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: **POSC 1 Intro to Government**  Course Units: **3** Total Contact Hours:  First Semester To Be Offered: **Spring 2016** | Course Delivery Method (check one):  Online (all instruction is online)  Hybrid (instruction occurs both online and on campus)  **100** % online  % on campus |
| Faculty Name: **Jamilya Ukudeeva**  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?  1. Online class allows students to learn at their own pace as students can access assignments from anywhere at any time of the day, any day of the week.  2. American Government is a prerequisit for many majors, while many students have issues with financial and technical accessibility. Delivering political science class online saves students time and money.  3. Political Science 1 requires students to demonstrate their understanding of key concepts by applying the concepts in political analysis. Students who have trouble learning in a traditional classroom (shy students, introverts, students with disabilities) will be more likely to participate in online chat rooms and discussion forums.  4. American Government class offered online contains more writing and reading assignments than a face to face format. Strog skills are required in the job market, such as reading, writing, self-discipline, self-direction, netiquette,. and learning to troubleshoot computer problems. |

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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?  Organizing group projects online. |
| Review your completed proposal with your subdivision colleagues (if required), Please provide a summary of those recommendations:  The proposed content was reviewed and approved in early February by Professor Jessica Galucci. |

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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** |
|  | Reviewing the weekly study guide | 0.5 |
|  | Reviewing instructor's and textbook's lecture materials, supplementary materials. | 1 |
|  | Posting answers to two discussion forums. | 0.5 |
|  | Reading other students posts online. Responding to other students' posts in two discussion forums | 0.5 |
|  | Taking weekly 15-question quizzes; studying mistakes on the quiz, re-taking the quiz the second time. | 0.5 |
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| TOTAL CONTACT HOURS: | | 3 |

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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** |
| To participate in online discussion forums, students have to spend about 5 hours reading assigned textbook chapter, online lecture materials, review supplementary materials, and read news articles posted by instructor. Each week students are given a list of specific questions that they have to answer in the discussion forums. Once they are done reading the assigned chapter, students have to spend about 1 hour writing and formulating their answers. |
| Students are given two attempts when taking quizzes. If a students wants to improve on his/her score on the first attempt, he/she will have to go back to the assigned readings and review concepts that they missed on the quiz. Preparing for quzzes and reviewing their mistakes should take about one hour. I find that about 90% of the students take quizzes twice. In the majority of cases students performance in the second attempt improves by about 10%-15 in the second attempt. |
| Through out the semester, students have to write four essays on the subject of California government. Every week, preparation for the essays should take about 1 hour. |
| To prepare for the discussion forums, and to write the papers on California government, students should spend about 30 minutes researching the subject online. |

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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.  I will have weekly online office hours. Blackboard allows instructors to have online chats and use an online "blackboard" tool. I usually schedule one hour of online office hours during the day time, and one hour during the evening to accommodate different schedules. I also let the students know that I am available for phone conversations if they provide me with their phone number. If I am teaching on campus that semester, I will also let my online students know when I am available on campus for face-to-face interaction.  I check my email three-four times a day to minimize the response time.  At the beginning of every week, I email the entire class an introductory email presenting what we are to work on during the upcoming week. Through out the week I email the entire class with reminders about the upcoming deadlines, warnings about the most common mistakes that see happening in the submitted assignments, and encouraging non-participating students to log in into the course. At the end of the week, I email the class again summarizing the week, and concluding our discussion forums. Students really appreciate this type of communication because it stimulates them to keep working on their assignments, and demonstrates the teacher's commitment to the class.  I communicate with students by providing them with a feedback on their graded assignments (quizzes, discussion forums and papers). Discussion forum posts usually are read by me and graded within 24 hrs of submission. The papers are grade within 2-4 days. The feedback can range from a short encouragement, such as "I know you can do better than that," to a more detailed feedback targeting a weakness in a student's work.  Communicating with students frequently and clearly is the main strategy to keep students engaged in an online class. In my responses to students, I make sure to call them by names and refer to our previous communication to signal my individualized attention to the students. At the beginning of the class, and a few times throughout the course, I post announcement on the front page of the course reminding students about the grading criteria for discussion forums. Also, providing students with individualized and detailed feedback on their posts and papers is also critical. I make sure to post my own responses to other students' posts in the discusso forums to keep myself more visible to the students. I put my name and my own posts in the discussion in a green color so that my own posts stand out visually and students can see that I am frequently present in each discussion forum.  If I see a student who has not logged into Blackboard for a week, or has missed a couple of assignments, Blackboard makes it very easy to email that student privately. Often, students appreciate this type of one-on-one contact and try to catch up with the work once I express my friendly concern. |

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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?  Discussion Forums. Each week, students are expected to participate in two discussion forums. They are required not only to post their own answers to the questions, but also to respond to each other.  Chat Room: I also provide a chat room for students where they can hang out and ask each other questions. This is a place where students form and schedule study groups, arrange time to meet on campus, and ask each other questions about assignments, even share information about jobs and events. |

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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?  Quizzes. Each week students take one quiz consisting of 15 questions that are drawn randomly out of a bank of about 50-70 questions. Students are given 15 minutes to complete the quiz. Upon the expiration of 15 minutes, the quiz is automatically submitted into the gradebook. Each quiz is accessible only during a specific week. The questions are given to students one at a time, and they cannot back track once they have answered the questions. All the weekly quiz questions are accumulated into a midterm test and final test.  Discussion Forums: The forum questions draw heavily on the chapter readings, and many questions refer specifically to the chapter materials. Students won't be able to provide complete answers without reading the assigned materials.  Written Papers: The papers are also based on assigned readings. I grade the papers based on the demonstration of how well the students understand the assigned readings. The weely quizzes also incorporate questions to test if students read the materials assigned for the written assignments. For example, one of the papers asks students to read two chapters about the progressive movement in California and writei a paper answering specific questions. The chapters is rich in details and information specific to California politics, which makes it easy for the instructor to identify students who try to write a paper without reading the assigned chapters. |
| 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?  Private feedback can be left to the student witnin Blackboard, or can be emailed to the student.  Feedback can also be made public if it is appropriate and if I think that other students might learn/benefit from reading that feedback. At the end of each week, I summarize the performance of our class, and email that information to the entire class as a feedback on our learning experience.  By creating clear guidelines for each assignment, it makes it easier for students to understand my expectations and easier for me to provide feedback to students. |

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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) | Also assignments required for the class are posted on Blackboard. |
| Presentations (PowerPoint) | Instructor's and publisher's lecture materials are posted in the PowerPoint format. |
| Publisher content/websites | Cengage's lecture slides are posted on Blackboard. |
| Websites/links (Google Docs) | Each lesson comes with supplementary materials, some of them are links to websites that are relevant to political science, such as Republic Party's website, Gallup Poll Research, FactChecker's website, Governor Brown's website, US Supreme Court, C-SPAN's Classroom and etc |
| Screen recording (Camtasia, Jing) |  |
| Audio (Audacity, iTunes) |  |
| Video (YouTube, 3CMedia) | YouTube is used widely in the online course to provide content. For example, students can watch President's State of the Union speech, C-SPAN's simulation games on health care and immigration; interviews with judges and White House advisors. |
| Web conferencing (CCCConfer) | Live Chats on Blackboard. |
| Other software (please describe) | Blogspot. I maintain my own website on the subject of american government. Students in my online class, are always welcome to visit thisblog. http://www.ps1cabrillo.blogspot.com/ |
| **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.  **2014-2015 COOL Co-Chairs: Wanda Wong and Minta Winsor** | |
| **Faculty (Enter Name):** **Jamilya Ukudeeva**  **By entering my name above and checking this box, I verify that this proposal accurately reflects my plans for the proposed course.**  **Date:** **February 4, 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 9, 2015** |