



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

ESL500 : Intermediate Multilevel

General Information

Author:	• Rita Van Dyke-Kao
Course Code (CB01) :	ESL500
Course Title (CB02) :	Intermediate Multilevel
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) :	CCC000566418
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 for students in various levels of intermediate English proficiency. Focuses on developing oral language fluency, practical communication skills, and foundational academic writing to enhance overall English proficiency. Recommended for students in Intermediate Low and Intermediate High ESL levels. 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

ESL Intermediate Multilevel, COM

Certificate of Competency

Spring 2025 -Cont Ed.

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Not Applicable

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

Units and Hours

Summary

Minimum Units (CB07)

0

Maximum Units (CB06)

0

Total Course In-Class (Contact) Hours

216

Total Course Out-of-Class Hours

0

Total Student Learning Hours

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	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	216
Laboratory	0
Activity	0
Total	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

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	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	Lecture			
Rationale (Optional)	No value			
Methods of Instruction	Distance Education			
Rationale (Optional)	No value			
Outside-of-Class Assignments Only				
<p><i>To accelerate the learning of the required course competencies, students are encouraged to dedicate time outside of class to:</i></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)			
Exams/Tests	No value			
Group Projects	No value			
Open-ended and controlled dialogues	No value			
Oral Presentation	No value			
Quizzes	No value			
Class Participation	No value			
Class Performance	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**

Identify main ideas, supporting details, opinions, and implied meanings in a variety of culturally diverse spoken texts and presentations.

Use context, tone, and word parts (prefixes, suffixes, and roots) to infer the meaning of unfamiliar vocabulary and culturally specific idiomatic expressions.

Differentiate between formal and informal language, and respond appropriately using polite and culturally respectful language and social conventions.

Respond appropriately to spoken instructions, rules, and expressed opinions by following directions, asking questions, or offering relevant input.

Participate actively in conversations and group discussions, including making polite requests, asking follow-up questions, and expressing agreement or disagreement in respectful and culturally sensitive ways.

Present personal experiences, ideas, and opinions clearly and coherently in structured speaking tasks.

Use persuasive and descriptive language tailored to audience and purpose, incorporating relevant vocabulary.

Practice conversation strategies such as turn-taking, clarification, elaboration, and repair in collaborative, respectful dialogue across differences.

Use skimming and scanning strategies to locate specific information and gain an overall understanding of written texts.

Read and interpret a variety of authentic materials such as articles, advertisements, instructions, and public notices.

Analyze texts to identify the author's purpose, tone, bias, and point of view, including perspectives that challenge stereotypes or highlight underrepresented voices.

Draw conclusions, make inferences, and support opinions using evidence from readings.

Interpret and compare data presented in visual formats such as charts, graphs, schedules, and infographics.

Compose well-structured paragraphs with clear topic sentences, supporting details, and transitions.

Follow the stages of the writing process: brainstorming, outlining, drafting, revising, editing, and publishing.

Write practical texts including emails, letters, instructions, resumes, and descriptions with appropriate tone and format for diverse workplace and community contexts.

Accurately complete personal and professional forms, both online and on paper.

Summarize and paraphrase information from one or more sources while avoiding plagiarism and maintaining academic integrity.

Use a variety of sentence types to improve clarity, coherence, and style in written communication.

Accurately use a range of verb tenses, including present perfect, past perfect, future progressive, and modal verbs.

Incorporate advanced grammar structures such as gerunds, infinitives, comparatives, superlatives, quantifiers, articles, conditionals, passive voice, and relative clauses.

Construct complex sentences using adverbial clauses, and distinguish between independent and dependent clauses.

Identify and correct common sentence-level errors such as run-ons, fragments, and subject-verb agreement issues.

Expand vocabulary by using academic and content-specific words (including idiomatic expressions and collocations) appropriately in both spoken and written communication, adjusting for formality, tone, cultural relevance, and inclusive language.

Produce clear and intelligible speech by accurately pronouncing consonants and vowels, and by using appropriate intonation, word and sentence stress, rhythm, and connected speech features, such as linking and reductions.

CSLOs

Interpret and respond to conversations in school, work, and home settings, using clear pronunciation and conversational skills appropriate for intermediate-level communication.

Expected SLO Performance: 70.0

*ESL Integrated**

ESL Intermediate Multilevel, COM

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

Write organized paragraphs about personal experiences and everyday topics, using grammar, vocabulary, and writing conventions at an intermediate level of proficiency.

Expected SLO Performance: 70.0

*ESL Integrated**

ESL Intermediate Multilevel, COM

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

Listening Skills (50 hours)

- Intermediate Low
 - Main ideas, supporting details, opinions, and tone in spoken texts
 - Context clues and word parts to interpret meaning
 - Formal and informal speech, polite and culturally respectful expressions
 - Spoken instructions and responses to rules and opinions
- Intermediate High
 - Authentic spoken materials on familiar topics
 - Implied meanings, rhetorical cues, and speaker intent
 - Extended listening passages with nuanced opinions and socially relevant themes
 - Interactive listening with response-based tasks

Speaking Skills (45 hours)

- Intermediate Low
 - Everyday conversations and group discussions with emphasis on respectful, inclusive communication
 - Sharing personal experiences in organized speech
 - Vocabulary for common topics and life situations
 - Questions for clarification and turn-taking techniques
- Intermediate High
 - Persuasive and descriptive language for various purposes, including advocacy and respectful disagreement
 - Language adaptation based on audience, formality, and cultural context
 - Extended discussions, including giving advice and opinions that reflect awareness of diverse viewpoints
 - Communication repair strategies and elaboration

Reading Skills (40 hours)

- Intermediate Low
 - Skimming and scanning strategies
 - Authentic texts such as ads, notices, and articles
 - Author's tone, bias, and point of view, with focus on identifying stereotypes and inclusive language
 - Visual information in charts, graphs, and lists
- Intermediate High
 - Inferences and conclusions based on textual evidence reflecting multiple cultural perspectives
 - Comparison and evaluation of multiple sources
 - Critical reading of narrative and descriptive texts

- Argument analysis and identification of rhetorical strategies

Writing Skills (40 hours)

- Intermediate Low
 - Paragraphs with topic sentences, details, and transitions
 - Emails, forms, personal letters, resumes for diverse community and professional settings
 - Drafting and revising stages of the writing process
 - Summarizing basic texts
- Intermediate High
 - Persuasive and descriptive writing with audience awareness
 - Paraphrasing and summarizing from multiple sources
 - Formal letters, workplace correspondence, and instructions reflecting culturally appropriate language
 - Editing for grammar, clarity, and organization

Language Structure and Grammar (25 hours)

- Intermediate Low
 - Present perfect and past perfect tenses in personal and narrative contexts
 - Comparatives and superlatives with modifiers
 - Count and noncount nouns with quantifiers
 - Coordinating and subordinating conjunctions for compound and complex sentences
 - Word order in statements and questions, including questions with auxiliary and modal verbs
 - Subject-verb agreement in simple and compound sentences with awareness of common learner challenges
- Intermediate High
 - Future progressive and past modals for speculation and advice
 - Gerunds and infinitives in varied contexts
 - Passive voice in present and past forms
 - Adjective clauses with relative pronouns
 - Conditional sentences for hypothetical and real situations
 - Sentence types: simple, compound, complex, and compound-complex
 - Common error patterns: run-ons, fragments, comma splices, and word form errors

Pronunciation Skills (16 hours)

- Intermediate Low
 - Clear consonant and vowel sounds, while recognizing diverse accents and varieties of English
 - Syllable and word stress patterns
 - Basic intonation and rhythm in questions and statements, promoting clear and inclusive communication
- Intermediate High
 - Connected speech features like linking and reductions to support natural and fluent interaction
 - Intonation, sentence stress, and pitch variation for emphasis in expressing emotion and cultural nuance

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 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.