



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

ESL570 : Conversation 1

General Information

Author:	• Rita Van Dyke-Kao
Course Code (CB01) :	ESL570
Course Title (CB02) :	Conversation 1
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) :	CCC000628231
Curriculum Committee Approval Date:	11/29/2021
Board of Trustees Approval Date:	12/13/2021
External Review Approval Date:	12/15/2021
Course Description:	Introduces intermediate conversational strategies in listening, language use, and non-verbal communication. Presents oral skills necessary for initiating, maintaining, and closing conversations. Emphasis on oral skills that assist in social encounters and expansion of listening and speaking skills. 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.
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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 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 Intermediate Communication, COM

Certificate of Competency

Spring 2025 -Cont 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

English As a Second Language 570 Conversation 1

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

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	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			
Open-ended and controlled dialogues	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			
Final Performance	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				
Citation	No value			
Description	Open Educational Resources (OER)			
Author	No value			
Citation	No value			
Materials Fee				
No value				

Learning Outcomes
Course Objectives
Interpret and use common hand gestures, body language, and facial expressions for nonverbal communication.
Identify main ideas and details in a listening passage.
Demonstrate pacing and use clarifying questions in conversations.
Interpret and use common idiomatic expressions, sayings and proverbs, verbal instructions or directions, and other information presented orally.
Discuss and describe daily activities at home, work, or school as well as leisure time activities and other events.
Respond to questions (e.g., job interview or medical visit).

Initiate or interpret conversations by using openings, closings, and polite expressions.

Use informal and formal introductions, give or make compliments and congratulations, and apply expressions of disagreement and displeasure.

CSLOs

Participate in conversations about recent or current events, leisure time, or student's daily life.

Expected SLO Performance: 70.0

*ESL Integrated**

Demonstrate essential oral communication skills in English.

ESL Intermediate Communication, COM

Identify the main idea and specific details in conversations and presentations.

Expected SLO Performance: 70.0

*ESL Integrated**

Demonstrate essential oral communication skills in English.

ESL Intermediate Communication, COM

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.

Non-verbal Communication (10-20 hours)

- Common hand gestures, body language, and facial expressions

Listening Comprehension (25-50 hours)

- Main idea and details in various listening activities
- Pacing in a conversation including clarifying questions
- Common idiomatic expressions, sayings, proverbs, verbal instructions, directions, and other information presented orally

Oral Expression (37-74 hours)

- Daily or leisure activities at home, work, and school
- Basic job interview questions with answers
- Openings and closings, polite expressions in conversations, informal and formal introductions, and expressions of disagreement and displeasure
- Preparing, accepting, declining, and confirming invitations, compliments, and congratulations
- Pacing and turn-taking

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 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 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 DSPP 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.