Chabot College

**Online Course Proposal Form**

Spring 2013

**Course Title & Number: Business Communication – Bus 14**

**Faculty Name: Melissa Patterson**

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

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

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

**First Semester To Be Offered: Fall 2013**

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*](mailto:bbhelp@chabotcollege.edu)*) for Blackboard resources/training and information on this proposal/approval process.***Date(s) completed: 6-10-2010 plus current participation in FIG and other online resources**

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

colleges? If so, **note the college(s). Have taught this class as hybrid currently at Chabot and previously at CSUEB**

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

support for offering this course *in online/hybrid format*. **Date completed: 3/19/13**

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.*Consulted with Ramona Silva and Rae Ann Ianneillo**

**⁫ b.** Review your *completed*proposal with your subdivision colleagues. **Attach a separatepage** listing attendees, meeting date, and a summary of the recommendations or reservations of your division/subdivision.I reviewed the proposal with Wanda Wong, Lynn Klein, and Catherine Pinkas. Lynne had some specific comments on the order of section 5 and 6. I made the changes and agree the changes create an easier to read document. Catherine reminded me to include the CI-D requirements for Bus 14. I have added the requirements to this document.

**3. Student Benefits**

* Students will be given the opportunity to participate in an in-class and online format. They will learn and expand their skills in business communication.They will practicecommunicating in writing, online, and in-person in a professional business manner. This class is offered in an online version, but some students prefer classroom interactions also. A hybrid allows these students to have some flexibility in their schedule, but still have a regular class meeting.
* I have found, through my own experience and that of another instructor, that the hybrid of this class is preferred my many of the students. The assignments must tie in together to help students feel continuity between the online and in-class portion. Students can still form both an in-class and online community.
* Students will learn to write business memos, emails, letters, resume, cover letters, thank you letter, impromptu professional speeches, group work, group presentation with PowerPoint, and an analytical report contrasting the difference in business communication between the US and an English second language country.

**4. Course Content Delivery**

* Online work will consist of these times:
* Grammar Quiz/Exercises 7hours
* Discussion Board Individual 10 hours
* Review Chapter’s PowerPoint Slides8 hours
* Lab Exercises grammar/writing 10 hours
* Group Discussion Board 8 hours
* This hybrid will consist of50% in class and 50% online plus lab work online 1 hour per week:
* In-class work:
* Lectures
* Three impromptu speeches and one group presentation
* Exercises (grammar and writing)
* Open discussion

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

* I will contact students during each class and offer office hours before class and I will open stay after class when needed. I find that students will come into class a little early or stay a little late to ask me questions. They seem to feel more comfortable asking the instructor questions with a few other students around them. Students can also send an email and I will respond in 24 hours. I use Skype to contact students.
* I will also set up a general discussion board so students can ask questions or find answers.
* Students will receive in-depth feedback on all assignments and teacher participation in all discussion boards.
* I send an email twice a week to all students letting them know what the week’s goal is, what is due, and what will happen the next week. I will also send extra email blasts to students during each week. I will also contact students who seem to be struggling or not attending class or completing assignments.
* I will also post two or more announcements on Blackboard with a list of what is due and what is happening in today’s business world concerning business communication and résumés.

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

* Students will work on a group project both in-class and online. The assignment is due just after the middle of the semester and then will complete a verbal group presentation, including PowerPoint slides. Students will also use their groups to review and help each other with assignments.
* Students will have a group discussion board and also provide feedback to each other on a class discussion boards each week. Students will be encouraged to share articles and share their experiences concerning business communication in a special class discussion board. I find the most popular topic during the semester is writing a resume and each student’s experience
* Since this class is a communication course, all instructor-student interactions are part of business communication in today’s world. Not only will I use Discussion Board to discuss each week’s chapter topics, but discuss what is happening in today’s business marketing. Feedback provided to the groups Discussion Board will help each group develop a successful marketing plan (final 3-part paper)

**7. Assessment of Student Learning**

* I will set up rubrics for each written assignment, which the students can view before they complete each assignment, and attach a rubric to each student’s assignment. Every written assignment will be submitted to SafeAssign for analysis. I warn any student whose assignment tests as 20% plagiarized or higher. If the student continues to turn in assignments that score as plagiarized work, the student will receive a zero for the assignment.
* Assignment feedback will take place in both Blackboard’s grade center and with an attached file in MS word format. Students will be provided with detailed feedback to help with future assignments. I will also provide private feedback to each student’s on each week’s Discussion Board.

**8. Technology**

* This course will use a computer with access to Blackboard, the text book, MS PowerPoint or free PowerPoint reader, Skype if the student wishes to meet with me using video, and I encourage students to download and use either Foxfire or Chrome browser for the two exams.

**9. Accommodations for Students with Disabilities**

* I will provide a link to DSRC and will contact them for help and advice. I will follow any advice DSRC provides and I will seek the advice as situation come up. I have an auditory learning disability and was a client of DVC’s DSRC. I was able to finally diagnose my issue and learn how to work around it. I owe my educational success to the help I received from DVC’s DSRC.

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