Directions: Complete all sections. Submit the form via email attachment as directed in the last section.

For information on the complete proposal process, visit <http://www.chabotcollege.edu/cool/>.

|  |  |
| --- | --- |
| **Course Information and Delivery Format** | |
| Course Subject & Number: **Anthro 1**  Course Units: **3** Total Contact Hours: **54**  First Semester To Be Offered: **Summer 2015** | Course Delivery Method (check one):  Online (all instruction is online)  Hybrid (instruction occurs both online and on campus)  **100** % online  % on campus |
| Faculty Name: **Lakhbir Singh**  Have you ever completed the Online/Hybrid Course Proposal process (at Chabot College) for a course and received approval?  yes  no |

|  |
| --- |
| **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?  Students will learn about humans as a biological species through an examination of the fossil evidence for human evolution, behavior of nonhuman primates, and human evolutionary biology and genetics. Emphasis is placed on uniquely human biological and behavioral characteristics, as well as those shared with other animals. Current anthropological issues such as the biological meaning of race, genetics diseases, and the influence of evolution on human behavior are explored.  Chabot online Life Sciences course offerings are, relatively, very few and our Anthropology 1 sections are overenrolled. A fully online Anthro 1 section will give students more scheduling flexibility. The course satisfies CSU and UC transfer requirements, CSU/B2 and D1, and IGTC Areas 4A and 5B. It is also a core course for both the Anthropology AA and AA-T degrees.  I have experienced while teaching the Hybrid courses, that student success is slightly higher than in the traditional classroom setting. |

|  |
| --- |
| **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/>) |

|  |
| --- |
| **Develop Proposal and Consult with Colleagues** |
| Consult with faculty experienced teaching online. What are some of the recommendations that may influence your instruction in this course?  N/A: Not offered fully online, previously, at Chabot. I have been imparting teaching in Anthro 1 Hybrid: (Biological/Physical Anthropology) course every Spring and Fall semester, since 2012. |
| Review your completed proposal with your subdivision colleagues (if required), Please provide a summary of those recommendations:  Even though it is 'not required', I have consulted my division colleagues whose suggestions and comments have been very valuable. |

|  |  |  |
| --- | --- | --- |
| **Course Content Delivery - Contact Hour or “In-Class” Activities** | | |
| Explain how the instructional contact hours will be implemented for each week of instruction. Contact hours are 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. For example, a 3-unit course typically meets on campus for 54 contact hours of instruction, assessment, discussion, and group activities. Examples can be found at: <http://www.chabotcollege.edu/cool/forms/>. | | |
| **Delivery Mode**  ***(online or***  ***in-person)*** | **Activity and Description**  ***(For hybrid courses, please be sure in include in-person activities)*** | **Contact Hours** |
|  | Viewing presentations prepared by the Instructor (mainly but not limited to PowerPoint presentations and videos).  Answering questions at the end of each chapter, post to online discussion group. | 22.0 hrs |
|  | Participation in Discussion Board forums, including interaction with peers' posts and feedback: as 'stand- in' for classroom discussions. | 6.0 hrs |
|  | Group projects with Discussion Board preparation, (PowerPoint/Video clips); e.g bioculture (nature and nurture) impacts, students' challenge about assumptions about Skin Color; and Genetic Inheritance and Health, etc | 6.0 hrs |
|  | Taking assessments: chapter/topic quizzes, two Midterms and the Final exam | 10.5 hrs |
|  | Taking course-entry survey of science background; taking course-exit survey for self-assessment and course evaluation | 3.0 hrs |
|  | Reviewlng PLOs and SLOs, etc. | 0.5 hr |
|  | Research Projects/ Field Work/Survey | 6.0 hrs |
| TOTAL CONTACT HOURS: | | 54.0 hrs |

|  |
| --- |
| **Course Content Delivery - Preparatory or “Outside of Class” Activities (NOT part of contact hours)** |
| For each contact hour, explain how students will be expected to spend preparatory hours outside of class, such as reading, writing, studying, preparing assignments/projects/presentations, and other homework.  Examples can be found at: <http://www.chabotcollege.edu/cool/forms/> |
| **Activity and Description** |
| Reading textbook, readers and posting information critical evaluation online. |
| Online animations/videos:  For example:  www.ted.com/talks/spencer wells is building a family tee for all humanity  https://www.youtube.com/user/DNAlearningcenter  How Mendel's pea plants helped us understand genetics - Hortensia Jiménez Díaz  DVDs (Personal Collection)  Note: I will make sure that all videos are accessible to all students. |
| Preparing assignments  Solving problems as set in Anthrpological tools like: MyAnthroLab, Revel, MindTap, and McGraw Hill Connect; etc.  . |
| Configuration of Blogs and networking with peer postings |

|  |
| --- |
| **Nature and Frequency of Student-Instructor Interactions** |
| All courses shall include regular effective contact between students and the instructor. 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.  PowerPoint presentations, prepared by the Instructor, which are comparable to 'in-class' lectures that students will be expected to spend around three hours per week on the lecture and associated materials.  Feedback on discussion forum placements via posted replies from Instructor and BlackBoard delivered feedback on submitted assignments. Communication between instructor and students, and among students will occur on an ongoing basis. Students will post their questions via discussion forum as well other channels, such as blogs. |

|  |
| --- |
| **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 a collaborative, student-centered environment in which a community of learners is created?  The class will be divided into smaller groups to help them to have more personal emphasis for ‘online’ communication. That is where the students will engage themselves in discussion topics, reading blogs. Above all, the students shall respond to each other’s posts on discussion topics.  The students are expected to provide feedback on the topics and the drafts of group mates’ projects. |

|  |
| --- |
| **Assessment of Student Learning** |
| What methods of assessments will you use to assess learning in this course?  What strategies do you plan to use to ensure academic integrity in your course?  Two Midterms, Final exam, Weekly Home Assignments, and Quizzes.    Analytical and critical anthropological exercises.  Automated scoring, feedback, MyAnthroLab and Revel drill.  Course exit survey calling for self-assessment in learning basic anthropological notions and aptitude.  PLOs and CLOs appraisal  As instructors, our foremost endeavor has been to keep the academic integrity amongst the taught. Be that as it may there is no hundred percent fool proof resolution to avoid that.    Assignments and test questions will be posted at specific times and for a limited amount of time. Different versions of each test may be posted, and the quizzes are reshuffled and set at "random" mode.  Each student is expected to complete the assignment or test in one sitting and in a single attempt. There will be no scope for "re-opening" the assignment or test for sanctity, privacy and security reasons after the student has triggered the "Submit" button.  A student will be able to find out the correct answer only after the submission time of a particular quiz or test is over. |
| 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?    The students in a group assignment, will be required to review and assess with comments and weigh the completed components of another group’s project.  Many an interactive learning module, such as those set in the publishers’ content delivery system, like MyAnthroLab, Revel, and MindTap, etc. report module completion by the individual student back to the instructor, unequivocally verifying student’s participation.  Instructor will provide an objective feedback for assessments within the structure of Blackboard’s system components.  Auspiciously, the latest version of Blackboard has a number of enhanced assessment modules, which I have effusively put to use. For example, the instructor can open the ‘gradebook’ area to add personal comments to every student for any assignment.  Likewise, by creating explicable rubrics for discrete assignments, students will receive personal feedback on their critiques, Blogs, Discussion Board, etc. |

|  |  |
| --- | --- |
| **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) | 'Host' platform for the course |
| Presentations (PowerPoint) | Course lectures, relevant anthropological topics and animated graphics of concepts. |
| Publisher content/websites | MyAnthroLab, Revel, Mind Tap, video clips (that will be checked for close-captioning), self-tests and quizzes |
| Websites/links (Google Docs) | Google- Maps, Anthropogy Google Scholar Metrics,  www.learn.genetics.utah.edu,www. science.discovery.com/tv.shows; http://ed.ted.com/lessons/how-mendel-spea-plants-helped-us- |
| Screen recording (Camtasia, Jing) |  |
| Audio (Audacity, iTunes) |  |
| Video (YouTube, 3CMedia) | PBS, NOVA, National Geographic, Video-clips from YouTube. All materials will be checked for close-captioning. I will work with DSRC staff and the COOL team to identify alternative strategies for ensuring accessibility of outside videos. |
| 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). | |

|  |  |
| --- | --- |
| **Verification of Content and Approval**  **Faculty**: Please enter your name, check the box, and enter today’s date in the appropriate box below. Email your completed proposal to your Division Dean for approval.  **Division** **Dean**: Upon your approval of this proposal, please enter your name, check the box, and enter today’s date in the appropriate box below. Email this proposal to the COOL Co-Chairs.  **Spring 2015 COOL Co-Chairs: Scott Hildreth and Minta Winsor** | |
| **Faculty (Enter Name):** **Lakhbir Singh**  **By entering my name above and checking this box, I verify that this proposal accurately reflects my plans for the proposed course.**  **Date:** **3-10-2015** | **Division Dean (Enter Name):** **Carla Walter**  **By entering my name above and checking this box, I approve this course proposal from the instructor as completed above.**  **Date:** **March 10, 2015** |