



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

## ESL304 : Intermediate High

### General Information

Author:	• Rita Van Dyke-Kao
Course Code (CB01) :	ESL304
Course Title (CB02) :	Intermediate High
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) :	CCC000628226
Curriculum Committee Approval Date:	11/29/2021
Board of Trustees Approval Date:	12/13/2021
External Review Approval Date:	12/27/2021
Course Description:	Emphasizes expanding oral language, critical and creative thinking skills in English, and reading comprehension of authentic academic and informational text. Written tasks focus on academic and workforce preparation, as well as increased community 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
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)**  
Four 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 Intermediate, 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

**ESL304 Intermediate High**

### Units and Hours

#### Summary

**Minimum Units (CB07)**

0

<b>Maximum Units (CB06)</b>	0
<b>Total Course In-Class (Contact) Hours</b>	96 - 216
<b>Total Course Out-of-Class Hours</b>	0 - 0
<b>Total Student Learning Hours</b>	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**

	<b>In Class</b>	<b>Out of Class</b>
Lecture Hours	5.33 - 12	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	96 - 216
Laboratory	0
Activity	0
<b>Total</b>	96 - 216
<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**

ESL303 - Intermediate Low

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	Distance Education
Rationale (Optional)	No value

<b>Methods of Instruction</b>	Guest Lecturers
<b>Rationale (Optional)</b>	No value
<b>Methods of Instruction</b>	Handouts
<b>Rationale (Optional)</b>	No value
<b>Methods of Instruction</b>	Instructor-Prepared Materials
<b>Rationale (Optional)</b>	No value
<b>Methods of Instruction</b>	Journaling
<b>Rationale (Optional)</b>	No value
<b>Methods of Instruction</b>	Mediated Learning
<b>Rationale (Optional)</b>	No value
<b>Methods of Instruction</b>	Multimedia Presentations
<b>Rationale (Optional)</b>	No value
<b>Methods of Instruction</b>	Observation and Demonstration
<b>Rationale (Optional)</b>	No value
<b>Methods of Instruction</b>	Projects
<b>Rationale (Optional)</b>	No value
<b>Outside-of-Class Assignments Only</b>	
<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"> <li>• speak English with family, friends, neighbors, co-workers, and classmates, and to practice voice recordings and public speaking.</li> <li>• listen to information in English in TV shows, movies, news, videos, podcasts, and other media.</li> <li>• read labels, statements, articles, newspapers, stories, books, and other materials.</li> <li>• write lists, emails, messages, notes, journals, and letters in personal, vocational and/or academic settings.</li> <li>• review course materials (e.g., grammar, pronunciation, spelling, vocabulary) to prepare for quizzes, tests, presentations, and projects.</li> </ul>	
<b>Methods of Evaluation</b>	<b>Rationale (Optional)</b>
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

<b>Textbook Rationale</b>
No Value

<b>Textbooks</b>				
<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

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

**Materials Fee**

No value

**Learning Outcomes**

**Course Objectives**

Interpret phrases, words, sentences, conversations, and podcasts.

Use oral language skills to answer direct questions, participate in a conversation, and talk on a specific topic.

Use reading skills to skim text or graphic organizers for the main idea, and interpret the content and meaning of authentic material.

Develop written tasks with a focus on academic, workplace, and survival skills, on personal and non-personal topics.

**CSLOs**

**Evaluate verbally the point and purpose of authentic podcasts, read-aloud stories, listening passages, or spoken messages.**

Expected SLO Performance: 70.0

*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 Integrated\**

English as a Second Language Program, COM

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

**Write a well-developed paragraph that includes a topic sentence, three supporting details, and a conclusion, on personal experiences or a familiar topic, based on a visual or written prompt.**

Expected SLO Performance: 70.0

*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 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 (11-25 hours)

- Context to infer meaning of words or phrases in a listening passage
- Responses to instructions and rules or opinions presented orally
- Stated or implied main ideas and supporting details in oral presentations and spoken text
- A speaker's purpose or point of emphasis
- Meaning and intent based on variation in tone or mood
- Meaning of general academic and workplace-specific words and phrases

#### Speaking Skills (11-25 hours)

- Questions and information from varied sources
- Conversations and discussions
- Ideas and building on the ideas of others
- Relevant questions, information, evidence, and key ideas
- Questions to gain information or clarify understanding
- Oral presentations, including an introduction, details, and conclusion
- Persuasive language
- Questions using present, past perfect, and past perfect progressive

#### Reading Skills (25-58 hours)

- An author's point of view, audience, purpose/meaning, and tone
- Pre-reading, while-reading, and comprehension strategies
- Central ideas, themes, and supporting details in a reading passage
- Key details
- Main idea comparisons and contrasts in texts
- Idiomatic language (e.g., phrasal verbs, semantic clusters, and other collocations supported by contextual clues)
- Appropriate definition recognition among multiple definitions using a dictionary
- Context, questioning, and/or word structures (affixes and roots) to infer the meaning of a word or phrase in a reading passage
- Statements of facts and opinions, and the reasons an author gives to support a claim
- Details and examples in a text to explain explicit and implicit meaning

#### Writing Skills (25-58 hours)

- Compound and a few complex sentences using adverbial clauses with SVA
- A well-developed paragraph including a topic sentence, supporting details, and conclusion (e.g., an autobiography)
- A range of academic and content-specific words, phrases, and expressions to show developing control of style and tone
- Self-editing and peer editing to include capitalization, proper punctuation, and correct spelling
- A bibliography
- Gathering and paraphrasing information from multiple sources; avoiding plagiarism
- Developing an informational topic with facts and details; providing a conclusion
- Common transitional words and phrases to connect events, ideas, and opinions
- Stages of the writing process: prewriting, writing, revising, editing, and publishing

#### Pronunciation Skills (5-10 hours)

- Clear utterances
- Word and sentence linking
- Reduced forms of would and will
- Word ending sounds: s, th, d
- Contrasting sounds: r/l, b/v, t/th
- Intonation, pitch, stress, length of syllable patterns, and rhythm
- Similarity of sounds in medial position
- Vowel sounds
- Intonation of tag questions
- Reduced forms (could have, should have)

#### Language Structure and Grammar (19-40 hours)

- "Yes," "no," "or," and "Wh-" questions and answers using past perfect, past perfect progressive, and future progressive
- Adjectival clauses (who, which)
- Embedded questions
- Tag questions

- Present/Past modals/modal phrases (used to, could, should have, could have, was able to, had to)
- Indirect speech
- Hope clauses
- Present wish clauses
- Present unreal conditional
- Active/Passive (simple present)
- Reflexive and indefinite pronouns
- Parallel structure
- Conjunctive adverbs
- Compound and complex sentences
- Adverbs of time
- Conjunctions
- Stative verbs

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

- Course syllabus and study calendar
- Active listening techniques
- Lecture/presentation notes
- Techniques for time management and stress management
- Résumé preparation
- An action plan to identify problems and devise solutions
- Authentic paper and online job applications and forms
- Parts of a business letter and email
- Critical thinking, creative thinking, and problem-solving skills

#### **Digital Literacy (hours are included in integrated skills instruction)**

- Digital resources to evaluate appropriateness for educational use
- Visuals (e.g., graphics, illustrations, or diagrams) and multimedia sources (e.g., video, audio) into classroom 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.

