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: **Anth 4**  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)  **100** % online  % on campus |
| Faculty Name: **Theresa Murray**  First Semester To Be Offered: **Summer 2015** |

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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?  ANTH 4 (Language and Culture) is an elective for both the Anthropology AA degree and the newly-proposed AA-T degree at Chabot College. It satisfies CSU/GE: D1 and IGETC: Area 4A.  This course was introduced first at Las Positas as a face-to-face class, but has not been offered since major budget cuts were put into place during the economic downturn.  Offering it as an online class at Chabot gives students interested in an AA-T degree, or in fulfilling their IGETC requirements the option to study all four fields of anthropology even though many community college campuses offer only the other three fields for study.    If introduced as an online class, it may provide a larger number of anthropology students access to a course taught infrequently statewide. It may also reach many non-majors looking for a social science elective or who are interested in expanding their understanding of the diversity in their own community (both linguistic and cultural). |

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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?  I consulted with Carmen Cuellar at Las Positas who teaches anthropology at LPC and at Ohlone. We focused on discussing a variety of ways to design student-group projects in order to connect students to each other. Ms. Cuellar also advised me to consider every subject separately before I teach online. She felt each subject taught online could have an organization specific to that material, and so shells might not duplicate the structure and design of other anthropology subjects already taught online.  I also consulted with Jo R.Rodgers at Ohlone who also teaches anthropology at three community colleges. She recommended having all students' comments posted in a discussion forum before inputting instructor comments, unless a discussion needs redirection quickly. She felt allowing students to interact before adding instructor input is a way for students to get to know each other, and also to try out different ways to converse about the material independent of the instructor view.  Last I consulted with Andrew Pierson who teaches psychology at Chabot College. We focused on designing the structure of an online class that provides simplicity of rules so students have predictable due dates (new assignments given every Tuesday at 9am; due dates the following Tuesday at 5pm) which helps students with their pace for the course and a time frame for assignments. We also discussed the differences between his syllabi for a face-to-face class compared to the same subject taught online. He stressed the need to spell out everything in writing for the online classroom that I might say to a classroom in front of me about rules, deadlines, and expectations of assignments. This can be achieved with grading rubrics, the discussion board, announcements, email, and office hours, but should be a primary goal in designing the shell itself. |
| Review your completed proposal with your subdivision colleagues (if required), Please provide a summary of those recommendations:  I reviewed the course outline with Mireille Giovanola, who teaches anthropology full-time at Chabot College, and we discussed appropriate texts for the course. We also discussed whether offering the class during summer session might attract a higher number of students, or not. Since I have taught this class only face-to-face, when to offer it (semester or summer) might be an experiment. When offered at Las Positas, we filled the class three semesters in a row (face-to-face/web enhanced) before budget cuts culled the course from LPC. |

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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** |
|  | Read and review Power Point lectures and videos posted to, or linked into Blackboard. These materials will explain and reinforce the concepts introduced in the assigned reading. (1.05 hr/wk) | 8.4 = 15.6% |
|  | Discussion topics assigned weekly, based on assigned readings and an assignment meant to reinforce the material assigned (homework). All students will post the results of the homework to the discussion forum. And all students will respond to a minimum of two original post each week. So students will be required to post a minimum of three posts to the discussion forum each week. (1.55 hr/wk) | 12.4 = 22.9% |
|  | Weekly quizzes in the "tests" tool to assess student progress and comprehension of the material. 2.35 hr/wk | 18.8 = 34.8% |
|  | Group projects will place small student groups (3-4 students each) into collaborative projects where students share research responsibilities to produce a presentation in powerpoint that illustrates their data observing a linguistic community outside of class. Presentations will be posted in Blackboard for other student teams to review and comment on. 1.55 hrs/wk | 12.4= 22.9% |
|  | Weekly quizzes are listed above. The class will take a timed cumulative final exam at the end of the term. 0.25 hrs/wk. | 2 = 3.7% |
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| TOTAL CONTACT HOURS: | | 54 = 100% |

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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 assignments in the text book and reviewing class notes. |
| Assessing other students' posts on topics assigned in the discussion forum as well as originating discussions on assigned topics/concepts related to weekly reading material and/or on class notes. |
| Preparation for group project by reviewing material from readings and class notes in order to begin data collection of appropriate linguistic events. Communicating between student team members through student group forum about the tasks due each week and discussion of which task each student will be responsible to submit. Use of student group forum to share research materials and begin drafting a presentation collaboratively. |
| Viewing video online, on YouTube, and in Blackboard which illustrates real-time linguistic events discussed in the reading material. Video will reinforce concepts and material in assigned reading. |

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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 be in contact with each student weekly via discussion forum posts on the topics assigned by leaving comments and clarifying topics in the forum.  I will have two regular office hours for students to discuss their progress and/or clarify material requested by students. One office hour will be through Blackboard Collaborate ("live") and another office hour will be on campus for students who are local.  I will write feedback on homework and quizzes to individual students about their individual assignments.  In the small group projects, I will post instructions and comments inside the the small group discussion forums used by each collaborative student team.    I will answer student emails several times a week as needed.  To personalize feedback to individual students, I will use Blackboard Dashboard to run diagnostics on student engagement with material to determine if any students are falling behind in weekly material and I will contact students individually via email. I will invite students to discuss their progress with me privately both at campus office hours or in a private chat set up in Blackboard. I will post private comments to students in their individual quizzes about material and in emails they make inquiries requesting a clarification. |

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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?  Students will engage in weekly discussion forums on topics assigned. Students assignments will include both original posts and also at least one response to another student, weekly.    Students will discuss the research projects they collaborate on inside the Groups/discussion forum I set up for each student group. These discussion will include planning shared tasks, submitting partial drafts of the presentation for comments from their group, and they will share editing of the final presentation.  Student groups will post their final research project to present their data of particular types of linguistic events, for which the remaining students are required to read and comment.  Students will be required to comment on finished presentations at the end of term in the form of questions that need clarification or as constructive feedback. |

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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?  There will be a variety of assessments. There will be weekly homework and/or quizzes on assigned reading and class notes. Discussion posts will require students present a language concept to outsiders and then report the feedback they got. This activity requires students to report their social interactions from real-time so they will not gain "correct answers" from written sources. However, there is no way to determine if the posts students will provide are authentic.  I'd like to note that anything posted will be evaluated and feedback will come from both the instructor and from peers. Any data posted might provide a discussion forum in which mastery of the material is accomplished within the learning community. If I suspect a student is not providing authentic material to the learning community, I will request they discuss their research with me during an office hour to clarify how to collect linguistic data and if posting that data to the discussion forum should change.    The first quiz in Blackboard will include questions about cheating and plagiarism as outlined in my syllabus. Students will have to show mastery of these concepts to unlock the first learning module for the course. This quiz will also illustrate the student understood course policy on cheating and plagiarism.    The small group projects will come with clear tasks that have due dates and students will be required to post their drafts to the small group discussion forum for comments before editing. In this way each student in the group contributes a portion of the material that will be developed into a final project. The data collected will be from the linguistic communities the students live in, so will be real-time responses found within human communication. Student data will not come from written sources.  Discussion forum data will be assessed individually. My comments to student posts will help direct students' learning and mastery of the material. Students will not be allowed to copy each others posts.  Student bi-monthly quizzes and the final exam will be timed. These limits constrain students from consulting sources outside of assigned material in which to complete a quiz, or the final exam. |
| 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?  Offering the "fourth field" of anthropology as an online class provides students interested in this topic access to a course taught infrequently. However, any student of linguistics, local or distant, must interact with other speakers in a speech community to study linguistics. Assessments are meant to move students from the vocabulary in the reading assignments to a living community practicing the concepts under discussion. My assessments require students to interact with me, with each other, and with their community to complete assignments. Study in anthropology, generally, broadens a student's conception of human diversity. A class in language and culture also helps a student examine their own linguistic community and their place in it. |

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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) | Blackboard will include Announcements, grading rubrics for assignments, Blackboard Collaborate, Discussion forums, Email, Dashboard, My Grades, |
| Presentations (PowerPoint) | I will modify my existing Powerpoints to provide lecture information missing from the assigned readings. This information will help students with concepts that need clarification, will provide more explamples than the textbook, and will simplify new material. |
| Publisher content/websites | I will contact the publisher to investigate whether they provide appropriate linguistic examples in audio or video formats. |
| Websites/links (Google Docs) | Students may use Google Docs, or another clould,to share their drafts. But students will also have to post their material to their group discussion forum for assessment by instructor. |
| Screen recording (Camtasia, Jing) | Whenever PowerPoint notes are not sufficient to clarify reading material, I will post instead a very short recorded lecture |
| Audio (Audacity, iTunes) | Audio files from radio or the web will illustrate real life cases of the social interactions a linguistic community engage in, allowing students to hear, and experience, examples of speakers in the field |
| Video (YouTube, 3CMedia) | YouTube, or other online video will illustrate real life cases of the social interactions within a field of speakers so that students can see, rather than to solely read, speakers in the field |
| 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.  **2014-2015 COOL Co-Chairs: Wanda Wong and Minta Winsor** | |
| **Faculty (Enter Name):** **Theresa Murray**  **By entering my name above and checking this box, I verify that this proposal accurately reflects my plans for the proposed course.**  **Date:** **9/12/14** | **Division Dean (Enter Name):** **Dr. Carla Walter**  **By entering my name above and checking this box, I approve this course proposal from the instructor as completed above.**  **Date:** **10/31/2014** |