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: **THTR 10**  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: **HASSAN**  First Semester To Be Offered: **SPRING 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?  Theater 10 is a highly transferable course, both as general units and satifsfying Humanities reuirements for State and UC schools. It also is a requirement for both our AA and AAT degrees in Theater Arts.  The course is very popular in the on campus version, always filling to capacity. An online version would give on campus students more flexibility in their schedule as well as opening up the course to many people in the community who have family and work obligations.  Addiotionally, by offering this course online there are many materials that could be used and areas of information that could be covered that are difficult and more cumbersome to use in the traditional classroom setting.  The nature of the course, because it is a study of the very collaborative art form of theater, offers opportunities to create online collaborative learning situations. |

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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 have heard from multiple sources -  Sudents like quick responses to issues they are having  It is good to send out a clear message at the beginning of the week what I will be covering for the week  It is important to give students positive feedback along the way.  Each of these areas, as well as others, are things that I will definitely focus on in preparing my materials and in my interactions with studentws online. |
| Review your completed proposal with your subdivision colleagues (if required), Please provide a summary of those recommendations:  I met with Tim Harris. He suggested interacting with students twice daily M-F and once over the weekend. He felt clear benchmarks neeed to be in place to monitor student success while having some of the course available for self-pacing to suit the needs of online learners. |

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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** |
|  | Group Discussion | 9 |
|  | Viewing of films and other multi media presentations | 10 |
|  | Group projects that include online discussions among defined groups | 7 |
|  | Assessment/ quizzes/ tests | 4 |
|  | “In class” reading of short texts, scenarios or quick discussion questions. | 8 |
|  | Lecture/presentation from instructor | 8 |
|  | feedback to the whole group on projects/assignments/tests/quizzes | 8 |
| TOTAL CONTACT HOURS: | | 54 |

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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 from online text book and other written resources such as plays |
| Going to see live theater |
| Writing responses to veiwing theater and other multi media materials viewed online |
| Viewing videos and multi media beyond what is offered in class |

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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.  There will be group discussions of plays and play structure. This works well for this course because students learn from each others ideas and analysis.  I will hold frequent online open discussion groups to share discoveries, observations of the material, as well as possibly connecting with each other for meeting at theater events. This is a way of extending the discussion that happens online in to the actual act of going to see live theater, one of the stated goals of this course.  I will visit in group discussions to help make sure conversation threads are on topic and respectful.  I will offer context for assignments and projects whenever they are given out. |

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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?  One example of a student to student acitivity that I use in the classroom that would transfer very well to the virtual classroom is an exercise where students, while learning about the nature of the components of a story, have to, in a group, create their own story that includes a Theme, a Plot, a Conflict and Characters. |

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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?  I will use, contributions to group discussions, quizzes, graded written assignments and tests for assesment.  To ensure academic integrity I will follow much of the advice given on the COOL website in this regard. This will include providing a statement to all students, with reminders, about the importance of maintaining academic integrity.  In addition, I plan to,  - when testing, offer only one question at a time  - Use a mixture of response types on tests, including short answer, multiple choice and True False  - Have students give a 300 word statement about themselves at the beginning of the term to have a sample of their writing which I can compare against later writing assignments if it seems necessary  - I will use plagiarism checker as seems appropriate  - |
| 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?  Assesments will give students the opportunity to experience to practice writing, gain an understanding of the theater artform and of live theater as it occurs in the Bay Area and United States.  Feedback to students will occur in response to small group work, my response to the work of the class on quizzes and tests, written responses to their written assignments |

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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) | All information about the course, syllabus, assignments, access to quizzes, discussion groups, etc. will be handled through Blackboard |
| Presentations (PowerPoint) | Some powepoint presentations will be given to help support lecture topics |
| Publisher content/websites | I will use an online textbook called Theater;The Living Art  Some assesment will be handled through their online tools |
| Websites/links (Google Docs) |  |
| Screen recording (Camtasia, Jing) |  |
| Audio (Audacity, iTunes) |  |
| Video (YouTube, 3CMedia) | I will create some video presentations of myself that will be posted either on Youtube or on Vimeo. I will also refer students to other Youtube links of presentations of things such as Tedtalks or Inside the Actor's Studio with James Lipton |
| 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):** **Dov Hassan**  **By entering my name above and checking this box, I verify that this proposal accurately reflects my plans for the proposed course.**  **Date:** **9/11/2014** | **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:** **9/11/2014** |