



Santiago Canyon College
Course Outline of Record Report
 01/13/2026

ESL120 : ESL for Citizenship

General Information

Author:	• Rita Van Dyke-Kao
Course Code (CB01) :	ESL120
Course Title (CB02) :	ESL for Citizenship
Program:	ESL Integrated*
Proposal Start:	Summer 2022 -Continuing Ed.
TOP Code (CB03) :	(4930.87) English as a Second Language–Integrated
CIP Code:	(32.0108) Developmental/Remedial English
SAM Code (CB09) :	E - Non-Occupational
Distance Education Approved:	Yes
Is Distance Education Course:	Yes
Course Control Number (CB00) :	CCC000628221
Curriculum Committee Approval Date:	11/29/2021
Board of Trustees Approval Date:	12/13/2021
External Review Approval Date:	12/15/2021
Course Description:	Provides development in listening, speaking, reading, and writing English within the context of history and government in preparation for the United States Citizenship Examination. Open Entry/Open Exit. Former Title: ESL Civics (Fall 2021)
Submission Rationale:	Improvement to Program of Study Change to Content Revise course; add range of hours Change title from ESL Civics to ESL for Citizenship. This is a shared courses with CEC. CEC is also changing their title and updating their hours to include a range of hours. Added former title in course description.
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Course Development Options

Basic Skill Status (CB08)

Course is a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

Rationale For Credit By Exam/Challenge

No value

Course Special Class Status (CB13)

Course is not a special class.

Allowed Number of Retakes

99

Retake Policy Description

CE - Continuing Education

Grading Criteria

- Pass/No Pass
- Satisfactory Progress
- Other:

Course Prior To College Level (CB21)

Five levels below transfer.

Allow Students To Audit Course

Course Support Course Status (CB26)	Course Capacity
Course is not a support course	999

Associated Programs

Course is Part of a Credential (CB24)

Associated Program	Award Type	Active
ESL for Citizenship, COM	Certificate of Competency	Spring 2025 -Cont Ed.

Transferability & Gen. Ed. Options

Course General Education Status (CB25)
No value

Transferability (CB05)	Transferability Status
Not transferable	Not transferable

Santa Ana College - Shared Course	Categories	Status	Approval Date	Comparable Course or Shared SAC Course
Shared Course with SAC	Shared course with Santa Ana College	Not Transferable	No value	ESL120 ESL for Citizenship

Units and Hours

Summary

Minimum Units (CB07)	0
Maximum Units (CB06)	0
Total Course In-Class (Contact) Hours	72 - 144
Total Course Out-of-Class Hours	0 - 0
Total Student Learning Hours	72 - 144

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

English as a Second Language (ESL).

Course Classification Code (CB11)

Other Non-Credit Enhanced Funding.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4 - 8	0
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	72 - 144
Laboratory	0
Activity	0
Total	72 - 144

Course Out-of-Class Hours

Lecture	0
Laboratory	0
Activity	0
Total	0

Minimum & Maximum Hour Range

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Advisory

ESL302 - Beginning High

or equivalent

Entrance Skills	
Entrance Skills	Description
No value	No value

Limitations on Enrollment	
Limitations on Enrollment	Description
No value	No value

Specifications	
Methods of Instruction	
Methods of Instruction	Activity
Rationale (Optional)	No value
Methods of Instruction	
Methods of Instruction	Cooperative Learning
Rationale (Optional)	No value
Methods of Instruction	
Methods of Instruction	Discussion
Rationale (Optional)	No value
Methods of Instruction	
Methods of Instruction	Distance Education
Rationale (Optional)	No value
Methods of Instruction	
Methods of Instruction	Guest Lecturers
Rationale (Optional)	No value
Methods of Instruction	
Methods of Instruction	Instructor-Prepared Materials
Rationale (Optional)	No value

Methods of Instruction	Lecture
Rationale (Optional)	No value

Methods of Instruction	Multimedia Presentations
Rationale (Optional)	No value

Methods of Instruction	Projects
Rationale (Optional)	No value

Outside-of-Class Assignments Only

To accelerate the learning of the required course competencies, students are encouraged to dedicate time outside of class to:

- speak English with family, friends, neighbors, co-workers, and classmates, and to practice voice recordings and public speaking.
- listen to information in English in TV shows, movies, news, videos, podcasts, and other media.
- read labels, statements, articles, newspapers, stories, books, and other materials.
- write lists, emails, messages, notes, journals, and letters in personal, vocational and/or academic settings.
- review course materials (e.g., grammar, pronunciation, spelling, vocabulary) to prepare for quizzes, tests, presentations, and projects.

Methods of Evaluation	Rationale (Optional)
Exams/Tests	No value
Oral and/or written commentary on cultural materials presented	No value
Oral Presentation	No value
Worksheets	No value
Class Participation	No value
Competency-based written and practical tests which demonstrate the students' ability to apply skills and concepts learned to minimum standards established by the instructor	No value
Standardized instrument objectively measuring student knowledge	No value

Textbook Rationale

No Value

Textbooks				
Author	Title	Publisher	Date	ISBN

Bliss, B.	Voices of Freedom: English and Civics for U.S. Citizenship, 4th edition	Pearson	2011 (\$27.99)	978-0132915656
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Other Instructional Materials

No Value

Materials Fee

No value

Learning Outcomes**Course Objectives**

Communicate the eligibility requirements and application process as it relates to naturalization.

Apply knowledge of key vocabulary as it relates to the naturalization process.

Complete an N400 form.

Respond to interview questions on practice USCIS and CASAS tests.

Describe the significance of the Oath of Allegiance.

Identify major U.S. historical events.

Describe major U.S. historical documents, symbols, events, holidays, places, and leaders.

Identify and describe geographical locations of the United States (e.g., oceans, longest rivers, neighboring countries, U.S. territories, and the U.S. capital).

Explain the U.S. political system and identify its leaders.

Identify the executive, judicial, and legislative branches of government and their main leaders.

Explain the process and qualifications for voting.

Describe the rights and responsibilities of citizens, including voting, paying taxes, selective service, and serving on a jury.

Explain and report significant personal information (e.g., marital status and employment history).

CSLOs

Demonstrate sufficient oral English language skills to pass the U.S. Citizenship and Immigration Services citizenship interview.

Expected SLO Performance: 70.0

Demonstrate sufficient knowledge of U.S. history and civics to pass the U.S. Citizenship and Immigration Services citizenship interview.

Expected SLO Performance: 70.0

Outline

Course Outline

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

Listening, Speaking, Reading, and Writing Skills (35-70 hours)

- Oral instructions
- Words that signal differences between present, past, and future events
- Question/Answer techniques
- Question tags
- Requests for clarification
- Word stress and intonation
- Reduced speech
- Information and details in a multi-sentence paragraph
- Informal vs. formal vocabulary and registers
- USCIS Reading Vocabulary List
- USCIS Writing Vocabulary List
- Spelling, punctuation, and capitalization

Naturalization (18-36 hours)

- Eligibility requirements and application procedures as they relate to the naturalization process
- Key government and naturalization vocabulary
- Questions on N400 form
- Interviewing techniques that will assist with the USCIS and CASAS interview experience
- The significance of the Oath of Allegiance

History of the United States (7-14 hours)

- Significance of major U.S. historical events, dates, leaders, documents, symbols, events, and geography

Government (7-14 hours)

- Names of key and current local, state, and federal government leaders
- Responsibilities of key and current leaders of the executive, legislative, and judicial branches of government

Civics (5-10 hours)

- Voter qualifications and the voting process
- Rights, responsibilities, and privileges of citizens including voting, paying taxes, selective service, and serving on a jury
- Factors that disqualify one from naturalization

Distance Education Addendum

1. Is the method of delivery 100% online or hybrid? Please select one.

100% Online

2. Title 5 (55204) states that "Any portion of a course conducted through distance education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities." Describe/give examples of the methods of instruction which will be used in the hybrid/online course. Please include how the methods of instruction used in the traditional classroom will be modified and/or replaced in the hybrid/online classroom. How will these methods ensure that you will maintain regular effective contact with the students?

This class is online. The textbook and lab assignments will be delivered through an online Learning Management System (LMS), such as Canvas. Instructors may also deliver online content to replicate ongoing traditional classroom interaction (i.e., instructor-student, student-student, student-instructor) in multiple formats (e.g., a combination of discussion boards, blogs, wikis; instructor-developed web lectures, converted PowerPoint presentations, digital video clips; graphics, digital animations; online reference resources; chats, e-mail, webinars; publisher-prepared online materials including CD/DVD support materials and textbook supplements; instructor blog/website; online libraries; and OER resources).

This distance education course will include regular effective contact. Instructors will regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course. This distance education course is considered a "virtual equivalent" of a face-to-face course. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face-to-face course. At the very least, the number of instructor contact hours per week that would be available for face-to-face students will also be available, in asynchronous and/or synchronous mode, with students in the distance education format. Contact shall be distributed in a manner that will ensure that regular contact is maintained, given the nature of asynchronous instructional methodologies, over the course of a week and should occur as often as is appropriate for the course. A response time of 24-48 hours, Monday through Friday, is desirable but may vary based on course requirements and extenuating circumstances (such as holidays and weekends).

Instructors will maintain regular effective contact related to the course through an LMS such as Canvas; hold group and individual meetings; coordinate orientations, review sessions, supplemental seminars, or study lessons; and clearly establish contact policies via text, e-mail, or other media options (e.g., video conferencing). Instructors may use announcements, discussion boards, wikis, blogs, or similar technology available at the time the course is offered. Instructors trained in the teaching of English as a Second Language will design this interaction to be effective by being relevant to recent or upcoming content, to current events, or to information that students can use to relate the course content to other experiences. Using a wide variety of strategies will allow for student differences in contacting the instructor and/or other students. Instructors will ensure the lines of communication remain open between the instructor and the students. Instructors will provide regular feedback on assignments, which may be held during a 30-minute virtual meeting with each individual student. Also, each student will have the opportunity to ask questions and have those questions addressed through class discussion boards.

3. Describe how you will promote and monitor effective student-to-student contact.

This course will include online student group discussion boards in order to foster interaction in the target language. Instructors will use discussion boards to facilitate class discussion, along with the possibility of using blogs, wikis, journals, etc., allowing student-to-student posts, which will provide further opportunities for students to interact in a virtual environment. Instructors will view these interactions regularly, making constructive comments to assure the effectiveness of student-to-student contact.

4. Describe and give examples of how student learning will be evaluated.

Student learning will be evaluated by a combination of formative and summative assessments (e.g., homework assignments, quizzes, tests, online activities, and evaluations consistent with the Course Outline of Record). Opportunities for student self-assessment will be provided at the end of each learning module, as formative assessments. Examinations and assignments will be given and submitted online. Students are expected to conduct two hours of outside study time for every one lecture hour as stated in the Course Outline of Record.

5. List any special texts, equipment, or supplies needed for this course or sections of this course being offered through distance education.

Access to an up-to-date computer with Office Applications (MS Word, PowerPoint, Excel, OR Pages, Keynote, Numbers, OR Open Office equivalents), webcam, speakers and microphone, and reliable high-speed internet connection that is capable of supporting streaming video. Internet speed of 4Mbps download and 512kbps upload or faster is recommended. Students should have access to at least two Internet browsers (e.g., Mozilla Firefox, Safari, Google Chrome). Instructors might require the use of a particular browser. Students should have a "back-up" computer/plan in the event that their main computer experiences technological difficulties. Students may be required to use a webcam for quizzes, tests, and exams.

6. Describe the college resources that will be required by you and your students (facilities, technology, student support services) for this course.

Technology: Computers, tablets, the Internet, and an LMS (such as Canvas).

Student Support Services: Students are not required to use any college resources, but should have access, as needed, to available online library services, counseling, tutoring, DSPS, and computer lab/learning center.

7. Section 55200 of title 5 states "In addition, instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. §12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. §794d)." What technologies will you be using for instruction (video, flash, images, etc)? How will you ensure that instruction using these technologies is accessible to students with disabilities?

Online classes at Santiago Canyon College are designed to be welcoming, accessible, and usable by everyone, including students who are English language learners, have a variety of learning styles, have disabilities, or are new to online learning. The instructor of this online class will work with DSPS to ensure that all course materials are ADA accessible before being offered to the public, such as documents being correctly formatted, images having alternate text descriptions, audio is transcribed, video is closed captioned, and third-party materials, such as publisher materials, websites, or shared student materials, are evaluated for accessibility and inaccessible elements are appropriately accommodated when needed.