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: **FRNC 2B**  Course Units: **4** Total Contact Hours: **4 (lecture) + 1 (lab)** | Course Delivery Method (check one):  Online (all instruction is online)  Hybrid (instruction occurs both online and on campus)  % online  % on campus |
| Faculty Name: **Caren Barnezet Parrish**  First Semester To Be Offered: **Spring 15** |

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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?  \* French 2B is part of the AA sequence of French courses at Chabot (1A, 1B, 2A, and 2B). French 2B is a four-unit course that satisfies several requirements (CSU/GE:C2; AA/AS; IGETC: Area 3B,6A-LOTE), CSU/UC transfer.  \* We offer first-year French (FRNC 1A and FRNC 1B) online (in parrallel of the on-campus program). The goal by offering second-year French (FRNC 2A and FRNC 2B) online would be to give students greater flexibility in completing the AA degree in French, transfer and/or language requirements.  \* the lab component of this course is already offered online (hybrid FRNC 2B).  \* The language program at Chabot College lays emphasis on the importance of learning a language (French in this case) through its various components: culture as well as linguistics (speaking, listening, writing, and reading skills). The online medium of instruction offers access to a variety of authentic resources that enriches the curriculum of the French speaking world at no cost for the students. |

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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?  In the last 6 years, I have worked to develop French online/hybrid courses in conjunction with my colleague Cristina Moon who teaches online/hybrid Spanish first-year courses at Chabot. In general we challenge ourselves to find new mediums to create our own online lectures (in parallel of the ebook ressources). This led me to experiment with vodcasts (computer lectures created with table pen and recorded lectures) and pencasts (lecture notes recorded with audio).  I consult also with colleagues who use Blackboard to brainstorm their usage of its components (testing, forums of discussions, online office hours, among other ressources). |
| Review your completed proposal with your subdivision colleagues (if required), Please provide a summary of those recommendations:  not required |

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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** |
|  | Lectures in vodcasts hosted on Blackboard and supplemental website ressources | 45 |
|  | Reading, listening and audio recording activities that accompany the textbook | 9 |
|  | chapter exams | 6 |
|  | Threaded class discussion on course writing activitites (Blackboard "Discussion Boards" ) | 4 |
|  | E-Workbook and e-activities (Preparation/review for exams) | 6 |
|  | Laboratory activities | 17.5 |
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| TOTAL CONTACT HOURS: | | 87.5 |

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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** |
| Viewing of four movies as the linguistics/cultural background for each chapter (Film studies approach) Kerri Conditto. Cinéphile: Intermediate French Language and Culture through Film, 2nd ed. Focus Publishing/R. Pullins Co., 2011 |
| Outside reading of text and ressources pertaining to linguistics and cultural content |
| Preparing for assessments based on study guides provided for each exam on Blackboard  Reviewing class notes. |
| Preparing assignments by researching cultural topics assigned on forums of discussion (Blackboard) |

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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.  \* Blackboard offers various tools that provide opportunities for students and instructor to keep in touch on a daily basis (email, discussion boards, announcements, and online office hours).  \* To insure students’ success and intervene when necessary, the instructor will monitor students’ progress through various means:  1) course statistics will clearly indicate students’ usage of the diverse components on Blackboard,  2) students’ participation in the discussion boards and/or submission of assignments via (Digital Dropbox, SafeAssignments)  3) Early in the course, the instructor will provide students with short assignments with deadlines to identify and contact the students not meeting these deadlines or performing poorly to prevent them from dropping the course.  4) The instructor will leave traces of her presence on Blackboard by commenting and providing feedback on students’ work as much as possible. This will be especially true at the beginning of the course to answer any potential questions, to reassure students, and overall to affirm her virtual presence over the course and her mastery of the subject matter taught.  \* This online course adheres to the standards (5C’s) in Foreign Language Acquisition set by ACTFL (American Council on the Teaching of Foreign Languages):  (Source: http://www.actfl.org/i4a/pages/index.cfm?pageid=3324)  - Communication : usage of the language for communicative purposes in realistic situations  - Culture : exposure and understanding of another cultural framework in relation to one’s own  - Connections : language instruction to be intrinsically linked to other subject areas  - Comparisons : contrasting languages and cultures to develop analytical skills  - Communities : learning a foreign language while reaching to outside classroom resources  \* The online instruction (asynchronous) will address the criteria set by ACTFL:  - lectures and web resources to supplement vocabulary and grammatical structures, to present Francophone cultural aspects, in textbook,  - discussion boards for students to reflect on and contrast cultural topics, while improving interpersonal communicative skills,  - writing assignments centered on students’ personal interests and life experiences that contextualize linguistic structures (grammar and vocabulary),  - listening comprehension activities (audio/video) that develop linguistic skills,  - E-homework to practice linguistic structures,  - Testing to assess students’ progress and acquisition |

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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 frequently interact with each other in French in the on-campus class meetings. This will be also be possible through various Blackboard features:  - Discussion board related to course topics,  - Chat/group meetings available through Blackboard (Blakboard Collaborate with CCC Confer). |

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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?  \* Student progress will be evaluated as follow:  Grammar activities = 15%  Lab activities = 15%  Chapter exams = 40%  Discussion boards = 10%  Final exam = 20%  Total = 100%  \* For each graded assignment, student will be provided with detailed directions, and will be evaluated on the quality and the completion of the assignment.    \* Academic integrity is important in language courses in light of the rampant usage of online translator tools available. The following statement is included with each discussion board assignment for instance:  “Attention: your grade for this assignment depends SOLELY on your ability to use the grammar concepts and vocabulary of this Module/Chapter (hence use your book).  DO NOT under no circumstance use an online translator; first it always comes up with erroneous and incomprehensible word collage and secondly, it will put you in a situation of breach of Academic integrity and its consequences (zero / F for the course). Consider yourself warned!” |
| 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?  Student will be monitored weekly to make sure they are participating in the weekly assignments they need to complete. Failure to complete assignments close to the deadline (24 hours prior) on Blackboard and/or Quia (workbook website) will bring the instructor to send a group email to the students in this position. Any student failing to complete the assignments once the deadline has past will also be contacted by the instructor via email to inquire if and how they need help.  Students in this position and students who are performing poorly in some assignments (exams, forums of discussions, homework) will be reminded of the resources available to them (instructor’s online lectures, instructor's online office hour, online workbook), as well as of the tutoring opportunities at Chabot (Learning Center). |

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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) | This online course will be managed through Blackboard. This is the platform I currently use when teaching French 1A and 1B (online courses) and French 2A, and 2B (hybrid courses). Students will be provided with an online video tutorials to help them navigate Blackboard and its various features. Additional information will be provided to help students use accentuation in their writing in French (keyboard shortcuts, “International Keyboard,” language and grammar features in Word). |
| Presentations (PowerPoint) |  |
| Publisher content/websites | I use the online workbook/lab manual accompanying the textbook. |
| Websites/links (Google Docs) | I use TV5 online resources (pedagogical activities created around video segments from newscasts to movie excerpts) to engage students in topics of discussion hosted on Blackboard. |
| Screen recording (Camtasia, Jing) | My lectures are created as vodcasts using a table pen and Jing/Camtasia to record and edit. They are hosted on Screencast and the link is incorporated on Blackboard for faster screening. |
| Audio (Audacity, iTunes) |  |
| Video (YouTube, 3CMedia) | This course is based on a Film Studies approach to second-year French curriculum and students view 4 movies each serving as content areas to develop their linguisitc skills and cultural awareness.  When relevant, I illustrate cultural topics with videos (YouTube, Dailymotion). |
| Web conferencing (CCCConfer) | I use Blackboard Collaborate (CCC Confer) for my weekly office hour and student chat/group meetings helping brainstorm / exchange ideas for specific assignments. |
| 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):** **Caren Barnezet Parrish**  **By entering my name above and checking this box, I verify that this proposal accurately reflects my plans for the proposed course.**  **Date:** **09/11/14** | **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:** **09/11/14** |