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/>.

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| **Course Information and Delivery Format** | |
| Course Subject & Number: **English 4**  Course Units: **3** Total Contact Hours: **52.5 hours (as listed in the course outline)**  First Semester To Be Offered: **Based on division need (Summer 2015 or later).** | Course Delivery Method (check one):  Online (all instruction is online)  Hybrid (instruction occurs both online and on campus)  **93** % online  **7** % on campus |
| Faculty Name: **Lisa Ulibarri**  Have you ever completed the Online/Hybrid Course Proposal process (at Chabot College) for a course and received approval?  yes  no |

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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?  The online format allows accessibility for the growing population of students who, for various reasons, cannot attend regularly scheduled classes. The intent is to offer this accessible transfer-level course to promote the ability of this demographic of students to complete their educational goals.  The online medium also allows for greater practice in written communication and critical reading, both which are essential in an English course. For example, to participate in an online class discussion every student would have to effectively communicate his or her own ideas about the assigned topic within a Discussion Board post. The student would then be required to critically read the post of another student in order to formulate a response. The current online format at Chabot, using a Learning Management System (currently Blackboard), allows for the student to benefit from all of the dynamic learning aspects of an on-campus course in an accessible format. |

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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 faculty experienced teaching online. What are some of the recommendations that may influence your instruction in this course?  TJ Puckett stated that English 4 is a discussion-based course and suggested that I consider this if/ when I teach the course. She also provided some advice regarding content to focus on based on her expertise with teaching English 4. |
| Review your completed proposal with your subdivision colleagues (if required), Please provide a summary of those recommendations:  TJ Puckett and Carmen Johnston reviewed the initial draft of this proposal. Upon feedback regarding the balance of discussion and lecture for English 4, I edited the contact hours in this proposal. |

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| **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** |
|  | Reading through written course lectures or media (videos). These written lectures or media will be used to inform students about the different elements of the class, much like an on-campus lecture. Media may include interviews or discussions that relate to the ideas explored in the class and will always relate to an assignment. | 1hr per week (17 hours total) |
|  | Online threaded discussions via the Discussion Board. The expectations for each post will be explained in detail for each forum. I will also require students to respond to the post of at least one other student per forum. Each Discussion Board post will be graded according to a posted rubric. | Ranging from 1-1.5hr per week (average of 1.25hr each week = 22 hours total) |
|  | Online assessments (sometimes deemed "quizzes," other times an assignment/ activity using the test function in Blackboard) on reading assignments and/ or writing conventions. These assessments, allow for important material to be emphasized. It will also assist with evaluation of student progress. | 15-30 min per week (average of 22min each week = 6.5 hours total) |
|  | Peer Review will also be used as a method of interaction between the students. While this can be a time-consuming process, collaboration with peers is an important aspect of a student-centered classroom. | 3 hours per semester |
|  | Two on-campus meetings, approximately 2 hours each. The first meeting will be an introduction to the class and in-person writing sample. I also use this first meeting to verify identification (check ID's) in-person. The last meeting will be an in-class writing at the end of the semester. | 4 hrs per semester |
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| TOTAL CONTACT HOURS: | | 52.5 |

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| **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 required texts, practicing active reading techniques. |
| Weekly Journals (through the Journals area of Blackboard) based on the assigned reading or topic, often reflective. |
| Essays and other written assignments (through Blackboard) based on the weekly readings and course topics. |
| Reading of recommended texts and links in the effort to prepare for class activities, assignments, and essays. Internet and Library research for assignments, essays. |

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| **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.  The rigorous demands of an online class, especially one centered on reading and writing, require that the instructor ensure that students clearly understand the expectations of the course. In an effort to clarify this, I will provide Announcements which detail the expectations and assignments for the week. I also keep the navigation for the course site simple, and explain it to the class, so that students know exactly where to locate the cousework.  Course "lectures" will be presented in both written and video form when possible, as students can benefit from different learning methods to allow for the most accessible form of learning environment. I will also participate in the weekly Discussion Board forums to help facilitate class discussion.  It is important for an online instructor to remain a link for the student and the campus, despite the online medium of the class. As different college events and resources are announced, I will post this information to a dedicated content area. I also email important college announcements directly to students.  If students are at-risk of dropping or failing, I will communicate privately with them via email regarding their status in the course. While students will have access to their grades via the My Grades area, I will also send emails informing students of missed essays, assignments, posts (which can result in online “absences"). I also directly recommend campus resources (such as GNST 115 and tutoring services) that could assist in a student's success in the course. And while I am available via email and through the "Online Office" Discussion Forum, I also welcome students to meet with me on-campus. |

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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 a collaborative, student-centered environment in which a community of learners is created?  The main components of the course will involve asynchronous interaction. The demographic which is served by the online format can be best reached through a flexible learning environment. Students will be expected to respond to each other, but allowed flexibility in the exact time that might occur as the assignments will be based on a schedule by unit.  Students will be required to post to various Discussion Board forums each week. They will also be required, within that week, to respond to the posts of their classmates. This is similar to the method of a class discussion, but allows flexible scheduling through the online environment.  The course will also include a Peer Review process for essays conducted through the Discussion Board. Students will post their own draft to the Peer Review Discussion Forum. Students will them be expected to respond to the draft of another student using the criteria explained in the Peer Review assignment prompt. While Peer Review can be time-consuming, it is an important part of the writing process and allows for essential collaboration between classmates.  I will also include an Open Discussion forum on the Discussion Board to be used for casual, non-class-related conversation between students. While this is not important to the course material, it helps build a sense of community in the online classroom. Students are free to interact in a manner similar to the conversations they may have before or after an on-campus class meeting. |

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| **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?  An on-campus orientation/ intake essay and final exam (within the two required on- campus meetings). These writings will be timed and used as a sample of the student’s writing for comparison. An in-person writing sample is used to authenticate the student's writing, especially when student ID's are checked.  Academic integrity is ensure through assignments that require the student to apply their own thoughts and interpretations of the topics and readings.  Four main essays, consisting of a total of 8,000 words, including a research essay. The essays will serve as an evaluation of student progress. I will grade based on a rubric and the expectations of college-level writing. The grading rubric, along with other grading policies, will be provided on the course syllabus. Essays will be scanned for plagiarism using SafeAssign.  Online threaded discussions via the Discussion Board. The expectations for each post will be explained in detail for each forum. I will also require students to respond to the post of at least one other student per forum. Each Discussion Board post will be graded according to a posted rubric. Students not completing the required Discussion Board assignments wil be given an "absence" for that week, along with a score of zero on the assignment. These "absences" may result in being dropped from the course.  The Discussion Board also serves as a method of evaluation for critical thinking and reading. As the writing in the Discussion Board is reading-based, the student will have to have read and applied critical thinking skills to the topic in order to respond to the assignment. These posts will also serve as samples of the progress of the student's ability to communicate through writing.  Online quizzes/ assessments based on reading assignments and/ or writing conventions. These quizzes/ assessments allow for important material to be emphasized and be used as a way to evaluate student progress and learning.  Peer Reviews will demonstrate the process of writing and the importance of drafts. This will also serve as a method of ensuring the authenticity of the student’s writing. As all reviewed drafts will be submitted to the instructor, I will be able to compare this to the final draft if necessary. |
| 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?  Students will be expected to complete the assignments online through college-level writing. This will also provide a means to practice what they've learned each week and build up to the main essays. It is my hope that students can take what they’ve learned in regards to the course topics/ skills and apply it to other aspects of their lives.  I will provide feedback on assignments and journals through the feedback/comments text box when grading. This feedback shows to the student directly in their My Grades area, next to the score. Essays will be commented on directly on the submitted file and returned to the student through the My Grades area. |

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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) | I will be using several of the functions of Blackboard, including: Folders/ items within Content areas (for weekly units and organizing other main content areas), Announcements, Assessments (for quizzes and some assignments), Assignments/SafeAssign (for submission of essays and other written assignments), Discussion Board (for weekly discussions and Peer Review), Journals, Mash-ups (to integrate media) and links to outside websites (set to open in a new window). |
| Presentations (PowerPoint) |  |
| Publisher content/websites |  |
| Websites/links (Google Docs) | Links to college websites (such as the Chabot Library) and outside websites will be provided (and always set to open in a new window). |
| Screen recording (Camtasia, Jing) | SnagIt or other screen snipping tools will be used if needed to provide screen captures if I am trying to clarify instructions for using Blackboard or other websites. |
| Audio (Audacity, iTunes) |  |
| Video (YouTube, 3CMedia) | YouTube or 3C Media - with captions already done. |
| 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**: 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):** **Lisa Ulibarri**  **By entering my name above and checking this box, I verify that this proposal accurately reflects my plans for the proposed course.**  **Date:** **3/16/2015** | **Division Dean (Enter Name):** **Marcia Corcoran**  **By entering my name above and checking this box, I approve this course proposal from the instructor as completed above.**  **Date:** **3/27/15** |