Chabot College

**Online Course Proposal Form**

Spring 2011

**Course Title & Number: Critical Thinking and Writing About Literature, English 4**

**Faculty Name: Carmen Johnston**

**Course Delivery Method (check one):**

**⁫ Online (all instruction is online)**

**⁫ X Hybrid online (instruction occurs both online and on campus)**

**⁫ Other (please describe)**

**First Semester To Be Offered:**

**Summer 2011**

1. **Input from Colleagues and Administrators**

As you develop your proposal and build your course, please consult with your colleagues and do some background research, including the following:

**⁫ a.** Meet with Instructional Designer (Lisa Ulibarri) for initial consultation *and* Blackboard training. **Date(s) completed: Fall 2009, Fall 2006**

**⁫ b.** Review similar courses. Are similar courses offered online at other

colleges? If so, **note the college(s). Berkeley City College, Alameda College**

⁫**c**. Meet with your Division Dean and subdivision colleagues to secure *preliminary*

support for offering this course via Distance Education. **Date completed: 2/3/11/**

⁫**d**. Consult with other faculty experienced in DE. **With whom did you consult?**

**Michael Langdon**. **Date completed:** **2/10**

**⁫ e.** Review your *completed* proposal with your subdivision colleagues. **Attach a separate page** listing attendees, meeting date, and a summary of the recommendations or reservations of your division/subdivision. **2/10/11**

**2. Student Benefits**

* How will this course meet student needs? Are there learning opportunities made possible in an online or hybrid online course that might not be available in a traditional course?
* If this course has previously been offered at Chabot using this delivery method, what have you learned from prior instructors that will influence your instruction in this course?

English 4 is course many students opt to take because it is transferable to both CSUs and UCs. It is a very popular course that is integral to our students meeting their goals. Many students have a difficult time getting into this class because of schedule constraints, and with the state budget cuts we are not offering as many sections as we once did. It is imperative that this class be offered online so students who face challenges in an “in person” class, have the opportunity to meet their requirements.

Online learning provides students who are visual learners a chance to be successful. Students who have learning disabilities or some shyness also benefit from the online experience. Because so much of the online experience requires thoughtful responses to reading through writing assignments, students who are more introverted really have a chance to shine.

This class will meet twice in the summer: once in the beginning and again in the end. Students will be made aware of the class policies, submit a writing sample and begin connecting with their peers on the first meeting, and at the second meeting students will take their final exam.

**3. Course Content Delivery**

* The total number of contact hours in your course should approximate the equivalent number of hours required in an on-campus setting. For example, a 3-unit course typically meets on campus for 54 contact hours of instruction, assessment, discussion, and group activities. In the Carnegie unit system, students are also expected to invest two hours “outside of class” for every hour in class on reading, studying, preparing assignments, and other homework; these additional hours are not considered to be “contact hours”. Account for the contact hours in your proposal. (*PLEASE NOTE: For a more detailed explanation of “contact hours” be sure to see the Addendum attached to this form.)*
* What percentage of the course will be on-campus, if any? What percentage of the course will consist of online lecture, video, podcasts, email, supplemental websites, CD-ROM, etc.?
* Will any portion of your course be synchronous, requiring students to be online at the same time? If so, describe those activities, and how you will provide flexibility for students who may be unable to participate at any given time.

English 4 is a 3-unit course. If students were participating in a traditional on-campus format, they would spend three hours per week in class, a total of 52 hours over the course of the semester. Students will still be responsible for completing at least three hours of course work online, and approximately four to six hours offline completing readings and developing essays. The activities they will participate in do not differ much from what they would engage in during an on campus class:

* Written Lectures (1hr/wk): In my on campus classes I generally do not spend a lot of time lecturing, however students will need to receive information regarding idea generation, pre-writing activities, essay development, research strategies, critical thinking techniques and literary analysis. This will come in a written format.
* Discussion (20 min/wk): Students will be responsible for responding to discussion questions related to the literature examined in class. They must also respond to each other’s responses.
* Quiz ( 15 min/wk): Each week students will need to complete a short quiz to show that they have completed the assigned reading.
* Peer Review (2hrs/semester): As in my on-campus classes, students will read,

review and offer feedback to their fellow students’ essays.

* Media (1 hr/wk): Students will view interviews, panel discussions and various media as it applies to the ideas explored in the class. They will view such media and respond to a question.
* Short Readings (30 min/wk): Similar to an on-campus class, students may read a short text and discuss the text with a fellow student. Students will read a short article and respond to a discussion question.
* Group Work (30 min/wk): Students will be responsible for participating in group activities that better help them understand the concepts explored in the texts. For example, students may be asked to find images via the internet that represent a particular character and incorporate citations from the novel as a group project.

As previously mentioned, students will meet twice during the semester. The first time will be an initial meeting, and the last meeting to complete their final exam. The rest of the class will be entirely online.

Students will not be required to be online at the same time as their classmates

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

* How and how frequently will you interact with your students? This should include interactions with the entire class, providing feedback on assignments, and interventions when students are at-risk of dropping or failing due to poor performance or participation.
* For each type of interaction, describe why you believe it will be effective for this particular course.

I will be interacting with students on a daily basis. In an online teaching environment, students require consistent contact. Generally I will respond to students’ assignments within 24-48 hours. Students will have access to me via email, and I will also respond within 24-48 hours. Students who are struggling and/or are in danger of not passing the course will be contacted immediately via e-mail or the phone. I will also hold virtual office hours so students can reach me via email, and if necessary students will also have the opportunity to schedule in person appointments with me as well.

**5. Nature and Frequency of Student-Student Interactions**

* Describe opportunities in your course for student to student interaction. This may include discussions, group projects, peer review of assignments, and other approaches. Consider how students interact in this course when taught on campus; how can you build this type of learning community online?

Students will participate in discussions, group projects and some peer review. The discussion board on Blackboard allows for this to happen easily. Spaces will also be created where students can meet virtually to work on their projects however I have found that when given group projects, most students prefer to meet in person. I will give students very detailed instructions so they do not encounter challenges when posting and completing their group projects.

**6. Assessment of Student Learning**

* How will you assess learning in this course? Given the nature of online courses, how does your assessment plan ensure a level of academic integrity with which you’re comfortable?
* Describe how your assessment plan is consistent with your stated goals in the student benefits and student-student interactions sections of your proposal. How will you provide feedback to students?

Assessment for the course includes journals, quizzes, discussions, group project and essays. Each week students will complete a one-two paged journal based on the assigned reading. Each journal will focus on a theme highlighted in the readings. For example, we will be reading the play Twilight Los Angeles, which focuses on the 1992 LA Riots. Students would look at the theme “anger” and discuss how this theme emerges within the text. Journals that are lacking in content will receive individual responses and the class will get a summarized response at the end of the week. A weekly quiz on the reading will also be administered. Students are responsible for completing four essays and one group project. Within seven to ten days of turning in their essays, students will receive feedback. Below is a table describing the assessment, how often students are asked to complete the assessment, and its weight.

|  |  |  |
| --- | --- | --- |
| Assessment | When/How Often | Weight |
| Content Activities (discussion, peer review, group work, etc) | Weekly (2-3 times a week) | 25% |
| Journal | Weekly | 10% |
| Quiz | Weekly | 10% |
| Essays | 4x throughout the semester | 40% |
| Group Project | Once | 15% |

These assessments are in alignment with my goals for the class. The assessments allow for individual analysis of the material as well as an opportunity for students to connect with each other as they approach the readings. The discussions give students a place to share their ideas while simultaneously allowing me to gauge their understanding of the material. Students will also offer each other feedback through peer review of their essays. Peer review helps students improve their writing by being engaged in evaluating another’s writing. By seeing another’s mistakes and successes, students can apply what they’ve learned to strengthen their own essays.

**7. Technology**

* Describe any special software or multimedia tools you plan to utilize in your course (Articulate, Camtasia, Captivate, Flash, podcasts, videocasts, etc.). This is helpful to determine technology support needs.

I will not be using any additional software or multimedia tools. However, because students will be viewing multi-media content such as interviews, I will make sure there are no additional software needs **before** assigning the content.

**8. Accommodations for Students with Disabilities**

* Is any required video close-captioned? Is any required audio accompanied by a transcript? If you plan to use any multimedia (video, podcasts, specialized software), is that accessible to your students in terms of both software availability at home and on campus and accessible for students with disabilities? Have you provided alt-tags for your key images used in your course? Please meet with the DSRC if you need help in ensuring accessibility for your students.

There may be times where the class will view some materials through YouTube. There is no special software needed for YouTube and there will be a transcript accompanying the video as well as close caption. I am very committed to making sure the class is accessible to all students.

**9. Submit your proposal (electronic version via email and hard copy via campus mail)**

**to the chair of the Committee on Online Learning.**

Faculty signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Division Dean signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Online/Hybrid Proposal Form Addendum: Committee On Online Learning/Chabot College**

**What are Actual Contact Hours?**

*The total number of contact hours in your course should approximate the equivalent number of hours required in an on-campus setting. For example, a 3-unit course typically meets on campus for 54 contact hours of instruction, assessment, discussion, and group activities, (Note: Instructional Hours are 50 minutes long). In the Carnegie unit system, students are also expected to invest two hours “outside of class” for every hour in class on reading, studying, preparing assignments, and other homework; these additional hours are not considered to be “contact hours”. Thus, you will need to account for the actual contact hours in your proposal.*

In accounting for contact hours an instructor needs to consider how each hour will be dispersed throughout each week of his/her online or hybrid course. In addition, students should be expected to spend two preparatory hours “outside of class” per every contact hour.

*The following chart illustrates some sample activities for an online class*. *These are suggestions and each instructor would use whichever activities, best suited to the type of course and discipline being offered:*

|  |
| --- |
| **Contact Hour or “In-class” Activities** |
| Read lectures/ content |
| Participate in Discussion Board Forums |
| Assessments – quizzes, tests, surveys |
| Presentations From the Instructor |
| View multimedia content |
| Group Problem Solving |
| Transformative Learning Activities in class: Responding to other learners in regard to certain questions that challenge a learner’s perspective on key issues in the course materials. |
| Reading another Student’s Blog |
| Posting feedback, Reading student posts, and Peer Reviewing other Student’s papers on the discussion board or group forum. |
| Group Projects that include multiple posts to each group member within their designated group forum space. |
| “In class” reading of short texts, scenarios or quick discussion questions. |
| Reading another student’s presentation. (This would be the equivalent of listening and viewing a student presentation in a face-to-face class.) |
| Constructivist Assignments that target real-life applications for class discussion on the Discussion Board. |

Therefore, in preparing the online or hybrid proposal an instructor will need to explain how each instructional hour will be implemented throughout each week of his/her online or hybrid course. This can be done using percentages or actual hourly increments. For example an instructor may determine that 25 percent of his/her course will offer lectures and presentations, (13.5 contact hours), while another 25 percent of the contact hours will be used in constructivist assignments or *asynchronistic* discussion and peer responses, (13.5 contact hours). These are the same kinds of methods of instructional contact that are often used in a face-to-face class.

However, there are certain learning activities that may not meet the criteria of actual “contact hours”.

***This chart reflects instructional, preparatory “outside of class” activities that in some cases would not necessarily be considered actual contact hours.***

|  |
| --- |
| **Preparatory or “Outside of Class” Activities** |
| Read Textbooks |
| Research |
| Preparing assignments |
| Viewing an internet site for one’s own research purposes. |
| Individual Reflective Writing |
| Journaling |
| Writing /Composing a Blog |
| Analyzing another student’s ideas individually. |
| Using a WIKI for posting ideas to other class members in preparation for a Group Project. |
| Outside reading of additional texts pertaining to the course subject matter as homework preparation. |
| Preparing an individual class presentation. |
| Reviewing class notes. |

In summary, “contact hours” are usually those segments of instructional time where the student is actively engaged in learning activities and would reflect the same type of instruction implemented in a traditional face-to-face classroom. Therefore, instructors are encouraged to offer a clear breakdown of “contact hours” in the section of the proposal entitled, “Course Content Delivery”.