



Santiago Canyon College  
**Course Outline of Record Report**  
 01/06/2026

**ESL440 : Beginning Multilevel**

**General Information**

<b>Author:</b>	• Rita Van Dyke-Kao
<b>Course Code (CB01) :</b>	ESL440
<b>Course Title (CB02) :</b>	Beginning Multilevel
<b>Program:</b>	ESL Integrated*
<b>Proposal Start:</b>	Spring 2026-CONT.ED.
<b>TOP Code (CB03) :</b>	(4930.87) English as a Second Language–Integrated
<b>CIP Code:</b>	(.320109) Second Language Learning
<b>SAM Code (CB09) :</b>	E - Non-Occupational
<b>Distance Education Approved:</b>	Yes
<b>Is Distance Education Course:</b>	Yes
<b>Course Control Number (CB00) :</b>	CCC000566417
<b>Curriculum Committee Approval Date:</b>	10/20/2025
<b>Board of Trustees Approval Date:</b>	12/08/2025
<b>External Review Approval Date:</b>	12/29/2025
<b>Course Description:</b>	Provides instruction for students in various levels of beginning English proficiency. Emphasizes speaking, listening, reading, and writing English, with an emphasis on practical language use in familiar contexts. Recommended for students in Literacy, Beginning Low, and Beginning High ESL levels. Open Entry/Open Exit.
<b>Submission Rationale:</b>	Mandatory Revision  Quinquennial review - edited CIP code.
<b>Author:</b>	• Rita Van Dyke-Kao

**Course Development Options**

<b>Basic Skill Status (CB08)</b> Course is a basic skills course.	<b>Course Special Class Status (CB13)</b> Course is not a special class.	<b>Grading Criteria</b> <ul style="list-style-type: none"> <li>• Pass/No Pass</li> <li>• Satisfactory Progress</li> <li>• 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.</li> </ul>
<input type="checkbox"/> Allow Students to Gain Credit by Exam/Challenge	<b>Allowed Number of Retakes</b> 99	<b>Course Prior To College Level (CB21)</b> Six levels below transfer.
<b>Rationale For Credit By Exam/Challenge</b> No value	<b>Retake Policy Description</b> CE - Continuing Education	<input type="checkbox"/> Allow Students To Audit Course
<b>Course Support Course Status (CB26)</b> Course is not a support course	<b>Course Capacity</b> 999	

**Associated Programs**

Course is Part of a Credential (CB24)

Associated Program	Award Type	Active

ESL Beginning Multilevel, COM

Certificate of Competency

Spring 2025 -Cont Ed.

**Transferability & Gen. Ed. Options**

**Course General Education Status (CB25)**

Not Transferable

**Transferability (CB05)**

Not transferable

**Transferability Status**

Not transferable

**Units and Hours**

**Summary**

<b>Minimum Units (CB07)</b>	0
<b>Maximum Units (CB06)</b>	0
<b>Total Course In-Class (Contact) Hours</b>	216
<b>Total Course Out-of-Class Hours</b>	0
<b>Total Student Learning Hours</b>	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.

**Funding Agency Category (CB23)**

Not Applicable.

Work Experience Education Status (CB10)

Variable Credit Course

**Weekly Student Hours**

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

<b>Activity Name</b>	<b>Type</b>	<b>In Class</b>	<b>Out of Class</b>
No Value	No Value	No Value	No Value

**Pre-requisites, Co-requisites, Anti-requisites and Advisories**

No Value

**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	Discussion
Rationale (Optional)	No value

Methods of Instruction	Distance Education
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	Lecture
Rationale (Optional)	No value

Methods of Instruction	Projects
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
Class Participation	No value
Class Work	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** No value  
**Citation** No value

**Description** Instructor-developed materials  
**Author** No value  
**Citation** No value

**Description** Open Educational Resources (OER)  
**Author** No value  
**Citation** No value

**Materials Fee**

No value

**Learning Outcomes**

**Course Objectives**

Recognize and follow simple spoken instructions in the classroom and in everyday settings.

Identify key information and the main idea in short conversations or listening activities on familiar topics.

Respond appropriately to short emergency warnings and common announcements.

Participate in brief conversations about familiar topics such as daily routines, health, and personal information.

Ask and answer simple questions to meet basic needs, including requests for help, directions, and clarification.

Introduce oneself and others using appropriate greetings and personal information.

Express basic feelings, preferences, and opinions using simple vocabulary and sentence patterns.

Read and understand simple written texts such as signs, labels, forms, schedules, and short paragraphs.
Use reading strategies like skimming, scanning, and predicting to understand basic texts.
Interpret information on simplified forms, charts, and common community materials.
Write personal information clearly on forms and applications.
Create simple sentences and short paragraphs about familiar topics using basic grammar and vocabulary.
Use models to complete guided writing tasks such as short letters, emails, or messages.
Begin using the writing process (prewriting, drafting, editing) with support.
Use basic grammatical structures, including the verb "to be," subject pronouns, and common question forms.
Recognize and begin to use simple verb tenses: simple present, simple past, and future, as well as present progressive.
Incorporate basic sentence structures with nouns, adjectives, prepositions, and conjunctions.
Recognize and use high-frequency vocabulary related to personal information, daily life, health, school, and community.
Use simple strategies to learn new words, including using pictures, context clues, and word parts (prefixes and suffixes).
Pronounce the alphabet and numbers 1–100, and begin to match spoken sounds to letters, including common vowel and consonant sounds.
Use correct syllable stress in familiar words and apply basic intonation in yes/no and wh- questions.
<b>CSLOs</b>
<b>interpret and respond appropriately to basic conversations related to familiar, routine subjects.</b> <span style="float: right;">Expected SLO Performance: 70.0</span>
<i>ESL Integrated*</i> ESL Beginning Multilevel, COM <span style="float: right;">Demonstrate fundamental, reading, writing, listening, and speaking skills in English.</span>
<b>Construct written responses that convey personal information, demonstrating control of basic English grammar, vocabulary, and writing conventions.</b> <span style="float: right;">Expected SLO Performance: 70.0</span>
<i>ESL Integrated*</i> ESL Beginning Multilevel, COM <span style="float: right;">Demonstrate fundamental, reading, writing, listening, and speaking skills in English.</span>

## 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 (50 hours)

- Literacy Level
  - Simple spoken instructions in the classroom and everyday settings.
  - Common classroom directions.
- Beginning Low Level
  - Key information and main ideas in short conversations on familiar topics (e.g., daily routines, personal information).
  - Details and implied meaning in brief spoken interactions.
  - Appropriate responses to short emergency warnings and public announcements.
- Beginning High Level
  - Simple questions and clarification requests in everyday conversations.
  - Words signaling present, past, and future events recognized.
  - Short, non-face-to-face spoken messages, such as phone calls or announcements.

#### Speaking Skills (45 hours)

- Literacy Level
  - Brief conversations on familiar topics using simple words and phrases (e.g., daily routines, health).
  - Appropriate greetings and basic personal introductions.
- Beginning Low Level
  - Simple questions and answers to meet basic needs, including requests for help, directions, and clarification.
  - Basic personal introductions and social exchanges.
- Beginning High Level
  - Expressions of basic feelings, preferences, and opinions using simple language.
  - Statements about present and past activities or daily tasks.
  - Simple directions or explanations in familiar contexts.

#### Reading Skills (40 hours)

- Literacy Level
  - Simple written texts such as signs, labels, menus, and schedules.
  - Basic information on simplified forms and charts (e.g., personal data).
- Beginning Low Level
  - Main ideas in short paragraphs on familiar topics (e.g., school, work, community services).
  - Reading strategies including skimming, scanning, and predicting to locate and infer information.
- Beginning High Level
  - Basic community materials such as advertisements, flyers, and public notices.
  - Strategies for interpreting new words.
  - Short narratives on familiar topics.

#### Writing Skills (40 hours)

- Literacy Level
  - Personal information on forms and basic applications.
  - Simple sentences and phrases on everyday topics (e.g., family, school, health).
- Beginning Low Level
  - Short paragraphs using basic grammar and vocabulary, with sentence connectors.
  - Simple and compound sentences.
  - Guided writing tasks (e.g., letters, emails, messages) with a focus on clarity and structure.
- Beginning High Level
  - Early stages of the writing process (prewriting, drafting, revising) with instructional support.
  - Simple, compound, and complex sentences.
  - Simplified forms and short written exchanges on familiar topics completed independently.

#### Language Structure & Grammar (25 hours)

- Literacy Level
  - Basic sentence structure in English.
  - Affirmative and negative statements.
  - The verb "to be" in simple present and simple past.
  - Subject pronouns and basic prepositions.
  - Simple yes/no and wh- questions.
  - High-frequency vocabulary related to personal information, daily life, health, school, and community.
- Beginning Low Level
  - Verb tenses: simple present, simple past, simple future, and present progressive.
  - Common irregular verbs.
  - Simple adjectives.
  - Vocabulary learning strategies using context clues, pictures, and common word parts.
- Beginning High Level
  - Verb tenses: simple present, simple past, simple future, present progressive, and past progressive.
  - Modal verbs such as *can*, *should*, and *must*.
  - Compound sentences incorporating nouns, adjectives, adverbs, prepositions, and conjunctions.
  - Idioms and phrasal verbs used in everyday contexts.

#### Pronunciation Skills (16 hours)

- Literacy Level
  - Basic English sounds, including the alphabet and numbers 1 to 100.
  - Syllables and stress in familiar words.
  - Introduction to vowel and consonant sounds of American English.
- Beginning Low Level
  - Singular and plural sounds (i.e., -s endings).
  - Intonation patterns in yes/no and wh- questions and simple statements.
  - Common reduced forms (e.g., have to).
- Beginning High Level
  - Regular past tense verb endings.
  - Consonant clusters and contrasting sounds to improve clarity in speech.
  - Stress patterns and reduced forms.

**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
- Correspondence Education (noncredit only)

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 course also has an approved Correspondence Education Addendum:

[https://www.sccollege.edu/campus/collegeoffices/curriculum/Shared%20Documents/CIC%20Reference%20Materials/Other%20Reference%20Materials/Correspondence%20Education%20Addendum%20\(CEA\)%20from%20AG%2031-20.pdf](https://www.sccollege.edu/campus/collegeoffices/curriculum/Shared%20Documents/CIC%20Reference%20Materials/Other%20Reference%20Materials/Correspondence%20Education%20Addendum%20(CEA)%20from%20AG%2031-20.pdf)  
 (https://www.sccollege.edu/campus/collegeoffices/curriculum/Shared%20Documents/CIC%20Reference%20Materials/Other%20Reference%20Materials/Correspondence%20Education%20Addendum%20(CEA)%20from%20AG%2031-20.pdf)

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 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 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.