



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

ESL303 : Intermediate Low

General Information

Author:	• Rita Van Dyke-Kao
Course Code (CB01) :	ESL303
Course Title (CB02) :	Intermediate 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) :	CCC000628225
Curriculum Committee Approval Date:	11/29/2021
Board of Trustees Approval Date:	12/13/2021
External Review Approval Date:	12/15/2021
Course Description:	Emphasizes comprehending and participating in conversations, communicating needs and opinions, reading from academic and informational text, and performing written tasks. Exposes students to authentic spoken and written content to prepare students for college, the workplace, and civic participation. Five high school elective credits may be granted upon passing the course. 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 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.

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
ESL Communication, COM	Certificate of Competency	Spring 2025 -Cont Ed.
ESL Intermediate, COM	Certificate of Competency	Spring 2025 -Cont Ed.
ESL Intermediate Multilevel, COM	Certificate of Competency	Spring 2025 -Cont Ed.
ESL for Citizenship, 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	ESL303 Intermediate 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
<p>Advisory</p> <p>ESL302 - Beginning High</p> <p>or equivalent</p>

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	Distance Education
Rationale (Optional)	No value
Methods of Instruction	Guest Lecturers
Rationale (Optional)	No value
Methods of Instruction	Handouts
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
Outside-of-Class Assignments Only	
<p>To accelerate the learning of the required course competencies, students are encouraged to dedicate time outside of class to:</p> <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
Description	Instructor-developed materials

Author	
Citation	No value
Description	Open Educational Resources (OER)
Author	
Citation	No value
Materials Fee	
	No value

Learning Outcomes	
Course Objectives	
Identify the general topic, sequence of events, characters, or setting in level-appropriate listening passages.	
Participate in simple face-to-face or phone conversations and respond to simple questions.	
Interpret short informational reading passages on familiar topics.	
Perform basic academic, vocational, and civic writing tasks on familiar topics.	
CSLOs	
Answer comprehension questions to demonstrate understanding of listening passages/aural instructions. Expected SLO Performance: 70.0	
<i>ESL Integrated*</i> ESL Intermediate Multilevel, COM	Demonstrate essential reading, writing, listening, and speaking skills in English.
	Demonstrate essential reading, writing, listening, and speaking skills in English.
<i>ESL Integrated*</i> ESL Intermediate, COM	Demonstrate essential reading, writing, listening, and speaking skills in English.
	Demonstrate essential reading, writing, listening, and speaking skills in English.
<i>ESL Writing*</i> ESL Intermediate Writing, COM	Demonstrate essential written communication skills in English.
	Demonstrate essential written communication skills in English.
<i>ESL Speaking*</i> ESL Communication, COM	Demonstrate fundamental communication skills with a focus on pronunciation in English.
<i>ESL Integrated*</i> English as a Second Language Program, COM	Demonstrate improved communication skills as they pertain to second language learners.

*ESL Integrated**

ESL for Citizenship, COM

Demonstrate knowledge of citizenship and civic-related issues.

Demonstrate knowledge of citizenship and civic-related issues.

Write a short, loosely-organized paragraph based on personal experiences or familiar materials in response to a reading passage and/or a visual/written prompt.

Expected SLO Performance: 70.0

*ESL Integrated**

ESL Intermediate Multilevel, COM

Demonstrate essential reading, writing, listening, and speaking skills in English.

Demonstrate essential reading, writing, listening, and speaking skills in English.

*ESL Integrated**

ESL Intermediate, COM

Demonstrate essential reading, writing, listening, and speaking skills in English.

Demonstrate essential reading, writing, listening, and speaking skills in English.

*ESL Writing**

ESL Intermediate Writing, COM

Demonstrate essential written communication skills in English.

Demonstrate essential written communication skills in English.

*ESL Speaking**

ESL Communication, COM

Demonstrate fundamental communication skills with a focus on pronunciation in English.

*ESL Integrated**

English as a Second Language Program, COM

Demonstrate improved communication skills as they pertain to second language learners.

Demonstrate the ability to complete everyday written tasks.

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 (14-33 hours)

- Context to infer the meaning of words or phrases
- Oral instructions (e.g., multi-word commands and social expressions)
- The main idea and supporting details in oral presentations and simple spoken texts
- Speaker's purpose
- Yes/no questions for information based on a variation in tone or mood
- Context of frequently used idioms/phrasal verbs
- General topic, sequence of events, characters, or setting in level-appropriate listening passages

Speaking Skills (14-33 hours)

- Experiences about past events in order
- Informal and formal language
- Language choices with emerging control in various social and academic contexts
- An increasing number of academic and content-specific vocabulary and expressions
- Presentations on a specific topic with supporting details
- Conversations and interviews
- Formal and informal language when asking for clarification and/or making requests
- Questions using present perfect, past, and future tenses
- Sequence of events in the past that continue into the future being understood at a basic level

Reading Skills (22-50 hours)

- Specific information, definitions, or details
- Common idiomatic language, such as idiomatic expressions, phrasal verbs, semantic clusters, and other collocations supported by contextual clues
- Common, unfamiliar words by using an English learners' dictionary
- Context and word structures (affixes and roots) to infer the meaning of a word or phrase
- Knowledge of cohesive devices such as pronoun references, adverbs of time, and conjunctions to interpret meaning

- Purpose and audience in one-page authentic text such as forms, letters from school, articles, narratives, and brochures
- Information from price lists, bar graphs, and pie charts
- Main and supporting ideas
- Pre-reading strategies
- Transitional words
- Abbreviations

Writing Skills (22-50 hours)

- Loosely-organized paragraphs based on a prompt
- Words and phrases related to the workplace, school, and real-life situations
- Writing process
- Letters for personal and professional needs
- Online and paper forms (e.g., medical history, job application, banking) requiring detailed information on varied topics
- The stages of the writing process: prewriting, writing, revising, editing, and publishing with some degree of accuracy
- Email for personal and professional needs

Pronunciation Skills (8-15 hours)

- Intonation of questions
- th, v/b, p/f sounds
- Contrasting sounds: ch/sh, l/r
- Reduced forms: did you, should you, must you
- Similar-sounding vowels
- Consonant vowel linking
- Regular past tense and participle verb endings
- Final "s" sounds
- Contractions with have

Language Structure and Grammar (16-35 hours)

- Yes, "no," "or," and "Wh-" questions and answers using present perfect and present perfect progressive
- Complex sentences (adverbial clauses of time and reason)
- Direct speech
- Modals/Modal phrases (e.g., can/can't/should/shouldn't/have to/don't/doesn't have to/may/may not)
- Conditionals (present real, future real)
- Verbs followed by gerunds and infinitives
- Reflexive pronouns
- Direct and indirect objects
- SVA with compound subjects and objects using conjunctions (positive/negative forms)
- Imperatives
- Basic passive voice
- Basic phrasal verbs with object pronouns

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

- Key features of a text such as date, author, title, section headings, key vocabulary, sources, sidebars, footnotes, captions, graphs, and illustrations
- Course syllabus
- Time management skills for class assignments
- Classroom notes
- Descriptions of job duties, wages, and benefits
- Personal strengths, weaknesses, skills and experience as they relate to potential careers
- Personal interests, aptitudes, goals, personality types, skills, and values as related to work
- Workplace soft skills, such as customer care, communication, personal qualities, and leadership/teamwork skills
- Critical thinking, creative thinking, and problem-solving skills

Digital Literacy (hours are included in integrated skills instruction)

- Technology to edit and revise writing
- Technology to work collaboratively on class activities, reports, and/or presentations

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.