Chabot College

**Online Course Proposal Form**

Fall 2013

**Course Title & Number:** Intermediate French: French 1B

**Faculty Name:** Caren Barnezet Parrish

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

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

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

**⁫ Other (please describe)**

**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:*

**X a.** *Consult Online Learning Support staff (**bbhelp@chabotcollege.edu**) for Blackboard resources/training and information on this proposal/approval process.* **Date(s) completed:** Fall 2008 and via email since.

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

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

* City College of San Francisco offers a sequence of full online French 1A and 1B courses.
* California State University, Sacramento offers a sequence of full online French 1A and 1B courses. It appears that French 2A and 2B could also be taken online via “special accommodation for an online format offering.”

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

 support for offering this course *in online/hybrid format*. **Date completed:** November 27, 2012

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

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

For this specific French 1B online proposal, I consulted again with Cristina Moon who teaches both online Spanish 1A and Spanish 1B. We have been exchanging ideas regarding hybrid and online Spanish and French courses since 2008. Overtime we have developed the hybrid and online programs for our respective program. We are in constant collaboration exchanging experiences with our courses in order to improve online lectures we create (Jing, Camtasia, Screencast) as well as to make our Blackboard coursesites effective and user friendly for students to navigate and to access information.

**X 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.

**January 22 and 24, 2013. Meeting with Cristina Moon.** We reviewed the various components of the French 1B course, as to have all assignments and resources offered in the on-campus course made also available with the online French 1B course. This will be done using the same textbook and online support from the publisher (iLrn from Cengage which provides an eBook, online exercises using Quia, diagnostics tools for instance). Additionally, online lectures (vodcasts) are been created by the instructor (Caren Parrish) this semester and used by students enrolled in the hybrid French 1B course. With students’ feedbacks, all these vodcasts will already be completed and made available at the beginning of the Fall 2013 semester.

**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?*

* French 1B is part of the sequence of French courses offered at Chabot (French 1A, 1B, 2A, and 2B). French 1B is a five-unit course that satisfies several requirements (CSU/GE: Area C; AA/AS; IGETC: 6A-LOTE) and is UC and SCS transferable.
* The intent in offering the second semester of French via an online format is to increase access to this lower division course for students who cannot meet the required 6 hours per week contact time (5 hours lecture + 1 hour lab) of a traditional face to face/on-campus course. An online French course would provide full schedule flexibility to students with demanding personal and professional responsibilities that conflict with traditional instruction of campus.
* 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 French and Sacramento State University.
* Currently, Chabot College successfully offers both online and hybrid Spanish 1A and 1B courses. The French program has also been very successful at offering an online French 1A section since Fall 2010 during Fall and Spring semesters, and Summer six-week sessions.
* The language program at Chabot College lays emphasis on the importance of learning a language (French in this case) through its various components: culture as well as linguistics (speaking, listening, writing, and reading skills). The online medium of instruction offers access to a variety of authentic resources that enriches the curriculum of the French speaking world at no cost for the students.
* This online French course will respond to a nationwide demand for online language courses with transferable credits for students who cannot attend onsite campuses.

*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?*

* This course has not yet been offered fully online at Chabot.

**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.)*

* French 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 French 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

6 hours Compositions (writing activities using Blackboard “discussion board”)

6 hours Preparation/review for exams

= 87 hours Total (+ 18 hours of laboratory using the publisher’s online components)

* The **online French 1B course** will be structured as follow:

47 hours Lectures in podcasts, vodcasts, eBook, and supplemental websites resources

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

8 hours Chapter exams

10 hours Threaded class discussion on course writing activities (Blackboard “discussion board”)

10 hours E-workbook and e-activities (Preparation/review for exams)

= 87 hours Total (+ 18 hours of laboratory using the publisher’s online components)

*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, coursecartridges/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 will fully be hosted online and will consist of:

* **Lectures:** vodcasts (online videos) created by the instructor using Jing Pro (hosted by Screencast) and incorporated on Blackboard. Each lecture is a five minute presentation of a course content (mostly grammar and culture) using the sole target language (French). Samples: <http://www.screencast.com/t/CGn5OVMFxzbE>
<http://www.screencast.com/t/dCg4G5b7ra0w>
<http://www.screencast.com/t/mw28WeSjq9SV>
* **Supplemental lecture/instructional resources:**
The eBook used for this course offers a range of additional resources that can be used for lecture and instructional purposes: they include recorded pronunciation guides of vocabulary, grammar video tutorials (in English) and grammar and cultural podcasts (in English).
* **Videos:** the method used in this class is accompanied by short videos sequences illustrating course content (communicative and cultural) for each chapter. These videos are associated with pre and post-viewing assignments.
* **Chapter exams:** For each chapter, students will take an online exam using Blackboard. This testing format is already used by the sections of French 1A (online and on-campus) and 1B. The exams are created using Respondus and include sections of listening comprehension, vocabulary, grammar, culture and writing. The exams are set with one question released at a time, no backtracking, and a timer.
* **Threaded class discussions:**
For each chapter, students have to complete a discussion board assignment on Blackboard. The topic relates to the content of the chapter studied and students have to contribute a main post and two different responses to their peers.
* **E-workbook:** the publisher’s text comes with an online Quia workbook and lab manual already successfully used by the on-campus French 1B section.

*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 instruction via Blackboard will be asynchronous in delivery. Students will have the flexibility to complete the set tasks and assignments according to their own schedule; however a timeframe with deadlines will be set for each one. The online course components will include chapter exams, homework (E-workbook), lab assignments, and discussion board posts.

**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 will not meet face to face. However Blackboard offers various tools that provide opportunities for students and instructor to keep in touch on a daily basis (email, discussion boards, and announcements).
* To insure students’ success and intervene when necessary, the instructor will monitor students’ progress through various means:
	+ course statistics will clearly indicate students’ usage of the diverse components on Blackboard,
	+ students’ participation in the discussion boards and/or submission of assignments via (Digital Dropbox, SafeAssignments)
* Early in the course, the instructor will provide students with short assignments with deadlines to identify and contact the students not meeting these deadlines or performing poorly to prevent them from dropping the course.
* The instructor will leave traces of her presence on Blackboard by commenting and providing feedback on students’ work as much as possible. This will be especially true at the beginning of the course to answer any potential questions, to reassure students, and overall to affirm her virtual presence over the course and her mastery of the subject matter taught.

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

* This online 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 online instruction (asynchronous) will address the criteria set by ACTFL:
* lectures and web resources to supplement vocabulary and grammatical structures, to present Francophone cultural aspects, in textbook,
* discussion boards for students to reflect on and contrast cultural topics, while improving interpersonal communicative skills,
* writing assignments centered on students’ personal interests and life experiences that contextualize linguistic structures (grammar and vocabulary),
* listening comprehension activities (audio/video) that develop linguistic skills,
* E-homework to practice linguistic structures,
* Testing to assess students’ progress and acquisition

**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?*

* Students frequently interact with each other in French in the on-campus class meetings. This will be also be possible through various Blackboard features:
	+ Discussion board related to course topics,
	+ Chat/group meetings available through Blackboard.

**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?*

* Student progress will be evaluated as follow:
	+ Quia “grammar activities” = 10%
	+ Quia “lab activities” = 10%
	+ Quia “oral/video activities” = 10%
	+ Chapter exams = 40%
	+ Discussion boards = 10%
	+ Final exam = 20%

 Total = 100%

* For each graded assignment, student will be provided with detailed directions, and will be evaluated on the quality and the completion of the assignment.
* Academic integrity is important in language courses in light of the rampant usage of online translator tools available. The following statement is included with each discussion board assignment for instance:

“Attention: your grade for this assignment depends **SOLELY** **on your ability to use the grammar concepts and vocabulary of this Module 1** (hence use your book).
**DO NOT** **under no circumstance use an online translator**; first it always comes up with erroneous and incomprehensible word collage and secondly, it will put you in a situation of breach of Academic integrity and its consequences (zero / F for the course). *Consider yourself warned!”*

*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?*

* **Online:** Student will be monitored weekly to make sure they are participating in the weekly assignments they need to complete. Failure to complete assignments close to the deadline (24 hours prior) on Blackboard and/or Quia (workbook website) will bring the instructor to send a group email to the students in this position. Any student failing to complete the assignments once the deadline has past will also be contacted by the instructor via email to inquire if and how they need help. Students in this position and students who are performing poorly in some assignments (exams, forums of discussions) will be reminded of the resources available to them (instructor’s online lectures, eBook), and especially of tutoring opportunities at Chabot (PATH Center).

**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 online course will be managed through Blackboard already in use by many instructors at Chabot College. This is currently how the online French 1A course and all the other hybrid French courses (1A, 1B, 2A, and 2B) are administered. Students will be provided with an online video 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 French (keyboard shortcuts, “International Keyboard,” language and grammar features in Word).
* 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), and recording capabilities (incorporated in computer or with a microphone) to record vocal assignments, and be able to open Microsoft Word documents and PowerPoint presentation course.
* I create my online video lectures (podcasts) using Jing Pro, host them on Screencast, and incorporate them into Blackboard. This is already done with the online French 1A course, and is under construction with my hybrid French 1B course.
* I have used Blackboard with my previous courses (over seven years) for online testing, posting resources and additional lectures, utilizing the gradebook and dropbox/SafeAssignment functions, and encouraging students to share their research through discussion boards.

**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 will be 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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**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”.