



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

ESL520 : English for Work 2

General Information

Author:	• Rita Van Dyke-Kao
Course Code (CB01) :	ESL520
Course Title (CB02) :	English for Work 2
Program:	ESL Integrated*
Proposal Start:	Fall 2025-Cont. Ed. (pending)
TOP Code (CB03) :	(4931.00) Vocational ESL
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) :	CCC000628229
Curriculum Committee Approval Date:	04/21/2025
Board of Trustees Approval Date:	04/14/2025
External Review Approval Date:	06/05/2025
Course Description:	Prepares intermediate and advanced level English language learners from diverse backgrounds to enter the workforce or a vocational program for general or specific occupations. Focuses on inclusive communication skills in the workplace, job safety, work-related vocabulary skills, workplace culture, workplace rights, career pathways, and vocational readings with emphasis on verbal communication through language skills instruction. Five high school elective credits may be awarded upon passing the course. Open Entry/Open Exit.
Submission Rationale:	Change to Content Revise course description and course content.
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

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.

Funding Agency Category (CB23)

Not Applicable.

Work Experience Education Status (CB10)

Variable Credit Course

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

96-216 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

ESL510 - English for Work 1

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	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				
<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			
Observation and evaluation of attitudes and actions	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	Textbook selected from ESL Department Book List			
Author				
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
Practice communication strategies for job interviews, conversations with co-workers/customers/clients/patients, or for presenting information at the workplace.
Use reading strategies to research information in preparation for the workforce, vocational programs, and/or Career Education programs.
Compose a variety of written communication for work-related purposes.
Apply the appropriate grammatical forms for sentence structures.
Utilize 21st century skills including critical thinking, communication, and collaboration.
Employ digital literacy skills using media and technology for employment prospects.

CSLOs

Use appropriate responses to work-related questions and statements.

Expected SLO Performance: 70.0

*ESL Integrated**
Vocational ESL, COM

Demonstrate essential workplace communication skills.

Interpret and respond to information such as emails, reports, or sequential instructions on work-related topics using appropriate language skills.

Expected SLO Performance: 70.0

*ESL Integrated**
Vocational ESL, COM

Demonstrate essential workplace communication skills.

Outline**Course Outline**

The ESL Department 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 (12-28.50 hours)

- Work-related conversations
- Clarifying questions
- Active listening and note taking for steps for instructions or procedures

Speaking (12-28.50 hours)

- Conversations in the work environment using verbal and nonverbal cues
- Job interview questions and responses
- Oral summaries of work-related reading materials
- Opinions and advice
- Workplace idioms
- Salary negotiations
- Elevator pitch
- Self-advocacy related to fair wages and hours, overtime pay, sick pay, and parental leave

Reading (12-28.50 hours)

- Authentic texts on work-related topics and vocabulary
- Work-related information for specific details
- Predicting unfamiliar workplace vocabulary using context
- Simple charts, graphs, and tables related to work topics
- Critical thinking skills in reading vocational or informational texts
- Overview of labor activism in the United States (e.g., work of César Chávez)
- Resources related to workplace rights (e.g., government websites, union information, and labor organizations)

Writing (12-28.50 hours)

- Communicative tasks (e.g., emails, reports, presentations, role plays, etc.)
- Work-related forms and digital employment applications
- Cover letter
- Resume
- Abbreviations in workplace reports
- Submission of claims related to workplace safety or violations (e.g., Title IX, workers' compensation, and injury reports)

Pronunciation (9-21 hours)

- Intonation, pitch, and stress
- Syllables and syllable patterns
- Tone (e.g., sarcasm, friendliness, concern, etc.)
- Intonation of tag questions

Language Structure and Grammar (19-43 hours)

- Simple present
- Simple past

- Present/Past continuous
- Future tense
- Present perfect
- Adverb clauses of time
- Compound and complex sentences
- Affirmative and negative statements
- Yes/No and information questions
- Active and passive voice
- Direct and indirect speech

Advancement and Success in the Workplace (13-31 hours)

- Key soft skills needed for career growth and advancement (e.g., 21st Century Skills: collaboration, flexibility, cultural competency, emotional intelligence, assertiveness, etc.)
- Short-term and long-term goals
- Upskilling opportunities (e.g., apprenticeships, higher-level certificates, degrees, pathways options)

Digital Literacy in the Workplace (7 hours)

- Advanced job searching skills for employment (e.g., job-related technology used)
- QR code use
- Online presence with social networking platforms for employment (e.g., LinkedIn, employment portfolios)

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 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.