

DECSC

Business 50D Proposal: Online Course – Jan Novak

Resumes and Job Application Letters

1. Need/Justification

Resumes and Job Application Letters is a new course, part of a series of 1-unit courses being offered by the business division. These courses are intended to help students build very specific skills in a short period of time, and in as convenient a format as possible. Many of the courses will be offered online.

The intent of an online offering is to improve access for students, as this course will only be offered once per year. No matter how creative we were to get with scheduling the one on-campus section per year, it would be most likely be offered at a time inconvenient for most of our very busy students. The online format will enable far more students to take this course, will improve enrollment, and will offer more opportunity to leverage the power of the internet for discussion and online research into employment topics.

2. Course Content Delivery

This course will be offered entirely online. Resumes and Job Application Letters is a 1-unit lecture class, and would meet on-campus for 18 hours each semester. This course will be offered as a 6-week course. During those 6 weeks, the 18 hours of online instruction will be structured as follows:

- 6 hours of threaded class discussion on course subject matter (1 hour per week for 6 weeks)
- 4 hours of peer editing of other students employment documents (1 hour per week for 4 weeks)
- 2 hours of online quizzes (4 multiple choice quizzes at 30 minutes each)
- 3 hours of reading lectures and hyperlinked material (30 minutes per week)
- 3 hours of online research into employment opportunities for self and members of peer editing team.

3. Nature and Frequency of Instructor-Student Interactions

This course will be entirely online, and entirely asynchronous. At the beginning of the course, students will be required to take an online learning readiness survey and a syllabus quiz to ensure a strong foundation for the course.

Each week's learning module will include instructor-authored lecture notes including hyperlinks to web resources, a discussion board topic and questions,

and some combination of a peer editing assignment, an online research assignment, or a quiz.

Students will begin each week by reading the lecture notes, hyperlinks, and textbook assignments. By Thursday evening, each student will make an initial contribution to that week's discussion topic, and submit their employment document segment to their peer editors for review. By Sunday evening of each week, each student will have made at least two more substantive contributions to the discussion boards, provided feedback to their peers on their employment documents, and submitted all other assignments or quizzes for the week.

The instructor will participate extensively in the class discussion boards, offering clarifications, new ideas for discussion, and positive reinforcement. Students will receive weekly grades for their discussion board contributions. The instructor will provide written individual evaluations of all assignments and case studies via email.

Quizzes will be multiple choice questions and computer-graded, with results available to students immediately.

The instructor will post all grades weekly.

The instructor will post announcements each week reminding students of the work due that week, and will send weekly emails to all students with a recap of the prior week's work to provide continual reminders about the course.

4. Assignments & Methods of Evaluation

Student progress will be evaluated as follows:

- A syllabus quiz (2%) will ensure that students understand the course objectives and operation, and are ready to begin the class.
- Four multiple choice quizzes (12% of grade) will assess student learning of key employment document principles.
- Peer editing (16% of grade) will allow students to apply their learning to reviews of other students' employment documents, and to learn from each other.
- The weekly discussion board (18% of grade) will enable students to deepen their knowledge of resumes and other employment documents as they consider topical questions and discuss them with other students and the instructor.
- Written assignments (50% of grade) will assess student ability to apply their learning to creation of their own employment documents.
- An anonymous final course evaluation (2%) will require students to reflect on their learning and provide valuable feedback to the instructor for course improvement.

5. Technical Support

The course management system for this course is Blackboard, which is very user friendly and has built-in support features. Blackboard can be accessed from any computer with internet access, whether at home, on campus, or in a local library, and is supported by the Chabot Blackboard Distance Ed. An overview of Blackboard and detailed instructions on operation of the class will be provided to all students during the first week. An optional on-campus online learning orientation is also offered by the business faculty at the beginning of each semester. Students must have an email account to participate in the course; free email accounts are available via Hotmail, Yahoo, and other providers. Students who have any difficulties will be able to contact their instructor via email or by phone. It is expected that many of the students who enroll in this class will have prior Blackboard experience.

6. Student Services

Students can register and drop the course online, and utilize library services online. Students can order textbooks online through the Chabot bookstore website, and links will be provided in the course syllabus to enable this. All campus services are also available to online students.

7. Accommodations for Students with Disabilities

Blackboard meets the basic requirements for accessibility for students with disabilities. Every effort will be made to accommodate students with special needs, and the instructor will meet with Chabot's instructional designer to review the course for accessibility.

8. Class Size & First Term to be Offered

Class size will be limited to 24 students. The class would be offered for the first time in Fall of 2006.

Jan Novak
07/20/05