



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

ESL530 : American English Pronunciation

General Information

Author:	• Rita Van Dyke-Kao
Course Code (CB01) :	ESL530
Course Title (CB02) :	American English Pronunciation
Program:	ESL Speaking*
Proposal Start:	Summer 2022 -Continuing Ed.
TOP Code (CB03) :	(4930.86) English as a Second Language–Speaking/Listening
CIP Code:	(32.0108) Developmental/Remedial English
SAM Code (CB09) :	E - Non-Occupational
Distance Education Approved:	Yes
Is Distance Education Course:	Yes
Course Control Number (CB00) :	CCC000628230
Curriculum Committee Approval Date:	11/29/2021
Board of Trustees Approval Date:	12/13/2021
External Review Approval Date:	12/15/2021
Course Description:	Develops English language fluency and productive and receptive skills as they relate to sound discrimination, sound inventory, stress, intonation, linking, prominence, and rhythm. The course aims to help students understand English and be understood while functioning within communicative, employment, and academic contexts. Open Entry/Open Exit.
Submission Rationale:	Improvement to Program of Study Change to Content Revise course; add range of hours CEC is also updating their hours to include 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)
Five 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 Communication, COM

Certificate of Competency

Spring 2025 -Cont Ed.

Enhanced Beginning ESL Skills, COM

Certificate of Competency

Summer 2023 Continuing Ed.

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Not Transferrable

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

Santa Ana College - Shared Course

Categories

Status

Approval Date

Comparable Course or Shared SAC Course

Shared Course with SAC

Shared course with Santa Ana College

Not Transferable

No value

ESL530 American English Pronunciation

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

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	Instructor-Prepared Materials
Rationale (Optional)	No value
Methods of Instruction	Lecture
Rationale (Optional)	No value
Methods of Instruction	Observation and Demonstration
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	
<i>To accelerate the learning of the required course competencies, students are encouraged to dedicate time outside of class to:</i>	
<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
Final Exam	No value
Observation and evaluation of attitudes and actions	No value
Oral Presentation	No value
Worksheets	No value
Standardized instrument objectively measuring student knowledge	No value
Class Participation	No value
Open-ended and controlled dialogues	No value
Textbook Rationale	
No Value	

Textbooks

Author	Title	Publisher	Date	ISBN
Gilbert, J.	Clear Speech, 4th edition	Cambridge	2017 (\$39.25)	9781108659338

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 English language acquisition pronunciation software

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 produce the vowel sounds, consonant sounds, and consonant clusters in the American English sound inventory.

Recognize and produce stress, rhythm, intonation, and other suprasegmental features of English.

Identify and employ features of connected speech.

Identify means of articulation and voicing.

Demonstrate aural/oral understanding and expression of grammatical patterns.

Recognize and use spelling conventions as they affect pronunciation.

CSLOs

Apply knowledge of the sound inventory of American English by producing correct consonant and vowel sounds in a dialogue or presentation (segmentals). Expected SLO Performance: 70.0

<i>ESL Speaking*</i> ESL Communication, COM	Demonstrate fundamental communication skills with a focus on pronunciation in English.
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<i>ESL Integrated*</i> Enhanced Beginning ESL Skills, COM	Demonstrate fundamental reading, writing, listening, and speaking skills with a focus on pronunciation in English.
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	Demonstrate fundamental reading, writing, listening, and speaking skills with a focus on pronunciation in English.
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Communicate thoughts and ideas effectively using connected speech, word and sentence stress, and intonation in a discussion or speech (suprasegmentals). Expected SLO Performance: 70.0

<i>ESL Speaking*</i> ESL Communication, COM	Demonstrate fundamental communication skills with a focus on pronunciation in English.
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<i>ESL Integrated*</i> Enhanced Beginning ESL Skills, COM	Demonstrate fundamental reading, writing, listening, and speaking skills with a focus on pronunciation in English.
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	Demonstrate fundamental reading, writing, listening, and speaking skills with a focus on pronunciation in English.
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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.

Global Features of Speech in American English (3-6 hours)

- Vocal quality
- Fluency and pauses
- Timing
- Volume
- Eye contact
- Posture and gestures

Suprasegmental Features of American English (27-60 hours)

- Syllables
- Word stress
- Word stress patterns (e.g., compound nouns)
- Thought groups
- Vowel reduction
- Focus words (prominence)
- Contrastive stress
- Rhythm (e.g., stress-timed vs. syllable-timed languages)
- Linking and adjustments in connected speech

- Intonation and pitch

The American English Sound Inventory (27-60 hours)

- 15 vowel sounds of the American English sound system
- Moving vs. non-moving vowel sounds (i.e., long vs. short vowel sounds)
- R-controlled vowel sounds
- Diphthongs
- 24 consonant sounds of the American English sound system
- Voiced vs. voiceless sounds
- Consonant clusters
- Letter names vs. sounds
- Flap /t/

Means of Articulation and Voicing (17-40 hours)

- The organs of speech
- Manner and place of articulation for all consonant sounds
- Tongue and lip positions of all vowel sounds
- Production of voiced and voiceless sounds
- Aspiration and correct voicing of consonants at different points of a word (initial, medial, and final)
- Deletion, devoicing, palatalization, and assimilation

Pronunciation and Grammatical Patterns (13-30 hours)

- Content vs. function words
- Linking grammatical endings
- -s endings and sibilants:
 - Plural nouns
 - Verbs (i.e., third person singular)
 - Possessives
 - Contractions
- -ed endings:
 - Regular past tense verbs
 - Past participles

Pronunciation and Spelling Conventions (9-20 hours)

- Homographs and homonyms
- Consonant doubles
- Diphthongs
- Vowel sounds and final -e
- Silent letters

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.