

Chabot College
Online& Hybrid Course Proposal Form
Fall 2013

Course Title & Number: Principles of Sociology (SOC 1)

Faculty Name: Christina Mendoza, Ph.D.

Course Delivery Method (check one):

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

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

☐ **Other (please describe)**

First Semester To Be Offered: SPRING 2014

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:**
- ☐ **b. Review similar courses. Are similar courses offered online at other colleges? If so, note the college(s). SOC 1 online has been regularly offered at Chabot College for several years. SOC 1 is offered online at many colleges.**
- ☐ **c. Meet with your Division Dean and subdivision colleagues to secure preliminary support for offering this course in online/hybrid format. Date completed: There is strong support in general for online teaching within the Division of Social Sciences. Social Science Dean Eric Schultz is supportive of my plans to develop and teach SOC 1 online. I discussed this proposal with Dr. Schultz on September 17, 2013**

2. 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..**
- ☐ **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.**

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? Based on a review of recent enrollment and wait list data**

there is very strong student need for access to additional sections of online SOC 1. Additional online sections will allow increased access for those students who work jobs with rotating schedules, have mobility or transportation challenges, or who may have caregiving responsibilities that make traveling to campus difficult. Online instruction can allow for a more individualized pace of instruction. Student-to-student discussion is a major and central component of the SOC 1 course I am designing. Because the discussions will be written students will get a lot of writing practice—I believe this extra writing will benefit many Chabot students who may have avoided practicing writing in the past. Another learning opportunity made available in the online course will be students repeated practice in writing and responding to written arguments. Each discussion post and each discussion reply will be assessed using a rubric designed to measure students' argumentative writing.

- 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? **From other faculty I have learned that I should be very clear in the organization of the course and to give students many avenues to find the information that they need for success in the course.**

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.) **The course will consist of 6 Workshop, each 2 or 3 weeks long. Each Workshop accounts for 9 hours of contact hours. (Not including reading the main courses texts.)**
 - *Instructor’s written Workshop Intro and framing: .5 hours*
 - *Rubric guided Original Discussion Board post with reasons and evidence, and two thoughtful rubric guided replies: 2 hours*
 - *Sociology Exploration Project. These vary some but typically include a combination of Web-based video, reporting/sharing out of documented out-of-class observations, posting “in-class” short readings responses, reporting/sharing out of interview results, posting a position with reason and evidence for support, posting a reasoned critique of a reading or video, responding to classmates’ posted positions to create and further discussion using thoughtful reflection, evidence and reason, posting creative work (for example, posting ad copy for myth debunking), and peer responses posts.*
5hrs
 - *Exam, 90 minute, random, one at a time, no backup, 1.5hrs*
Total per Workshop: 9 hrs
Six workshops total: 54 hrs
- 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.

- **The course will be 100% online.**
- ***The course will consist of 6 Workshop, each 2 or 3 weeks long. Each Workshop accounts for 9 hours of contact hours. (Not including reading the main courses texts.)***
 - *Instructor's written Workshop Intro and framing: .5 hours*
 - *Rubric guided Original Discussion Board post with reasons and evidence, and two thoughtful rubric guided replies: 2 hours*
 - *Sociology Exploration Project. These vary some but typically include a combination of Web-based video, reporting/sharing out of documented out-of-class observations, posting "in-class" short readings responses, reporting/sharing out of interview results, posting a position with reason and evidence for support, posting a reasoned critique of a reading or video, responding to classmates' posted positions to create and further discussion using thoughtful reflection, evidence and reason, posting creative work (for example, posting ad copy for myth debunking), and peer responses posts.*
5hrs
 - *Exam, 90 minute, random, one at a time, no backup, 1.5hrs*
Total per Workshop: 9 hrs
- ***Six workshops total: 54 hrs***
- 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. **None of the course will be synchronous.**

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. **The course I have designed consists of 6 Workshops, each workshop is two weeks long (there is an extra week at the beginning while students are getting oriented to the site, purchasing the book, and posting their introductions). The course will likely be late-start to allow students new to online to attend any general online orientations, visit the online help desk, or meet with me. Each Workshop will include an introduction, written in my voice, that will not only introduce the workshop topic in general, but also connect the topic to me. For example, I'll describe how I got interested in the topic, research I've done in the area, or what part of the topic I find most interesting. The introduction allows me to be present in the framing of each major topic area. I will include encouragement and "hints for success" in the introductions. Each Workshop will also include a Directed Reading Study Guide where I will identify areas of focus in the reading so that students know which topics and concepts I think are most important to master. The Directed Reading Study Guide will not only help students focus their reading, it will also clearly identify material that will be included on the objective assessment at the end of each Workshop. Each Workshop will also include a discussion**

board prompt written by me, in my voice, that will communicate the tone, focus, and parameters of the discussion. Students will receive feedback from me on each of their discussion posts. At minimum each student will receive a graded score derived from a rubric that is shared with each student. In addition, a mix of individual email, class email, instructor discussion posts, and class announcements will be used to communicate with students about their discussion posts. Similarly, each Workshop will include a Sociology Exploration Project (SEP). Each Sociology Exploration Project will include an introduction setting the tone, scope, and expectations for the project. This introduction will be written in my voice and will include insights and encouragement. I will provide feedback on each student's Sociology Exploration Project. At minimum each student will receive a graded score derived from a rubric that is shared with each student. In addition, a mix of individual email, class email, and class announcements will be used to communicate with students about their Sociology Exploration Projects. In addition, I will regularly post announcements with encouragement and due date reminders. I plan to regularly individually email students whom I identify as falling behind or performing poorly.

- For each type of interaction, describe why you believe it will be effective for this particular course. **The interactions described above are based on discussions with more experienced online instructors and modeled after practices and strategies they have identified as effective.**

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? **The course I am designing consists of 6 Workshops. Each Workshop includes a structured student-to-student discussion. Students are provided with a detailed discussion prompt and a rubric describing required evidence and reasons. The rubric serves to guide their post and to inform my assessment. Students are required to respond to their classmates' posts, typically a minimum of two replies. A corresponding rubric is provided for each reply; the reply rubric also specifies that reason and evidence must be provided to earn full credit. In addition to the discussion board in each Workshop, there is also a Sociology Exploration Project. Most of the Sociology Exploration Projects include rubric guided student-to-student post and replies. Many of the Sociology Exploration Projects also include interaction with people outside of class such as interviews and observations.**

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? **Based on discussions with other more experienced online instructors, I have come to believe that having a greater number of smaller assignments, assignments that require students-to-student interaction, assignments that ask students to describe their interactions with people outside of class, assignments that require students to respond to active and changing sources of information like news feeds and blogs, and making it clear that I am paying close attention to their submitted work, are all factors likely to enhance**

the integrity of the course. In addition, setting timed, random, no backtrack, one question at a time quizzes increases assessment integrity.

- 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? **For each Workshop, 20% of the grade is based on the Discussion Board and Replies. 30% is based on the Sociology Exploration Project, most of which include significant student to student interaction including posting replies to other classmates' evidence and arguments. 50% of each Workshop is based on an objective assessment. At minimum each student will receive a graded score derived from a rubric that is shared with each student. In addition, a mix of individual email, class email, and class announcements will be used to communicate with students about their learning and progress.**

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. This course will use some web-based video links. On the advice of some more experienced online instructors, I will provide alternative sources and assignments for students who, for whatever reasons, choose not to view the videos.***

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. **Any required video 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.

Documentation of Consultation for SOC 1 Online.

I met with Chabot College online instructors Andrew Pierson, Hilal Ozedimir, Rani Nijjar, and Aldrian Estepa to discuss online teaching and this proposal. We met on 9/17/2013 and others days. Based on their experiences in teaching online courses for many years, they emphasized the need for a clear and well organized course structure. We discussed strategies for ensuring effective student-to-student interaction as well as effective student-to-teacher interaction. They also offered suggestions on how to enhance student learning by included structured assignments that require online students to engage with people in their lives who are not part of the course. For example, requiring SOC 1 students to interview three adults in their life asking each to respond to a questions like: In the US, who do you think is most likely to be a victim of a crime, think in terms of age, race, gender? Or, which decade do you think had the highest crime rate and why? 70's, 80's 90's 00's? Students are then required to post summary data from their interviews. And to interpret the results of their data in relation to a reading assignment describing actual crime rate data.