



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

ESL503 : Advanced Grammar & Writing

General Information

Author:	• Rita Van Dyke-Kao
Course Code (CB01) :	ESL503
Course Title (CB02) :	Advanced 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) :	CCC000653053
Curriculum Committee Approval Date:	04/21/2025
Board of Trustees Approval Date:	04/14/2025
External Review Approval Date:	06/08/2025
Course Description:	Emphasizes control of more advanced grammar structures in writing, with a focus on complex sentences, punctuation, verb tenses and forms, and word order. Writing instruction focuses on pre-collegiate skills: anticipating the needs and questions of readers, creating clear main ideas with strong support and development, using effective transition strategies, and using effective editing strategies. Open Entry/Open Exit. Former Title: ESL 601, Advanced Grammar & Writing (Fall 2025)
Submission Rationale:	Improvement to Program of Study Change to Content Add range of hours; change course number; revise course content. Formerly ESL 601.
Author:	• Rita Van Dyke-Kao

Course Development Options

Basic Skill Status (CB08)	Course Special Class Status (CB13)	Grading Criteria
Course is a basic skills course.	Course is not a special class.	<ul style="list-style-type: none"> • 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)
Two 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
99

Associated Programs

Course is Part of a Credential (CB24)

Associated Program	Award Type	Active
ESL Advanced Writing, COM	Certificate of Competency	Fall 2025-CONT. Ed.
Enhanced Advanced ESL Skills, COM	Certificate of Competency	Fall 2025-CONT. Ed.

Transferability & Gen. Ed. Options

Course General Education Status (CB25)
Not Transferable

Transferability (CB05)	Transferability Status
Not transferable	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

ESL305 - Advanced 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	Individualized Instruction
Rationale (Optional)	No value
Methods of Instruction	
Methods of Instruction	Instructor-Prepared Materials
Rationale (Optional)	No value

Methods of Instruction	Mediated Learning			
Rationale (Optional)	No value			
Methods of Instruction	Distance Education			
Rationale (Optional)	No value			
Methods of Instruction	Journaling			
Rationale (Optional)	No value			
Methods of Instruction	Lecture			
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)			
Papers	No value			
Quizzes	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			
Class Work	No value			
Worksheets	No value			
Exams/Tests	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
Produce compositions in which ideas are presented clearly and logically connected.
Identify and construct complex sentences using relative clauses, adverbial clauses, and noun clauses.
Employ a variety of sentence structures to enhance writing (simple, compound, complex, compound-complex).
Select appropriate verb tenses in complex structures, including perfect and progressive tenses.
Use modal verbs to communicate nuances in certainty, probability, possibility, necessity, permission, and obligation.
Incorporate advanced grammar structures such as passive voice, conditionals, and indirect speech effectively in writing.

Integrate appropriate transitions and cohesive devices to improve the flow of writing.

Master punctuation rules for clarity and emphasis, including commas, semicolons, colons, and dashes.

Identify and correct common sentence-level errors, including fragments, comma splices, and run-on sentences.

Respond effectively to predicted questions when planning and writing compositions.

Employ rhetorical modes appropriate to a topic.

Present a composition in a U.S. college-accepted format.

CSLOs

Produce a well-organized composition that features a clear main idea, logically developed arguments, and strong supporting details, demonstrating mastery of paragraph structure, topic sentences, and cohesive writing techniques.

Expected SLO Performance: 70.0

Analyze and revise a written text for grammar, punctuation, and structure, identifying and correcting errors in advanced grammar usage, ensuring coherence and cohesion in writing.

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)

- Outline format
- Thesis and effective main ideas
- Hooks
- Anticipation of readers' questions
- Strong supporting points that include facts, examples, anecdotes, and other strategies
- Introduction, body, and conclusion paragraphs
- Multi-paragraph compositions
- Transitions and cohesive devices
- Sentence combining strategies (coordination and subordination)
- Sentence variety: simple, compound, complex, and compound-complex sentences
- Parallel structure
- Inversion for emphasis
- Audience and tone
- Vocabulary use
- Grammar error tendencies and self-correction

Advanced Grammar (30-60 hours)

- All English verb tenses
- Modals expressing degrees of certainty, for advice and obligation, and for past actions
- Gerunds and infinitives
- Phrasal verbs
- Relative clauses

- Noun clauses
- Adverbial clauses expressing time, condition, reason, purpose, contrast, and result
- Adjective position and order
- Definite and indefinite articles
- Passive voice in various tenses
- Direct and indirect speech
- Real and unreal conditionals
- Causative forms (have/get something done)
- Subjunctive mood
- Word order in English phrases and clauses
- Phrase order in English sentences

Mechanics and Formatting (8-16 hours)

- Periods, question marks, and exclamation points
- Commas, semicolons, and colons
- Apostrophes
- Quotation punctuation
- Dashes, hyphens, parentheses, and ellipses
- Professional email format
- Line spacing, margins, fonts, and text size

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

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 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 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 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 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.