skills (e.g., note-taking strategies)

Orientation to College: 20-23 hours

- Academic and career goals
- Vocational, certificate, and transfer programs
- Educational plan
- American college system including college entry materials (e.g., catalog, college application, financial aid forms, college transcripts)
- Strategies to develop a growth mindset to overcome higher education anxiety
- Learning Management System (e.g., Canvas) practice and use for classroom purposes

Total Hours: 72-96

Course Materials

Open Educational Resources

Santa Ana College website sac.edu

Santa Ana College Guided Pathways sac.edu/pathways/Pages/default.aspx

SAC's Career Exploration Survey vitanavis.com/sac

Nealley Library Resources sac.edu/Library/Pages/default.aspx

Nealley Library Free Online Resources libguides.sac.edu/free-online-resources

Santa Ana College Catalog (latest online version)

What methods will be employed to help students learn?

- **Class Discussions**

Students will participate in class discussions to review and check their understanding of and responses to course content/classroom activities

such as for homework assignments, worksheet exercises, themes or ideas in academic and informational texts and reading passages.

- **Directed Learning Activities**

Students will do directed learning activities to focus on strengthening their knowledge of specific course content areas such as by reviewing grammatical tenses of English, transition words between paragraphs, and using idiomatic language and expressions in context related to transitioning to college.

- **Field Trips**

Students are invited to explore opportunities for academic, professional, personal or family-related reasons and/or to apply what they are learning in the classroom by taking school sponsored field trips provided as part of student services to visit for example other courses/programs/schools.

- **Group Study & Exercises**

Through class assignments and projects, students will engage in collaborative learning to problem solve on pair or group assignments and/or prepare for presentations on different content areas of the course.

- **Guest Speakers**

When guest speakers are available and requested by the instructor for in-class presentations, students will be able to learn more from the presenters on how they use English (e.g., vocabulary, pronunciation, grammar, reading and writing strategies) in their disciplines, careers, lives,

and so on. In addition, students will be able to summarize/clarify their key ideas and points with specific and relevant evidence.

- **Handouts**

The instructor may use student, instructor, and/or publisher created material to support deeper learning of the content presented in the course.

- **Instructor Demonstrations**

The instructor may use various demonstrating techniques. For example, to help students develop and increase their reading comprehension abilities, instructor may model analyzing an author's point of view and the audience and purpose in a reading passage.

- **Lecture**

Instructors will provide students with new information or lessons using various instructional deliveries such as through speech, desktop publishing presentations, or media recordings to introduce the course contents and subtopics followed by classroom activities to allow students to discuss, practice and assess their responses.

- **Media Presentations**

The instructor and students are able to present information to groups or the class on different content areas of the course using available internet, technology, and equipment in the classroom. For example, a group of students can present to the class their project on the similarities and differences between informal and formal letters for various purposes using PowerPoint, an image/graphics program, a PDF file, and internet.

- **Oral Presentations**

Students will be able to practice their oral skills by presenting information to the class on a content course topic of interest and also articulate their own ideas and the ideas of others as well as receive feedback.

- **Reading Assignments**

Through course work, students will be reading authentic text on content course topic of interest to put to practice their reading skills in order to prepare for assignments and/or projects which they will present to the class.

- **Visual Aids**

In order for deeper learning to occur and to help in scaffolding the content in the course, the instructor may use visual aids (e.g., graphic organizers, illustrations, etc.) to support student learning.

- **Writing Projects & Reports**

Students will participate in class projects to apply their understanding of and responses to course content/classroom activities, themes, or ideas in academic and informational texts and reading passages. Writing will be used in creating their presentations and their reflections of the material learned.

- **Other**

These instructional methods can be used in this course by the instructor; however, other related methods can also be employed and not all methods

listed are necessarily performed by each instructor:

Debates

Dialogues

Mini-speeches

Observations and demonstrations

Portfolios

Projects

Role-play activities

Student conferences

What learning activities or assignments are required outside of class?

Reading Assignments

Reading labels, statements, articles, newspapers, stories, books, and other materials.

Writing Assignments

Writing lists, emails, messages, notes, journals, and letters in personal, vocational and/or academic settings.

Other Assignments

- Speaking English with family, friends, neighbors, co-workers, and classmates. Practicing voice recordings and public speaking.
- Listening to information in English in TV shows, movies, news, videos, podcasts, and other mediums.
- Reviewing course materials (e.g., grammar, pronunciation, spelling, vocabulary) to prepare for quizzes, tests, presentations, and projects.

Standards of Achievement

How will learning be assessed? (Multiple measures must be used)

The student must complete all required assignments with a minimum rubric score of 70% on the student portfolio.

- Student Portfolios
- Reading and writing rubrics
- Educational plan
- Student performance
- Instructor's ongoing observation and assessment of the student's progress
- Quizzes
- Writing samples
- Peer evaluation
- Student self-evaluation