Directions: Complete this form in Microsoft Word. Click on the boxes where applicable and enter your responses by clicking on the grey-shaded boxes (     ) within each text box. Each text box will expand as needed. Submit a saved copy of this form via email to the COOL chair(s).

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| **Course Information and Delivery Format** | |
| Course Subject & Number: **Political Science 1**  Course Units: **3** Total Contact Hours: **54** | Course Delivery Method (check one):  Online (all instruction is online)  Hybrid (instruction occurs both online and on campus)  % online  % on campus  Other. Please Specify: |
| Faculty Name: **Sara Parker**  First Semester To Be Offered: **Summer 2014** |

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| **Need/Justification/Benefits to Students** |
| How will the online/hybrid delivery of 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?  American Government is a "bottlenecked" course and the demand for both in person and online sections is in high demand. There is currently only one, part-time instructor teaching in the Political Science program approved to teach online. We have offered two online sections of American Government for many years, even as the number of in-person section offerings has grown. There is a great deal of demand from students seeking any American Government course, and a particular need for online courses for non-traditional, working students and parents.  I believe the opportunity to teach online will enable me to try activities and discussions that there simply isn't time for in the traditional lecture-only environment. Some of these activities include: greater use of online resources and guided engagement with those sources; student to student collaboration and conversations that include ALL students; the chance to learn and utilize new technology; and supplemental video viewing. |

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| **Preliminary Research andInput from Colleagues and Administrators** |
| Reviewed online teaching resources & tools at <http://www.chabotcollege.edu/cws/onlineteaching/>. |
| Met with Division Dean and subdivision colleagues to secure preliminary support for offering this course in online/hybrid format. |
| Reviewed similar courses at other colleges (CVC Distance Education Catalog <http://www.cvc.edu/>) |

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| **Develop Proposal and Consult with Colleagues** |
| Consult with other faculty experienced teaching online. If this course has previously been offered at Chabot in this delivery method, what are some of the recommendations from prior instructors that will influence your instruction in this course?    1. I read the prior proposals for American Government and plan to incorporate some their best practices. Some of these ideas include:  -Using "units" that have some elements of consistency throughout the semester.  -Using online sources and publisher materials.  -Setting specific office hours for online courses so that students are assured they can contact you during certain times.  -Experimenting with new technology.  -Setting up online groups or teams for collaboration and conversation.  2. I have also consulted with long time online instructors: Andrew Pierson (currently the Scoial Science Faculty Coordinator), Rani Najir, and Aldrian Estepa in Psychology, a new online instructor Christina Mendoza in Sociology. I will continue to consult with my colleagues as I "build" my online course and teach it for the first time. |
| Review your completed proposal with your subdivision colleagues (if required). Please provide a summary of those recommendations:  N/A. |

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| **Course Content Delivery - Contact Hour or “In-Class” Activities** | | | |
| In the following section, explain how each instructional hour” will be implemented throughout each week of the proposed online or hybrid course. Instructional hours, or “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.  The following list illustrates some sample “in-class” activities for an online class. These are suggestions and each instructor would use whichever activities are best suited to the course. | | | |
| * Read lectures/content * Presentations from the instructor * View multimedia content * Reading another student’s blog * “In class” reading of short texts, scenarios or quick discussion questions. * Reading another student’s presentation. | * Participate in discussion board forums * Posting feedback, reading students posts, and peer reviewing other student’s papers on the discussion board or group forum. * Transformative Learning Activities: Responding to other learners in regard to certain questions that challenge a learner’s perspective on key issues in the course materials. | * Constructivist assignments that target real-life applications for class discussion on the discussion board. * Group problem solving * Group Projects that include multiple posts to each group member within their designated group forum space. * Assessments – quizzes, tests, exams, surveys | |
| 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. The breakdown of contact hours can be done using percentages or actual hourly increments. Account for the contact hours in your proposal ***in a clear, detailed and specific way***. | | | |
| **Activity and Description (note: each text box will expand as needed)** | | | **Hours or %** |
| Read lectures/content in the form of Powerpoints, prezi, or other lecture-based communication. | | | 10hrs (~25%) |
| Presentations by instructor in the form of videos or podcasts | | | 5hrs (~10%) |
| Analyze (and discuss) case studies ("constructivist assignments") | | | 15hrs  (~25%) |
| Assessments in the form of tests (two midterms and a final exam) | | | 6hrs  (~10%) |
| Analyzing video clips or websites | | | 6hrs  (~10%) |
| Posting responses to current event articles and responding to peer postings | | | 6hrs  (~10%) |
| Discussion board forums and voting on topics and issues related to content being covered | | | 6hrs  (~10%) |
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| TOTAL CONTACT HOURS: | | | 54 |

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| **Course Content Delivery - Preparatory or “Outside of Class” Activities (not part of contact hours)** | | |
| For each contact hour, students should be expected to spend two preparatory hours “outside of class” on reading, studying, preparing assignments, and other homework. Note that these additional hours are not considered to be “contact hours.” The list below reflects sample instructional, preparatory “outside of class” activities. | | |
| * Reading textbooks * Research * Preparing assignments * Viewing internet sites * Individual reflective writing * Writing/composing a blog * Journaling | * Analyzing another student’s ideas individually * Using a wiki for posting ideas to other class members in preparation for a group project * Reviewing class notes. | * Outside reading of additional texts pertaining to the course subject matter as homework preparation. * Preparing an individual class presentation. |
| **Activity and Description (note: each text box will expand as needed)** | | |
| Completing required reading: textbook and additional reading. | | |
| Preparing for video or website analysis (viewing video, visiting and taking notes on websites). | | |
| Planning for and completing assinments and preparing for assessments. | | |
| Completing lecture note worksheets. | | |
| Reviewing lecture notes and synthesizing information. | | |

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| **Nature and Frequency of Student-Instructor 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.  Introductory: I will respond to each student individually during the first week of class as part of an introductory assignment.  Individual attention: I will give individual feedback to students every week on their work, with constructive comments, and commentary, especially on their current event posts.  Class attention: I will communicate with the class every week multiple times via the announcements page, a weekly "welcome" note, video, or podcast. I will email the class or weigh in with general comments, feedback and reminders that are applicable to the entire class.  Online office hours: I will hold an hour of office hours "online" once a week where students can call email, or message me directly with questions about the class.  Intervention: I will individually contact students who are not completing assignments by email or by phone to check in on their progess in the class. |

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| **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 many opportunities for students to interact with one another in online forums and in other ways as well.  -There will be online current event discussion board forums where students will have to post ideas and responses as well as post and respond to their classmates' ideas.  -For several assignments, students will also have to post elements of their assignments to build on each others' body of knowledge.  -I will have several interactive voting modules to guage student perceptions and allow them to comment on the rusults.  -There will be at least one group based project that will require students to give feedback to others within their assigned group.  -I will experiement with assigning students to "virtual study groups" where they can communicate with one another to help with lecture notes and studying for tests. |

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| **Assessment of Student Learning** |
| How will you assess learning in this course?  The class will be organized around six content units, plus one introductory unit. The breakdown of topics, points, assessments, and assignments break are attached to this proposal. |
| Given the nature of online courses, how does your assessment plan ensure a level of academic integrity with which you’re comfortable?  Absolutely because the assignments are based around contemporary topics and randomly assigned cases studies (not all students will receive the same case studies.) I will emphasize in the first, indtroductory unit what constitutes plagiarism and give examples. I will use the "safe assign" function for longer assignments. I generally prefer to use assessments that are short answer, "thinkinging"/response questions as opposed to multiple choice, though a variety of types of assessments is valuable. |
| 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?  I want to have regular check-ins with students in a variety of ways. This is why my assessments will be very diverse but all have the explicit goal of asking students to demonstrate their engagement with the material to me and to their peers. I will provide feedback to students by marking up their assignments, writing comments at the end of assignments, grading their work promptly and giving explanations for their grades. For the larger case study assignments I will provide rubrics to students. As previously mentioned, I will also use the current event forum as a way to check in with students and comment or resond to their work. I will have a Q&A section of Blackboard where I can keep an archive of questions that will be helpful to all. I will be available duirng a dedicated office hour for students (as well as other times by appointment). Finally, I like to provide students with personalized links or information that addresses their unique stated interests or questions. |

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| **Technology and Accessibility** | |
| Indicate the technology tools (software, web-based tools, etc.) and the plan for utilization in your course. Most commonly used are listed below; additional tools and information are available on the COOL website. | |
| CMS/LMS (Blackboard) |  |
| Presentations (PowerPoint) | I will modify my in-class powerpoints as well as create additional ones that are specifically created for usership on line. I will study best practices and work with experienced colleagues in this process. |
| Publisher content/websites |  |
| Websites/links (Google Docs) | The subject of this course lends itself really well to online websites. I will use government resources, studies published from reputable organizations, and contemporary media in the form of videos, articles, and podcasts. |
| Screen recording (Camtasia, Jing) | I just learned how to insert myself into bullet point content with Camtasia - so I will use that! |
| Audio (Audacity, iTunes) | I will make short podcasts (with transcripts available) to cover some topics that I think are better explained that shown in writing |
| Video (YouTube, EduStream) | I will make short videos (with transcripts available) for students when I want to give them examples, ask questions, or communication information verbally instead of only in writing. |
| Web conferencing (CCCConfer) |  |
| Other software (please describe) |  |
| **Accessibility/Accommodations for Students with Disabilities**: All materials must be accessible to students with disabilities. During the development of your course, please make sure that videos are closed-captioning or a transcript is provided, audio is accompanied with a transcript, images include alternative/alt tags, detailed visuals include text descriptions, and tables are formatted to include row and column headers. For information and support for ensuring accessibility for your students (including captioning), please contact the Chabot Disabled Students Resource Center (DSRC). | |

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| **Verification of Content and Approval** | |
| **Faculty (Enter Name):** **Sara Parker**  **By entering my name above and checking this box, I verify that this completed proposal accurately reflects my plans for the proposed course.**  **Date:** **February 1, 2014** | **Division Dean (Enter Name):** **Andrew Pierson (Social Science Faculty Coordinator)**  **By entering my name above and checking this box, I approve this course proposal from the instructor as completed above** (Verification of approval may be conducted by the COOL Chairs).  **Date:** **2/21/14** |

**Please email your completed proposal to the Committee On Online Learning (COOL) chairs.**