



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

ESL510 : English for Work 1

General Information

Author:	• Rita Van Dyke-Kao
Course Code (CB01) :	ESL510
Course Title (CB02) :	English for Work 1
Program:	ESL Integrated*
Proposal Start:	Summer 2022 -Continuing Ed.
TOP Code (CB03) :	(4931.00) Vocational ESL
CIP Code:	(32.0109) Second Language Learning
SAM Code (CB09) :	D - Possibly Occupational
Distance Education Approved:	Yes
Is Distance Education Course:	Yes
Course Control Number (CB00) :	CCC000632315
Curriculum Committee Approval Date:	03/21/2022
Board of Trustees Approval Date:	06/13/2022
External Review Approval Date:	06/14/2022
Course Description:	Prepares beginning level, non-native English-speaking students to enter the workforce for general or specific occupations. Focuses on workplace communication, work-related vocabulary skills, job applications and postings, workplace safety and issues, and vocational readings with emphasis on verbal communication through basic language skills instruction. Open Entry/Open Exit.
Submission Rationale:	Improvement to Program of Study Change to Content Revise course; add range of hours. CEC is also adding a 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)
Six 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

Vocational ESL, COM

Certificate of Competency

Fall 2022 Continuing Ed.

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Not Transferrable

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	96 - 216
Total Course Out-of-Class Hours	0 - 0
Total Student Learning Hours	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

	In Class	Out of Class
Lecture Hours	5.33 - 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	96 - 216
Laboratory	0
Activity	0
Total	96 - 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

No Value

Entrance Skills

Entrance Skills	Description

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

Methods of Instruction	Guest Lecturers
Rationale (Optional)	No value
Methods of Instruction	Multimedia Presentations
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
Observation and evaluation of attitudes and actions	No value
Oral Presentation	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
Portfolios	No value
Quizzes	No value
Projects	No value

Textbook Rationale

No Value

Textbooks				
Author	Title	Publisher	Date	ISBN

Steven J. Molinsky and Bill Bliss	CareerView: Exploring the World of Work	Pearson Education ESL Publishing	2018	ISBN-13: 978-0-13-516523-2
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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

Ask simple questions and participate in basic conversations, interviews, and social situations in the workplace.

Interpret simple words and phrases on workplace topics.

Scan for and interpret work safety signs, charts, schedules, and other workplace information.

Construct simple sentences to communicate through emails, notes, memos, and simple work forms.

Apply soft skills for positive interactions with co-workers, customers, and employers.

Utilize basic digital literacy skills for emailing, searching for jobs, creating accounts, and other areas related to employment.

CSLOs

Use basic communicative skills to ask for clarification and answer simple questions.

Expected SLO Performance: 70.0

*ESL Integrated**
Vocational ESL, COM

Demonstrate essential workplace communication skills.

Interpret information from basic work-related documents (e.g., schedules, charts, and paychecks).

Expected SLO Performance: 70.0

*ESL Integrated**
Vocational ESL, COM

Demonstrate essential workplace communication skills.

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 (16-35 hours)

- Active listening for simple directions and work-related instructions
- Simple words and phrases drawn from vocational topics
- Basic commands and warnings

Speaking (16-35 hours)

- Statements to make simple requests
- Simple question formation to participate in basic conversations, interviews, and social situations in the workplace
- Short conversations on familiar work-related topics
- Reports on workplace problems (e.g., incidents, schedule conflicts, safety concerns, calling in sick, etc.)
- Short sequence of events in order
- Cardinal and ordinal numbers
- Clarification strategies

Reading (12-30 hours)

- Work-related emails, announcements, and memos
- Safety signs
- Work-related abbreviations
- Want ads and employment application forms
- Charts, schedules, timesheets, and paystubs
- Numerical employment information (e.g., parts numbers, invoice numbers, job order numbers, etc.)
- Cardinal and ordinal numbers (e.g., time, money, address, dates, etc.)
- Simple vocational materials on employment topics containing basic vocabulary and sentence patterns

Writing (12-30 hours)

- Short notes and emails for permission and requests to employers, co-workers, or clients
- Sequence of instructions
- Simple forms and job applications
- Lists and short orders (e.g., product inventory and restaurant orders)
- Simple sentences
- Wh- questions
- Short phone messages

Pronunciation (7-15 hours)

- Basic intonation patterns of Wh-, yes/no, and either/or questions
- Syllabification and word stress of work-related vocabulary
- Vowel sounds
- Reduced forms of going to, have to, and want to
- Negative contractions (e.g., can vs. can't)
- Past tense regular verb endings

- Final "s" or "es" endings

Language Structure and Grammar (10-26 hours)

- Statements and questions using simple present, simple past, present progressive, past progressive, and simple future
- Basic word order
- Imperatives (e.g., Move the box. Pick up the crate.)
- How much, how many, how often
- Modals and modal phrases: can, should, have to
- Common irregular verbs and irregular plural nouns
- Basic pronouns
- Adverbs of frequency
- Simple adjectives
- Comparative and superlative adjectives

Successful Behavior in the Workplace (11-30 hours)

- Simple nonverbal gestures used in the workplace
- Interpersonal skills (e.g., teamwork, respecting individual differences, resolving conflicts, etc.)
- Willingness to learn and be flexible
- Problem-solving skills
- Short-term and long-term goal setting

Digital Literacy (12-15 hours)

- Job searching skills
- Search engines (e.g., key words, results, links, etc.)
- Account set up and sign in
- Email functions (e.g., attachments)

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.