Chabot College

Online Course Proposal Form

Fall 2012

Course Title & Number: Soci 5- Introduction to Social Research Methods

Faculty Name: Susan Tong

Course Delivery Method (check one):

Online (all instruction is online)

Hybrid online (instruction occurs both online and on campus)

\*Other (please describe)

Online with optional (for students) on campus meetings which will be prescheduled to meet on specific days/times. These meetings are not part of the required class contact hours.

First Semester To Be Offered: Spring 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:

1. 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: August 15, Lisa Ulibarri

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

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

Checked nine California community colleges (Los Angeles Mission College, Bakersfield, Fullerton, Los Angeles Southwest College, City College of San Francisco, College of San Mateo, Diablo Valley, Cabrillo and Los Medanos) Only two of the nine colleges offered this course. One of the two Los Angeles Mission College offered one evening section and one online section.

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

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

This course is essential for our new transfer major in Sociology. For at least the past year Dr. Mendoza and I have discussed my teaching this course as an online course with optional student meetings and agreed that it would be taught for the first time in the Spring, 2013. Dr. Mendoza and I have met numerous times to discuss this course being offered as a hybrid. Our discipline needs this course for our student majors and Dr. Mendoza and I agreed that an online format would best meet to meet the needs of our majors since an online format would “reach” the greatest number of students.

1. Develop Proposal And Consult With Colleagues:
2. Consult with other faculty experienced in DE. With whom did you consult?

I have already taught numerous online courses at Chabot College including Soci 1, 3, 4 and 10. I currently teach two online courses a semester and have taught online for over seven years.

1. 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.

I have submitted my COMPLETED proposal to Dr. Mendoza for feedback.

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?

Our reasoning for choosing an online format with optional meeting dates was because our discipline can only offer one section of this course and no day/time would meet the needs of all of our students. If the course was offered in the day, night students couldn’t take it and vice versa. If we offered it on a Monday/Wednesday then students who could only take it on Tuesday/Thursday would be unable to enroll, etc. By offering this course as an online course with optional class sessions we are attempting to provide students with the greatest flexibility.

* 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? Not applicable.

1. 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.
* 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 course will consist of 17 weeks of classes, three academic hours per week plus an online final exam during finals week.

Each class session will include:

1. 40 minute lecture/review
2. minimum of a 10 minute question and answer
3. 40 minute quiz
4. 70 minutes of activities
5. lecture/review- will be in the form of power point, relevant videos. The lecture/review will highlight material from the assigned chapter especially drawing on illustrations and applications.
6. Students will be encouraged to ask questions to each other and the instructor will moderate/clarify. This question and answer will be in the Discussion Board. (Incentive for participating in this activity will be assigned points!)
7. A 40 minute multiple choice/true false quiz will be assigned weekly.
8. 70 minutes of activities focusing on group work, discussions, student presentations and other “in class” types of activities. This course lends itself to group exercises such as questionnaire construction, journal article analysis.

OPTIONAL CLASS SESSIONS are not included in the required class contact hours.

Outside of class students will be reading the text, using Aplia (Wadsworth’s education software that provides practical research methods questions and problems with direct and immediate feedback to all student submissions), preparing for “in class” activities, and individual projects.

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.

1. Weekly question/answer. This will include student/student and student/instructor interactions. All students will have access to these responses.

1. Instructor responses to Discussion participation.
2. Constant and consistent weekly reminders of when an assignment is due to all students through the Announcement Board and via email. These reminders are followed up by emails to all students who miss an assignment- I provide an additional “grace period” with these individualized emails. I have found that by sending out a reminder prior to the due date of each assignment, most students complete the assignment on time. For the few who don’t complete the assignment on time, the grace period usually suffices. When a student doesn’t complete assignments even after a grace period, I contact them via email. Unfortunately some students never respond but I found that using the reminder and grace period process, most students satisfactorily complete the course.
3. Face to face meetings with any student who asks or who appears to need guidance/assistance. I have been flexible with regards to meeting day/time including agreeing to meet in the evening.
4. This proposed course will include optional face to face course time. There will be 5 optional two hour meetings. These course sessions are NOT included in the required class contact hours. Each of these class sections will tackle the most difficult content of that section and the course. Students will be notified way in advance of the class meeting topics

6. Individual narrative responses to students regarding their performance on a certain assignments such as exercises, projects, participation in groups.

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?

There will be a weekly question and answer period with student/teacher participation, students will be encouraged to not only ask questions but to answer other student’s questions with the instructor clarifying, elaborating. To encourage students to ask questions, credit will be awarded and a minimum number of questions for the course will be required. Additionally there will be Discussion Board responses based on the materials (my discussion board assignments are always interactive with students responding to each other as well as my participation). There will also be a small group activities centered around questionnaire construction, administering and analyzing survey responses, etc. I am considering including interaction between students via group participation i.e., other students will comment on student group presentations.

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?

Assessment of student learning will include a variety of assessment tools including quizzes, exercises, discussion board participation, questions/answers , mini reports and the final.

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.

Powerpoint will be used for online lectures. A link to download Powerpoint Viewer will be provided as well as a easily printable copy of each powerpoint lecture.

The adopted text comes with a course cartridge with student aids as well as a separate (not integrated in Blackboard) education software called Aplia that consists of practice problems/questions with DIRECT feedback to students for each item that a student answers incorrectly. Aplia is described as a sort of “teaching assistant”. Web-based videos will be used as part of lectures and for some exercises. I am currently in the process of finding appropriate videos, some I have already located through You Tube and EduStream.

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.

The course content is just being developed for this course. Fall semester I will contact the DSRC for advice and assistance on how to make accommodations for any multimedia that are used in this course. I understand that an option is to provide an alternative assignment with similar content if closed-caption is not available for a particular video and I am prepared to do this.

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”.