



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

## ESL260 : Seminar for Intermediate ESL Students

### General Information

Author:	• Rita Van Dyke-Kao
Course Code (CB01) :	ESL260
Course Title (CB02) :	Seminar for Intermediate 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) :	CCC000554533
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 intermediate English as a Second Language students. Students will explore topics relevant to their language learning needs while building confidence through collaboration and interactive communication. 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)**  
Three 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 Intermediate ESL Skills, COM	Certificate of Competency	Fall 2025-CONT. Ed.

### Transferability & Gen. Ed. Options

**Course General Education Status (CB25)**  
Not Applicable

<b>Transferability (CB05)</b> Not transferable	<b>Transferability Status</b> Not transferable
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### Units and Hours

#### Summary

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

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	54
<b>Course In-Class (Contact) Hours</b>	
Lecture	72
Laboratory	0
Activity	0
<b>Total</b>	72
<b>Course Out-of-Class Hours</b>	
Lecture	0
Laboratory	0
Activity	0
<b>Total</b>	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	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	Projects
Rationale (Optional)	No value

<b>Methods of Instruction</b>	Distance Education
<b>Rationale (Optional)</b>	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.

<b>Methods of Evaluation</b>	<b>Rationale (Optional)</b>
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
Standardized instrument objectively measuring student knowledge	No value

**Textbook Rationale**

No Value

**Textbooks**

<b>Author</b>	<b>Title</b>	<b>Publisher</b>	<b>Date</b>	<b>ISBN</b>
No Value	No Value	No Value	No Value	No Value

**Other Instructional Materials**

<b>Description</b>	Textbook selected from ESL Department book list.
<b>Author</b>	
<b>Citation</b>	No value
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<b>Description</b>	Instructor-created materials.
<b>Author</b>	

<b>Citation</b>	No value
<b>Description</b>	Open Educational Resources (OER)
<b>Author</b>	No value
<b>Citation</b>	No value
<b>Materials Fee</b>	No value

<b>Learning Outcomes</b>
<b>Course Objectives</b>
Read authentic materials on topics of interest.
Discuss familiar topics.
Express opinions and ideas on topics of interest.
Use listening strategies to check for understanding.
Recall and demonstrate the use of new vocabulary.
Produce simple, compound, and complex sentences.
Construct short paragraphs on topics of interest.
<b>CSLOs</b>
<b>Demonstrate the ability to understand and respond to spoken English at an intermediate level by participating in discussions, giving short presentations, and following multi-step oral instructions.</b> <span style="float: right;">Expected SLO Performance: 70.0</span>
<i>ESL Integrated*</i> Enhanced Intermediate ESL Skills, COM
Demonstrate essential reading, writing, listening, and speaking skills with a focus on writing in English.
<b>Demonstrate the ability to write clear, structured paragraphs using appropriate grammar, vocabulary, and transitional phrases at an intermediate level of proficiency.</b> <span style="float: right;">Expected SLO Performance: 70.0</span>

ESL Integrated\*  
Enhanced Intermediate ESL Skills, COM

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

## 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.*

#### Reading Skills (18 hours)

- Authentic texts focused on topics relevant to students' lives and interests
- Strategies for learning and understanding new vocabulary in context
- Identification of main ideas and supporting details in short readings

#### Speaking Skills (18 hours)

- Dialogues, role plays, and small-group discussions on familiar topics
- Expression of personal opinions and ideas in spoken English
- Stress and intonation patterns to enhance pronunciation and clarity

#### Listening Skills (18 hours)

- Strategies for improving listening comprehension in everyday situations
- Cloze and fill-in-the-blank exercises based on spoken texts
- Appropriate responses to spoken instructions and simple conversational cues related to familiar topics

#### Writing Skills (18 hours)

- Intermediate grammatical structures in written communication
- Construction of simple, compound, and basic complex sentences
- Development of clear, organized paragraphs with main ideas and supporting details

## 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 DSPP 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.