Chabot College

**Online Course Proposal Form**

Spring 2012

**Course Title & Number:** Elementary Spanish: Spanish 1B (SPA 1B)

**Faculty Name:** Cristina Moon

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

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

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

**⁫ Other (please describe)**

**First Semester To Be Offered:** Fall 2012

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:** first consultation with Lisa Ulibarri fall 2007.

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

 colleges? If so, **note the college(s).**

-Chabot College already offers Spanish 1A hybrid and online as well as Spanish 1B online. French 1A, 1B, 2A, 2B are all offered as hybrid with the lab component as the online portion.

-City College of San Francisco offers a sequence of full online Spanish 1A and 1B courses.

- Cabrillo College and Los Medanos also offer online course in Spanish.

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

 support for offering this course *in online/hybrid format*. **Date completed:**

January, 2012

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

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

 **Caren Parrish.**

**Attach a separate page** ***listing the meeting dates and a summary of your discussion. January, 26, 012 and February 3, 2012.***

**Meeting with the Dean of Language Arts:**

Late January, 2012 and February 2nd, 2012

Marcia Corcoran approved the new proposed Hybrid Spanish 1B course with the lab component for fall 2012.

**⁫ 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.

**World Languages Department meeting:**

January 26, and February 3, 2012

Attendees: Caren Parrish and Francisco Zermeño.

We discussed the need to increase the enrollment in the upper courses of Spanish and with the limited lab hours that we currently offer. Due to the current State requirement, a qualified instructor for each language must be available at the lab to supervise students at all times. This mandate has made lab scheduling difficult for students but also has affected our enrollment in the upper courses of Spanish. We all agreed that by offering a 3rd section of Spanish 1B as part of the first year sequence as a hybrid (all lectures being on-campus and one hour lab over the Internet) would create a more flexible option to students with demanding personal and professional responsibilities that can not accommodate the extra lab hour each week at the lab.

**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?
* Since Fall 2007, Chabot College has been offering Spanish 1A-hybrid. Due to its success we have been able to add an additional 1A-Online and 1B-online but we have not offer 1B-hybrid due to the limited number of sections in the upper courses.
* Since Fall 2009, all world languages courses at Chabot College include a one hour lab to their regular lecture courses. Soon after, we learned that in order to comply with title 5, faculty members had to be qualified in each of the languages represented by the students using the lab at the time of supervision. Starting Fall 2010 the French program decided to circumvent this requirement by offering the one hour lab component over the Internet, and conserving the lectures fully on-campus.
* Spanish 1B is a five-unit course that satisfies several requirements (CSU/GE: Area C; AA/AS) and is UC and SCS transferable.
* The one hour lab over the Internet would provide full schedule flexibility to students with demanding personal and professional responsibilities.
* This course will respond to a growing interest by the local community in online/hybrid courses. As of now, several community colleges in the area are already proposing language instruction this way, including City College of San Francisco (online), Cabrillo College (online) for Spanish and Sacramento State University.
* Currently, Chabot College successfully offers both online Spanish 1A and 1B courses, and hybrid Spanish 1A course. In addition, all French courses are considered hybrid by offering only the lab portion as online and conserving the lectures fully on-campus.
* 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?

I have been teaching Spanish 1A-hybrid at Chabot College since fall 2007. The success of this course lead to the creation of the 1A and 1B series to be online.

**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.)*
* Spanish 1B is a five-unit course that requires 5 instructional hours per week, a total of 87 hours throughout the term plus 1 hour of laboratory per week, a total of 18 hours. In a typical face to face Spanish 1B course, the hours are divided as follows:

59 hours Lectures, in-class discussion and communicative activities

8 hours Reading, listening and audio recording activities that accompany the textbook

8 hours Chapter exams

3 hours Oral presentations

3 hours Compositions (brainstorming and pre-writing activities; peer editing)

6 hours Preparation/review for exams

= 87 hours Total

+ 18 hours of laboratory done on-campus at the world language lab

* The hybrid Spanish 1B course will be the same as the on-campus one except regarding its lab component:

59 hours Lectures, in-class discussion and communicative activities

8 hours Reading, listening and audio recording activities that accompany the textbook

8 hours Chapter exams

3 hours Oral presentations

3 hours Compositions (brainstorming and pre-writing activities; peer editing)

6 hours Preparation/review for exams

= 87 hours Total

+ 18 hours of laboratory **over the Internet using iLearn** (the publisher’s online component)

* 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.***

This course is fundamentally the same as the previously Spanish 1B courses taught on-campus. The only difference comes from the lab component that students will do over the Internet using the publisher’s online resources accompanying the selected textbook. The lab assignments will consist of:

* E-workbook/lab manual: the publisher’s text comes with an online workbook and lab manual already successfully used by all Spanish 1B sections including the online 1B.
* 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.

The online E-workbook/lab manual is asynchronous in delivery and students can complete their assignments at their own discretion within the set schedule of homework (from the syllabus). In practice, students need to have finished their workbook and lab assignments by the end of each chapter exams.

**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.

> This course maintains the contact hours of on-campus Spanish 1B courses; students still attend twice a week a lecture and the instructor is available during regular office hours.

> Tutoring is early on encouraged to promote retention in the course (extra credit).

* For each type of interaction, describe why you believe it will be effective for this particular course.

> Students will continue to interact with each other in Spanish in the on-campus class meetings.

**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?
* This hybrid course adheres to the standards (5C’s) in Foreign Language Acquisition set by ACTFL (American Council on the Teaching of Foreign Languages):
(Source: <http://www.actfl.org/i4a/pages/index.cfm?pageid=3324>)
* Communication : usage of the language for communicative purposes in realistic situations
* Culture : exposure and understanding of another cultural framework in relation to one’s own
* Connections : language instruction to be intrinsically linked to other subject areas
* Comparisons : contrasting languages and cultures to develop analytical skills
* Communities : learning a foreign language while reaching to outside classroom resources
* The lab component over the Internet will address the criteria set by ACTFL:
* E-workbook to practice linguistic structures (grammar and vocabulary),
* E-lab manual with listening comprehension activities (audio/video) that develop linguistic skills.

**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?
* Student progress will be evaluated as follow:
	+ Daily participation = 15%
	+ Homework (E-workbook) = 10%
	+ Lab (E-lab manual) = 10%
	+ Compositions/oral presentations = 15%
	+ Chapter exams = 30%
	+ Final exam = 20%

 Total = 100%

* Students will have constant access to their current grades on Blackboard. All assignment grades will be posted on the grade book.
* For each graded assignment, student will be provided with detailed directions, and will be evaluated on the quality and the completion of the assignment. Rubrics will be used to provide comprehensive feedback to students.
* All e-homework (workbook and lab manual) will be graded online and grades will be posted on Blackboard with the rest of the assignments.
* **On-campus:** Students in need of help with be referred to tutoring at the PATH Center (extra credit) and/or asked to come during the instructor’s office hours. Among other, instructor will check for signs of successful learning at these benchmarks:
	+ Chapter exams / quizzes / final exam: there will be several chapter exams and 1 cumulative final exam.
	+ Compositions: there will be 2 compositions (writing assignments) with peer review activities.
* **Online:** Any student failing to complete these assignments in the allocated timeframe will be contacted by the instructor via email and/or in-class.
	+ Homework (E-workbook): students are expected to complete the homework that accompanies the textbook. These exercises are computer-graded (results available immediately). Homework will need to be completed by the end of each chapter.
	+ Lab (E-lab manual): students are expected to complete the homework that accompanies the textbook. These exercises are computer-graded (results available immediately). Homework will need to be completed by the end of each chapter.

**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***.
* The hybrid course will be managed through Blackboard. This is currently how students access their grades and supplementary materials for all Spanish hybrid and online courses. Students will be provided with a tutorial to help them navigate the Blackboard portal and its various features. Additional information will be provided to help students use accentuation in their writing in Spanish (keyboard shortcuts, “International Keyboard,” language and grammar features in Word).
* Students will be shown how to access the publisher’s iLrn website and how to navigate and complete workbook and lab manual assignments. Noteworthy, students will have access to an online version of their textbook (eBook with audio tracks incorporated in the text), a video library (with online activities and transcripts), an enrichment section (including grammar podcasts, on-line tutoring etc.), and a diagnostics section (to offer pre-tests, study plans, and post-tests for each chapters.). Printouts of the iLarn resources are included.
* Students will be expected to have an email account, personal access to a computer and internet connection allowing them to play/hear streaming video (plug-ins such as Media Player or Real Player), a microphone to record vocal assignments (available commercially and affordable), and be able to open Microsoft Word documents and PowerPoint presentation course.

**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.
* Every effort is made to accommodate students with disabilities in accordance with the recommendations from the Disabled Student Programs and Services and Special Services at Chabot College. Blackboard meets the basic requirements for accessibility for students with disabilities. All the video material from the publisher is close-captioned.

**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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_