

Chabot College
Distance Education Curriculum Support Committee

Course Proposal Form
(Send as an email attachment to DECSC chair)

2005-2006

These questions are meant to provide you, our faculty colleagues, a framework for your Distance Education Curriculum Proposal. These are *guidelines*, not mandates. Much of this emerged from an Academic Senate for California Community Colleges white paper, available in our resource area. We believe careful and thorough consideration of these issues will improve not just your proposal, but also your entire course design. Please feel free to elaborate where you think most important. Note: Please click on *File, Save As* to save this form as a document, so you can work on it and submit it electronically to the DE Curriculum Support Committee chair.

Each proposal or existing course, if delivered by distance education, shall be separately reviewed and approved by the curriculum committee prior to being offered. (Ed Code 55378)

Course Title & Number: American Cultures in Music - MUSL 5

Faculty Name: Noel Benkman

1. Need/Justification

- American Cultures in Music is an exciting class to teach and take and it is not offered at Chabot.
- It would be the first class in the music department to meet American Cultures standards.
- Online courses can draw in additional students to the school. They really don't compete with on-campus courses. They mainly appeal to students who couldn't or wouldn't take an on-campus course.
- I think we can attract and compete for more and better students in our music department by offering more online classes.
- Online courses are exploding as an alternative learning mode and we at Chabot should meet the demand.

2. Course Content Delivery

- **DE learning modalities:**
 - Online lectures and discussions, (typically in a class of 40 I experience 150-200 postings per week from students)
 - Textbook reading assignments
 - Audio CD listening
 - Several hundred Internet Field Trips and video programs.
 - Directed Internet research.
 - Three written reports based on attendance at three music performances.

- **Time required** (3-unit course **weekly** expectations): 3 hours online discussions, lectures, and Internet Field Trips. 3-6 hours reading, listening, completing written assignment and quiz.
- **Contact with instructor:** daily discussion forums and messaging within course. Also available: email, telephone, fax.

3. **Nature and Frequency of Instructor-Student Interactions**

- Asynchronous discussion forums. Daily (weekdays) interactions with instructor.
- Students are graded for forum participation. From the beginning, I let students know that I expect 15+ thoughtful postings in the discussion forum per module to receive an A or B in their forum participation grade (modules are usually 2 weeks in duration). Students receive a forum participation grade at the end of each module with comments by me.
- The mix of (1) directed textbook study with (2) linked CD listening, (3) highly interactive Internet Field Trips, and (4) lively discussion of the course material presents the material to the student in a combination of learning styles and affords the student an opportunity to discuss and share what they are learning as well as ask questions.
- The advantages of 24/7 online access and written discussions instead of verbal discussions are well known.

4. **Assignments & Methods of Evaluation**

- Student grading criteria are presented to the student in the Syllabus.
- For each module: 100 points for discussion participation (based mostly on quality but also on quantity); 75 points for written assignment; 20 points for multiple-choice quiz.
- 150 points for each performance report.
- Student progress is quite apparent at the end of each module but I also give feedback to each student on their progress at the end of each module – always urging students to call me if they have any questions.

5. **Technical Support**

- I use Blackboard as the Course Management System
- Students will need daily access to the Internet (home, local library, Chabot library)

6. **Student Services**

- I provide dozens of links to learning resources and learning techniques including:
 - UC Berkeley's tips on searching the Internet
<http://www.lib.berkeley.edu/find/types/websites.html>
 - Writing help from Chabot's CHARLIE
 - Chabot's tutoring center
 - Purdue University's online writing lab (OWL)
 - Alternative presentations of the course material (interactive Internet Field Trips/Learning Objects)

- I let my students know, repeatedly, that they can call me at any time to discuss questions.

7. Accommodations for Students with Disabilities

- In my course Syllabus and introductory page, I ask students with disabilities to contact me so that I can try to provide appropriate assistance.

8. Class Size & First Term to be offered

- Spring 2007. 60 students

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