



Santiago Canyon College
Course Outline of Record Report
 01/16/2026

ESL250 : Seminar for Beginning ESL Students

General Information

Author:	• Rita Van Dyke-Kao
Course Code (CB01) :	ESL250
Course Title (CB02) :	Seminar for Beginning ESL Students
Program:	ESL Integrated*
Proposal Start:	Spring 2026-CONT.ED.
TOP Code (CB03) :	(4930.87) English as a Second Language–Integrated
CIP Code:	(.320109) Second Language Learning
SAM Code (CB09) :	E - Non-Occupational
Distance Education Approved:	Yes
Is Distance Education Course:	Yes
Course Control Number (CB00) :	CCC000554532
Curriculum Committee Approval Date:	10/20/2025
Board of Trustees Approval Date:	12/08/2025
External Review Approval Date:	12/29/2025
Course Description:	Provides instruction in English language skills (reading, writing, listening, and speaking) on topics of interest to beginning English as a Second Language students. Through interactive activities, guided discussions, and practical exercises, students will build confidence in everyday communication and gain exposure to basic grammar and vocabulary. Open Entry/Open Exit.
Submission Rationale:	Mandatory Revision Quinquennial Review
Author:	• Rita Van Dyke-Kao

Course Development Options

Basic Skill Status (CB08)

Course is a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grading Criteria

- Pass/No Pass
- Satisfactory Progress
- Other: (P) PASS: The student has demonstrated proficiency in the learning outcomes of the course as evidenced by an average score of 70% or higher using various methods of evaluation/multiple measures. (SP) SATISFACTORY PROGRESS: The student has demonstrated proficiency in some of the learning outcomes of the course as evidenced by an average score of 50-69% using various methods of evaluation/multiple measures. (NP) NO PASS: The student has not demonstrated

proficiency in the learning outcomes of the course as evidenced by an average score of 0-49% using various methods of evaluation/multiple measures.

Allow Students to Gain Credit by Exam/Challenge

Allowed Number of Retakes
99

Course Prior To College Level (CB21)
Five levels below transfer.

Rationale For Credit By Exam/Challenge
No value

Retake Policy Description
CE - Continuing Education

Allow Students To Audit Course

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

Course Capacity
999

Associated Programs

Course is Part of a Credential (CB24)

Associated Program

Award Type

Active

Enhanced Beginning ESL Skills, COM

Certificate of Competency

Summer 2023 Continuing Ed.

Transferability & Gen. Ed. Options

Course General Education Status (CB25)
Not Applicable

Transferability (CB05)
Not transferable

Transferability Status
Not transferable

Units and Hours

Summary

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

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	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
Laboratory	0
Activity	0
Total	72
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

No Value

Entrance Skills

Entrance Skills	Description
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No value	No value
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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	Cooperative Learning
Rationale (Optional)	No value
Methods of Instruction	Discussion
Rationale (Optional)	No value
Methods of Instruction	Instructor-Prepared Materials
Rationale (Optional)	No value
Methods of Instruction	Lecture
Rationale (Optional)	No value
Methods of Instruction	Distance Education
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
Group Projects	No value
Observation and evaluation of attitudes and actions	No value
Oral Presentation	No value
Quizzes	No value
Worksheets	No value
Class Participation	No value
Class Work	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
No Value	No Value	No Value	No Value	No Value

Other Instructional Materials	
Description	Textbook selected from ESL Department Book List
Author	
Citation	No value
Description	Instructor-developed materials
Author	
Citation	No value
Description	Open Educational Resources (OER)
Author	No value
Citation	No value

Materials Fee

No value

Learning Outcomes

Course Objectives

Apply oral language skills to topics of interest.

Produce familiar words orally with comprehensible pronunciation.

Use basic listening strategies to interpret simple listening passages on topics of interest.

Employ reading strategies to decode simple texts on familiar topics.

Recall and demonstrate the use of new vocabulary.

Communicate ideas using basic grammar structures.

Write simple sentences related to topics of interest.

CSLOs

Demonstrate beginning-level listening and speaking skills by participating in structured conversations, responding to questions, and following oral directions with basic accuracy. Expected SLO Performance: 70.0

*ESL Integrated**
Enhanced Beginning ESL Skills, COM

Demonstrate fundamental reading, writing, listening, and speaking skills with a focus on pronunciation in English.

Write simple, grammatically correct sentences using basic punctuation and spelling at a beginning level of proficiency. 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.

Speaking Skills (18 hours)

- Simple dialogues and everyday conversations
- Basic statements and question forms
- Key pronunciation features (e.g., syllable stress, intonation)
- Oral fluency through pair and group interaction

Listening Skills (18 hours)

- Comprehension of simple listening passages
- Foundational listening strategies (e.g., identifying key words, listening for main ideas)
- Recognition of high-frequency spoken vocabulary
- Integration of listening with follow-up speaking or writing activities

Reading Skills (18 hours)

- Short, level-appropriate texts (e.g., signs, forms, schedules)
- Basic reading strategies (e.g., skimming, scanning, context clues)
- Vocabulary development focused on foundational everyday language
- Sight word recognition and reading fluency

Writing Skills (18 hours)

- Simple sentence structure and word order
- Core grammar topics (e.g., verb tenses, articles, subject-verb agreement)
- Functional writing tasks (e.g., filling forms, writing lists, labeling)
- Sentence-level mechanics (e.g., punctuation, capitalization, spelling)

Distance Education Addendum

1. Select the distance education modality. A Distance Education Addendum (DEA) that is 100% online includes hybrid modality. For EDEA - In consultation with the department, the instructor of record determines emergency status, which can apply to any teaching environment that the instructor deems potentially unsafe. This section was revised in 2022, to view prior DEAs then select "Show History" in the Curriculum Library.

- 100% Online
- Hybrid

2. Title 5 (55204) states that "Any portion of a course conducted through distance education includes regular and substantive interaction between instructor(s) and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voicemail, email, or other activities." Describe the methods of instruction applied in this course and include any strategies that will ensure regular and substantive interaction between students and the instructor(s) in the online modality.

This distance education course will include regular and substantive interaction. 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.

In this online class, students will be assigned various learning activities. The course materials will be delivered through an online Learning Management System (LMS), such as Canvas. Instructors will also deliver online content in multiple formats, including 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.

Instructors will maintain regular and substantive interaction related to the course through an LMS; 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 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 give regular, timely, and individual feedback on student work and participation in the class. This feedback will be given by using the feedback tools in the course Learning Management System, informally in discussions, and in weekly announcements. Instructors may also provide feedback to students during 30-minute virtual meetings with each individual student. Students may also have the opportunity to ask questions and have those questions addressed through class discussion boards and during synchronous class meetings. For asynchronous questions, 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).

3. Describe the ways regular and substantive student-to-student contact will be monitored and promoted.

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 peer reviews, blogs, wikis, journals, study groups, etc., allowing student-to-student posts, which will provide further opportunities for students to interact in a virtual environment. This online class may also include synchronous meetings, where students will engage in synchronous interaction, role plays, and discussions. The instructor will also be a principal member of this community and monitor the student-to-student interaction from within these discussions.

4. Describe ways student learning will be evaluated and provide examples.

Student learning will be evaluated by a combination of formative and summative assessments (e.g., homework assignments, quizzes, tests, online activities, projects, 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 required for this course, e.g., facilities, technology, student support services, etc.

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 be used for instruction, e.g., videos, images, etc.? Explain the ways that will ensure that these technologies will be 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. Video conferencing meetings (e.g., Zoom) will have synchronous captioning upon request.