



Santiago Canyon College
Course Outline of Record Report
 01/08/2026

ESL501 : Basic Grammar & Writing

General Information

Author:	• Rita Van Dyke-Kao
Course Code (CB01) :	ESL501
Course Title (CB02) :	Basic Grammar & Writing
Program:	ESL Writing*
Proposal Start:	Fall 2025-Cont. Ed. (pending)
TOP Code (CB03) :	(4930.84) English as a Second Language–Writing
CIP Code:	(32.0109) Second Language Learning.
SAM Code (CB09) :	E - Non-Occupational
Distance Education Approved:	Yes
Is Distance Education Course:	Yes
Course Control Number (CB00) :	CCC000653052
Curriculum Committee Approval Date:	04/21/2025
Board of Trustees Approval Date:	04/14/2025
External Review Approval Date:	06/08/2025
Course Description:	Introduces beginning-level English language learners to an overview of the writing process, including activities to improve grammatical usage. Focus is on basic sentence structure and combining sentences. Open Entry/Open Exit. Former Title: ESL 010, Basic Grammar & Writing (Fall 2025)
Submission Rationale:	Improvement to Program of Study Change to Content Change to course title and number; Add range of hours; Changes to course content; Formerly ESL010
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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)

Five levels below transfer.

Rationale For Credit By Exam/Challenge

Credit by Exam/Challenge will provide an opportunity for students with more advanced English proficiency who receive a P (Pass) in an intermediate writing course to receive an ESL certificate of competency.

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 Writing, COM

Certificate of Competency

Fall 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

Minimum Units (CB07) 0

Maximum Units (CB06) 0

Total Course In-Class (Contact Hours) 72 - 144

Total Course Out-of-Class Hours 0 - 0

Total Student Learning Hours 72 - 144

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

	In Class	Out of Class
Lecture Hours	4 - 8	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	72 - 144
Laboratory	0
Activity	0
Total	72 - 144

Course Out-of-Class Hours

Lecture	0
Laboratory	0
Activity	0
Total	0

Minimum & Maximum Hour Range

72-144 hours

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

ESL301 - Beginning 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	
Methods of Instruction	Cooperative Learning
Rationale (Optional)	No value
Methods of Instruction	
Methods of Instruction	Discussion
Rationale (Optional)	No value
Methods of Instruction	
Methods of Instruction	Handouts
Rationale (Optional)	No value
Methods of Instruction	
Methods of Instruction	Instructor-Prepared Materials
Rationale (Optional)	No value

Methods of Instruction	Lecture
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

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
Final Exam	No value
Oral and/or written commentary on cultural materials presented	No value
Projects	No value
Quizzes	No value
Worksheets	No value
Class Participation	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
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	Instructor-developed materials			
Author	No value			
Citation	No value			
Description	Textbook selected from ESL Department Book List			
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 apply basic sentence structure (subject + verb + object).				
Write simple sentences about familiar topics.				
Practice simple verb tenses (present, past, future).				
Incorporate basic adverbs of frequency and descriptive adjectives in simple sentences.				
Use periods and question marks accurately in sentences.				
Differentiate between simple and compound sentences.				

Identify basic punctuation and grammatical errors.

Write a series of loosely related sentences in paragraph form that supports a main topic.

CSLOs

Write a simple paragraph on a familiar topic with a clear beginning, middle, and end using basic grammar and punctuation.

Expected SLO Performance: 70.0

Identify and correct basic grammatical and punctuation errors in a short paragraph.

Expected SLO Performance: 70.0

Outline

Course Outline

The ESL Department recognizes that students' race, ethnicity, linguistic background, 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.

Writing Skills Development (35-70 hours)

- Writing process
- Pre-writing activities (e.g., freewriting, listing, clustering)
- Sentence word order (SVO)
- Affirmative and negative statements
- Interrogative, imperative, and exclamatory sentences
- Simple and compound sentences
- Main idea
- Parts of a paragraph (i.e., title, topic sentence, supporting sentences, concluding sentence)
- Genres: Personal narratives, descriptive writing, informal emails, simple instructions, lists, invitations
- Basic editing skills

Basic Grammar (30-60 hours)

- Parts of speech
- Verb tenses: Simple Present, Simple Past, Simple Future, Present Progressive
- Modals: can/could; may/might
- Singular vs. plural nouns
- Descriptive adjectives
- Adverbs of frequency
- Subject and object pronouns
- Prepositions of time and place
- Basic coordinating conjunctions

Mechanics (7-14 hours)

- Capitalization
- Punctuation (period, comma, question mark)
- Spelling

Total: 72-144 hours

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, 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, 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 two hours 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.