



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

ESL301 : Beginning Low

General Information

Author:	• Rita Van Dyke-Kao
Course Code (CB01) :	ESL301
Course Title (CB02) :	Beginning Low
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) :	CCC000591102
Curriculum Committee Approval Date:	11/29/2021
Board of Trustees Approval Date:	12/13/2021
External Review Approval Date:	12/15/2021
Course Description:	For students with some literacy in English. Emphasizes language skills in everyday situations and immediate needs of adult English learners, focusing on listening comprehension and beginning oral production of simple conversations, reading of practiced words and phrases, and completing simple writing tasks in the context of school, work, and community. Open Entry/Open Exit.
Submission Rationale:	Improvement to Program of Study Change to Content Revise course; add range of hours CEC is also updating their course to include a range of hours
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 60-69% using various methods of evaluation/multiple measures. (NP) NO

<input type="checkbox"/> Allow Students to Gain Credit by Exam/Challenge	Allowed Number of Retakes 99	PASS: The student has not demonstrated proficiency in the learning outcomes of the course as evidenced by an average score of 0-59% using various methods of evaluation/multiple measures. Course Prior To College Level (CB21) Seven levels below transfer.
Rationale For Credit By Exam/Challenge No value	Retake Policy Description CE - Continuing Education	<input type="checkbox"/> Allow Students To Audit Course
Course Support Course Status (CB26) Course is not a support course	Course Capacity 999	

Associated Programs		
Associated Program	Award Type	Active
<input checked="" type="checkbox"/> Course is Part of a Credential (CB24)		
ESL Beginning, COM	Certificate of Competency	Spring 2025 -Cont Ed.
English as a Second Language Program, COM	Certificate of Competency	Spring 2025 -Cont Ed.

Transferability & Gen. Ed. Options				
Course General Education Status (CB25) Not Transferrable				
Transferability (CB05) Not transferable		Transferability Status 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	English As a Second Language 301 Beginning Low

Units and Hours	
Summary	
Minimum Units (CB07)	0

Maximum Units (CB06)	0
Total Course In-Class (Contact) Hours	96 - 216
Total Course Out-of-Class Hours	0 - 0
Total Student Learning Hours	96 - 216

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	5.33 - 12	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	96 - 216
Laboratory	0
Activity	0
Total	96 - 216

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

ESL300 - Literacy

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

Guest Lecturers

Rationale (Optional)

No value

Methods of Instruction	Handouts
Rationale (Optional)	No value
Methods of Instruction	Individualized Instruction
Rationale (Optional)	No value
Methods of Instruction	Instructor-Prepared Materials
Rationale (Optional)	No value
Methods of Instruction	Journaling
Rationale (Optional)	No value
Methods of Instruction	Mediated Learning
Rationale (Optional)	No value
Methods of Instruction	Multimedia Presentations
Rationale (Optional)	No value
Methods of Instruction	Observation and Demonstration
Rationale (Optional)	No value
Methods of Instruction	Projects
Rationale (Optional)	No value
Methods of Instruction	Distance Education
Rationale (Optional)	No value
Outside-of-Class Assignments Only	
<i>To accelerate the learning of the required course competencies, students are encouraged to dedicate time outside of class to:</i>	
<ul style="list-style-type: none"> • 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)
Computer Assignments	No value
Exams/Tests	No value
Group Projects	No value
Observation and evaluation of attitudes and actions	No value
Open-ended and controlled dialogues	No value
Oral and/or written commentary on cultural materials presented	No value
Oral Presentation	No value
Portfolios	No value
Projects	No value
Quizzes	No value
Worksheets	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
Standard instrument measuring student subjective opinion	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
<hr/>	
Description	Open Educational Resources (OER)
Author	
Citation	No value
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Description	Instructor-developed materials
Author	
Citation	No value

Materials Fee

No value

Learning Outcomes**Course Objectives**

Identify the general topic and key words and phrases in oral communication.

Participate in short conversations about familiar topics and in familiar contexts.

Read familiar words and phrases.

Write words and short phrases based on learned vocabulary and language structures.

CSLOs

Ask and answer simple questions to demonstrate understanding.

Expected SLO Performance: 70.0

Complete a simple form with basic information.

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 Skills (22-50 hours)

- Key words and phrases in oral communication
- Active listening skills
- Context to determine the meaning of words or phrases
- High-frequency, multi-word commands, social expressions, and short warnings
- The general topic or idea
- Simple questions
- Questions versus statements
- Simple idioms and phrasal verbs
- Vocabulary in context

Speaking Skills (22-50 hours)

- Simple information

- Basic information, opinions, and directions
- State of being (e.g., feelings, ailments, etc.)
- Syntactically simple sentences with basic vocabulary
- Requests for simple clarification
- Simple commands and expressing caution
- Basic needs and everyday activities
- Short conversations about familiar topics and in familiar contexts

Reading Skills (18-40 hours)

- Essential idioms and idiomatic language in signs (e.g., directions and requests)
- Vocabulary in context
- Specific information
- Warnings
- Predicting, phonics-decoding strategies, and context to infer the meaning of high-frequency sight words or phrases
- Word structures (e.g., high-frequency prefixes and suffixes) to infer the meaning of a word or phrase
- Purpose of a statement, such as a question, traffic ticket, or an advertisement
- One- to two-step written directions
- Written conversations
- Features of text (including titles, sentences, simple charts, and schedules)
- Terms on simplified forms
- Skimming and scanning strategies

Writing Skills (18-40 hours)

- Words, phrases, and simple sentences
- Simple phrases and sentences related to the classroom, work, and life
- Common nouns, noun phrases, verbs, conjunctions, and prepositions
- Subject-verb agreement, spelling, basic capitalization, and punctuation
- Expressing an opinion about a familiar topic
- Informal versus formal language use
- Basic pre-writing activities
- Short dictation tasks

Pronunciation Skills (9-20 hours)

- Simple contractions
- Singular and plural sounds
- Syllables and stress patterns in vocabulary words
- Pitch levels and length of syllables
- Vowel sounds
- Initial "th" sounds
- Appropriate intonation for yes/no questions

Language Structure and Grammar (7-16 hours)

- Simple statements: affirmative and negative
- "Yes," "no," "or," and "Wh-" questions and answers
- Compound sentences with "and" and "but"
- Pronouns
- Singular vs. plural nouns
- Verb "to be"
- Simple present
- Present continuous
- Simple past
- Future with "be going to" or "will"
- Modal "can"
- Subject-verb agreement
- Basic prepositions

College/Workforce Preparation (hours are included in integrated skills instruction)

- Key features of a text (such as titles, subheadings, sources, keywords, and visual elements)
- Vocabulary list creation and maintenance
- Notebook organization
- Identification of jobs and job duties
- Job ads and announcements for specific information
- Critical thinking, creative thinking, and problem-solving skills

Digital Literacy (hours are included in integrated skills instruction)

- Keys/functions on a keyboard
- Basic terminology and simple oral commands (e.g., "Open app.")

- Document creating, saving, opening, and printing

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 one hour 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.