Chabot College

**Online Course Proposal Form**

Fall 2011

**Course Title & Number:** English 7Critical Thinking and Writing Across Disciplines

**Faculty Name:** Ellie Hoffman

**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:** Not currently scheduled

1. ***Preliminary* Input from Colleagues and Administrators**

As you develop your proposal and *consider* your course, please consult with your division and do some background research, including the following:

**⁫ a.** *Consult Online Learning Support staff (**bbhelp@chabotcollege.edu**) for Blackboard resources/training and information on this proposal/approval process.* **Date(s) completed:** Blackboard training at Chabot: 2003. Online Teaching Certificate: 2004. Approval by English subdivision to teach online English courses: 2005. Additionally, I have met with Pamela Shen, Lisa Ulibarri, Jan Novak and Ramona Silver re. online teaching.

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

 colleges? If so, **note the college(s).** This course is offered at Chabot College. It is also offered online at other California Community Colleges.

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

 support for offering this course *in online/hybrid format*. **Date completed:** This proposal submitted to English subdivision online committee on August 17, 2011 Approval received September 7, 2011

1. **Develop Proposal And Consult With Colleagues:**

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

**Attach a separate page** ***listing the meeting dates and a summary of your discussion.*** See attachment 1

**⁫ b.** 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. See attachment 1

**3. 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? Online education offers an environmentally clean, economic option to our students. Recent studies indicate online courses may be more equally or more effective than some on-campus classes. ADD EXAMPLE
* 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?
* In past years, I have conferred with Pamela Shen and Ramona Silver, both of whom teach this class online. I have learned from both of these mentors that as with any online course, a high level of involvement from the instructor adds to student social presence. As an experienced instructor of a hybrid English 4 class, I have learned that a high level of teacher-student interaction is imperative for online student success. A social presence by the instructor enhances the engagement of students. While earning my Master’s in Educational technologies, I learned multiple modalities that help to create dynamic online education. For example, I often add video to my courses. This adds to both social presence and variation of material presentation.

English 7, as a course created to explore writing across disciplines, particularly lends itself to the full range of possibilities of online education. Material can be culled from a myriad of multimedia sources.

**4. 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 ***in a clear, detailed and specific way***. (*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 *(text, presentations, podcasts, video), class discussions (discussion board forums), group projects (blogs, journals), online resources (Publisher content/websites*, *course* *cartridges/packages), assignments, student research, reading, writing, & assessments?* ***Please be sure to list each of your contact hour/instructional activities and indicate how these will be delivered throughout the course and the amount of hours or percentage that they will entail.***
* **Contact hours will be dispersed as follows**:

Weekly discussion forum responses 18 hours

Wiki and blog updates with assigned groups 4 hours

Essay peer reviews 4 hours

Viewing of multimedia presentations and lectures 22 hours

Completion of Interactive activities 6 hours

Typically, each week will consist of 1 (college) hour of viewing online content, such as written and/or video/audio lecture by myself, or of viewings of movies, online mixed media presentations or other audio/visual/written materials. One hour each week will consist of completion of interactive activities (for example, students will take this interactive [Sorting Activity](http://www.pbs.org/race/002_SortingPeople/002_00-home.htm) and take part in group discussion of the activity). The third hour each week will be comprised of small group activities, such as peer reviews of essays or working on group presentations (part of group projects are done via contact hours, such as when I am actively engaging with the students in their wikis, and part of group projects are done as preparatory hours, similar to on-campus courses).

**Preparatory hours will be dispersed as follows:**

Individual reading assignments 25 hours

Essay and short paper writing 35 hours

Research 20 hours

Preparation of discussion and blog/wiki forums 10 hours

Group projects 10 hours

Writing self assessment 3 hours

Reviewing course materials 10 hours

* 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.
* This class meets once, at the onset of the semester. After this initial class, the class is designed as an asynchronous course. Student-based collaborative activities will be coordinated by students synchronously or asynchronously, but presented asynchronously to the class.

**5. 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.
* Early in the semester, I engage in very frequent outreach and

Online instruction requires instructors, as our students do, to deviate from traditional educational scheduling. This course will run on a weekly schedule, with new course material being presented at the onset of each week. I maintain a consistent, high-level interactive relationship with my online students. To create a strong online presence, I continually respond to students on discussion boards throughout the week. I believe this communicates to students that their instructor is aware of their activities, cares about their progress, and reads their posts.

* Timely grading is imperative for student progress. I grade all assignments within a week of the student submissions. Particularly in an English class, where writing assignments are carefully scaffolded, students must have feedback prior to subsequent assignments.
* This course has been designed with continual recall of prior learning; concepts introduced in early lessons are reviewed and reinforced through subsequent assignments. For example, rhetorical devices and logical fallacies are introduced early in the semester. As the course moves through various modules (humor, television, historical events), students are required to search for fallacies in arguments and presentations put forth by writers, performers and lawmakers.
* An additional effect of staying on top of grading and feedback is that at risk students are “seen” by their invisibility online. I contact these students directly via email.

**6. 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?
* To build a vibrant, student-based community, a variety of interactive activities take place. Full-class discussion forums, with requirements to respond to each other, creates the foundation for student interaction. My goal is always to create a Community of Practice, where students share their knowledge and insights with each other and are acknowledged independently for their contributions. Smaller group activities invite personal voices that sometimes feel safer or easier than exposure to a full class. In this particular course, which directly addresses sensitive racial issues, the absence of face-to-face contact may in fact create a stronger community, because assumptions based on visual cues are largely absent (Two class meetings, as required by the English subdivision, prevent this from being a completely “color-blind” class.

Blackboard will be used as follows for student-to-student interaction:

* Discussion Forums: Weekly, with varying requirements
* Wiki/: Twice during the semester all students will participate in a group project completed on a Wiki or a google doc
* Peer reviews: Twice during the semester each student will review a peer’s essay. The essays are exchanged via Bb Email tool. This ensures confidentiality of student email addresses.
* Students meet on campus for two on campus meetings.

**7. 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?
* This course has been created with a variety of assessments.
* A first meeting on-campus will establish for the instructor a means by which to monitor for assisted writing of assignments.
* Self-assessment is a large portion of the final exam. As this is a course that uses race as content material, self-analysis will be encouraged. Although the course aspires to encourage logical analysis of racial issues, a topic that is as impactful in our American society as this will inherently invite cultural and trained affective responses. Students are invited to discern their own responses in possible contrast with logical analysis; the goal of the course, and embedded in the assessments, are metacognitive self-examinations of thought process and emotive responses.
* As a composition class, several formal writing assignments are required. These are to be graded by myself as instructor, along with self-evaluation by students and peer reviews. The self-evaluation is created in a rubric for student completion. A similar rubric is used to give instructor feedback to the student. This is a comprehensive tool designed to give numeric and narrative feedback to students.
* Discussion forums, group projects, assigned blogs and wikis are all assessed by the instructor using a points system and narrative feedback.
* For feedback to be useful and relevant, it must be timely. I maintain a habit of providing weekly feedback to students, particularly in the online environment where a social presence by the instructor is vital. Timely assessment to students is a part of creating a sense of a committed and engaged instructor.

**8. Technology**

* Describe any software or multimedia tools you plan to utilize in your course: *PowerPoint (with or without audio),* *Publisher content/websites*, Course *Cartridges/Packages*, Camtasia, *Jing*, *Dragon Naturally Speaking*, Flash, *Audio (including Audacity and podcasts)*, *YouTube/EduStream/Web-based videos*, etc.). This is helpful to determine technology support needs. ***Please be specific in listing the technological tools you intend to use for your online or hybrid course***.
* This course design integrates extensive multi-media presentations and tools, some of which are made by me, and some of which are externally linked or embedded into the course shell.
* All of my PowerPoint presentations have embedded audio and most are converted into youtube or vimeo videos. This addresses issues of large files that can be created by adding audio to PowerPoint.
* Many websites are linked in the course and care is taken to ensure links are active.
* Word processing documents are converted to .pdf files. No publisher cartridges are used.

**9. Accommodations for Students with Disabilities**

* Is any required video close-captioned? Is there any required audio accompanied by a transcript? If you plan to use any multimedia (video, audio, publisher sites 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 *contact* the *Chabot* DSRC *(Disabled Students Resource Center-http://www.chabotcollege.edu/DSRC/)* if you need help in ensuring accessibility for your students.

**10. 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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Attachment 1: Colleague input, prior preparation

2004: On-campus Blackboard training

2003-2004: Weekly informal training from Lisa Ulibarri in WRAC lab

2004: Certification: Online Teaching. Cerro Coso College

 Met with Pamela Shen

2006: Presented first online proposal to English Subdivision. Consensual approval

 Conferred with Jan Novak and Lisa Ulibarri

2007: Taught first online course: English 1A (PACE)

2008: Began teaching English 4 online (PACE). Proposal reviewed by Lisa Ulibarri

and presented to English subdivision

2011: MA/Education/Instructional Technologies/Distance Education focus/Senior

thesis is development of this course. Course demonstrated to Lisa Ulibarri, Minta Windsor, Susan Tong, Mereille Giovanola, plus San Francisco State University Department Chair.

2011: September 15/English online subcommittee approved this English 7 proposal

**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”.