

Course Proposal
Distant Education Committee

Course Title & Number: Sociology 10- Introduction to Asian American Studies

Faculty Name: Susan Tong

1. Need/Justification

The subject of this course lends itself very well to being offered online since there is so much information available on the world-wide-web for students to explore and incorporate into the design of this course. This course is designed to reach a larger student population than if it were offered one night a week as a face-to-face lecture course. I have consistent requests from students who have taken all of the current sociology online courses to offer a new topic. I have no doubt that this course will fill and a number of these students will not be taking it to fulfill a general education requirement but just because they have an interest in the subject.

I am currently approved to teach four courses online, Sociology 1, 2, 3 and 4. I plan to offer this course on alternating semesters with Sociology 4.

2. Course Content Delivery

This course will be totally delivered online. The contact will be asynchronous consisting of approximately 51 hours of online activities including:

- 17 hours of online quizzes and exercise assessments
- 12 hours of Discussions
- 4 hours of survey
- 4 hours of field trips
- 16 hours of research and exercises

While there are excellent books on this subject none that I've located so far includes a teacher's manual or test bank. Therefore, other than the text, all curriculum materials must be created before the course is offered. Fortunately, there is a wealth of information on Asian Americans on the world wide web including access to information from the 2000 Census. I have found that many students are very resourceful using the w.w.w. to conduct research. I anticipate strong and positive dynamics with regards to class interaction.

3. Nature and Frequency of Instructor-Student Interaction

I just discovered that the survey on Blackboard is a useful tool to conduct anonymous opinion surveys. I'm incorporating opinion surveys into my online courses this semester and I hope to be more sophisticated with this technique by the time that I offer this course. I'll probably survey students weekly on an opinion (for example, their opinion of how much acculturation do they feel is necessary to preserve a unified American culture) and provide the results to

students. I will be especially interested in using survey data on Asian Americans to compare with student responses to the same survey. Students should find this information of interest. I will also email students in advance when any assignment/exercise is due. I have found that regular emails from me tend to keep students on track.

I will remind students if they are falling behind on any work and encourage them. While students tend to really appreciate a reminder, I do recognize that some students just can't remain in the course because of the time demands. I'll encourage students who fall too far behind to withdraw.

I've found that some students email you weekly with questions and others rarely ask questions. Student's needs vary. The course itself will be designed to encourage interaction. There are numerous ways to engage students. I'll find that a student may email me with something she/he learned and I'll pass the information on via a group email or ask the student to do so. When I come across significant information related to the course I usually pass it on to students via email. Not all types of engagement activities work for all students so I will select a diversity of types of activities.

4. Assignments and Methods of Evaluation

Students will be required to participate in weekly opinion surveys, discussion board questions, online research and assessments, and quizzes. Additionally critical thinking writing exercises will be assigned.

5. Technical Support

Chabot's Blackboard provides technical support. Students have become far more sophisticated with online courses and I rarely encounter anyone who needs technical support. When a student has a problem it is usually because they have forgotten their password from the previous semester. The wealth of information provided by Chabot's technical support personnel has been more than adequate.

6. Student Services

Students should have access to all available student services although they may have to come to the campus.

7. Accommodations for Students with Disabilities

Students usually tell me what kind of accommodation(s) they need. Often they need additional time in completing any timed assessment. If any student with a disability enrolls in my course and has special needs I'll do everything possible to accommodate them, working with the DSRC if deemed necessary. Usually if a student with disabilities need a reader or tutor it is already provided and I'm just informed.

8. Class Size and First Term to Be Offered

The first term offered will probably be Fall 2006. Enrollment will be set at 44.