Online/Hybrid Course Proposal

Committee On Online Learning (COOL), Chabot College

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Faculty, Course, & Delivery Format Information	
Faculty Name: Cristina Moon Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): FAST TRACK - I have received approval from the COOL in the past to teach a Chabot College course in online or hybrid delivery. Date of Initial Proposal Submission: 9/28/2015	Course: SPA 2B, Advanced Spanish Units: 4 Delivery Method: Fully (100%) online (If Hybrid:% online) First Semester To Be Offered: Fall 2016

Need/Justification/Benefits to Students
How will the online/hybrid delivery of this course meet student needs? Spanish 2B is part of the AA-T and AA in Spanish sequence offered at Chabot (1A, 1B, 2A, 2B) and it satisfies several requirements (CSU/GE: C2; AA/As IGETC: Area 3B, 6A-LOTE), CSU/UC transfer. We already offer the first-year Spanish (SPA 1A, 1B) online (in parallel to the face-to-face courses). By offering the second-year Spanish courses online would give students greater flexibility in completing the AA-T and AA degree in Spanish, transfer, and/or complete their language requirements.
Are there learning opportunities made possible in an online or hybrid online course that might not be available in a traditional course?   In addition to the flexibility of completing the second-year program online, students taking SPA 2B online would have the opportunity to complete the mandatory lab component of the

course online without the necessity of attending the weekly on-campus lab.

We believe that a greater number students would continue their Spanish sequence and ultimately complete the necessary courses for the new
AA-T degree in Spanish.

Preliminary Research and Input from Colleagues Colleagues and Administrators

I have consulted with my Division Dean and subdivision colleagues to secure preliminary support for offering this course in online/hybrid format., I have reviewed online teaching resources & tools at http://www.chabotcollege.edu/cws/onlineteaching/ (includes resources for Blackboard)., I have reviewed "What Distance Education Instructors Need to Know About Library Services" at http://www.chabotcollege.edu/library/ServicesforDE.asp.

Develop Proposal and Consult with Colleagues

Consult with faculty who are experienced teaching in online/hybrid delivery,and if required, review your completed proposal with subdivision colleagues to secure preliminary support for offering this course in online/hybrid format.

Comments, feedback & recommendations provided by colleagues:

In the last 7 years, I have worked to create and develop the Spanish online/hybrid program. Our Spanish 1A and 1B online courses have been very successful and are offered fall, spring, and summer. I strive myself in using new approaches and technology that would benefit my online students. I have worked closely with my colleague Caren Parrish who teaches online/hybrid French first and second-year courses at Chabot.
We have been working on creating new type of screencasts for our courses using tablets and apps. In addition, we have been piloting Voicethread that could be integrated to the existing Blackboard shell.

Name(s) of faculty with whom you consulted: Caren Parrish

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<table>
<tr><td colspan="3" align="center">**Course Content Delivery - Contact Hour or "In-Class" Activities**</td></tr>
<tr><td colspan="3">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. Explain how the instructional contact hours will be implemented for each week of instruction. Please list and describe each activity as well as the contact hours for each activity (you may not use all fields). More explanation regarding contact hours can be found at http://www.chabotcollege.edu/cool/contacthours/ and examples of proposals submitted by faculty can be viewed at http://www.chabotcollege.edu/cool/proposals/default.asp.</td></tr>
</table>

Delivery Mode	Activity and Description	Contact Hours
online	Lectures in forms of screencasts (short videos) and vodcasts (recorded class lectures) hosted on Blackboard and supplemental websites. In addition, we will cover 3 foreign short films from different Spanish-speaking countries that are part of the textbook e-content.	45 hours/semester
online	Reading, listening and audio recording activities that accompany the textbook	9 hour/semester
online	Quizzes and chapter exams	6 hours/semester
online	Threaded class discussion on course writing activities (Blackboard)	4 hours/semester
online	e-book workbook, lab, cultural videos	23.5 hours/semester
in-person		
in-person		
TOTAL CONTACT HOURS:		87.5 hours

Course Content Delivery - Preparatory or "Outside of Class" (Homework) Activities
(Note: These are NOT part of Contact Hours)
Outside reading of text and resources 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.

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Nature and Frequency of Student-Instructor Interactions
Describe the nature & frequency of how you will interact with the entire class and individual students, especially in terms of providing feedback on assignments, interventions when students are at risk of dropping or failing.   Blackboard offers tools that provide opportunities for student-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 Spanish 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

Nature and Frequency of Student-Student Interactions

Describe opportunities in your course for student-to-student interaction, such as discussions, group projects, peer review, and how you will build a collaborative, student-centered environment.

  Students frequently interact with each other in Spanish 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 (Blackboard Collaborate with CCC Confer).
-Voicethread

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Assessment of Student Learning & Academic Integrity
List and describe the methods of assessments you will use to assess learning in this course.   * Student progress will be evaluated as follow: Grammar activities   = 25%   Lab activities   = 10%   Chapter exams   = 35%   Discussion boards   = 15%   Final exam   = 15%   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.
Describe the strategies you plan to use to promote academic integrity in your course.   * 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!"

Technology and Accessibility
Indicate the technology tools (software, web-based tools, etc.) you plan to use in your course (Examples provided include: Learning Management System (Blackboard), Presentations (examples: PowerPoint, Camtasia, etc.), Audio/Video (Examples: YouTube, 3CMedia, etc.), Web Conferencing (Example: CCCConfer), and Publisher Content (examples: Pearson, Cengage, etc.)   Learning Management System (Blackboard), Presentations (examples: PowerPoint,

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Camtasia, etc.), Audio/Video (Examples: YouTube, 3CMedia, etc.), Publisher Content (examples: Pearson, Cengage, etc.)

For the technology tools you have listed above, please describe your plan for utilization in your course.

Blackboard:
This online course will be managed through Blackboard. This is the platform I currently use when teaching Spanish 1A and 1B (online 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 Spanish (keyboard shortcuts, "International Keyboard," language and grammar features in Word).
PowerPoint:
Every chapter will have a PowerPoint and/or lecture presentation with the highlights of chapter.
Audio/Video:
My screencasts and vodcasts are hosted via Youtube and Screencast.
Publisher content:
We will continue to use Cengage's online workbook/lab manual accompanying the textbook

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).

I acknowledge and have read the above regarding accessibility/accommodations for students with disabilities.

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Verification of Content and Approval

FACULTY:

When you are ready to share your proposal with your Division Dean for review and approval (as well as division colleagues, if required), we suggest sharing/emailing a PDF copy of your proposal (instead of this "live" document) for ease of viewing and approval.

To download a PDF copy:

1. From the menu above, click **File**.
2. Select **Download as.**
3. Select **PDF Document (.pdf)**.

You can then attach the PDF copy to an email and send it to your Division Dean and/or colleagues. Please keep the PDF copy for your records. Approvals will be automatically recorded at the end of this "live" proposal document.

DIVISION DEAN:

In the COOL's continuous efforts to streamline the proposal process, you no longer need to save or email a copy of this proposal form to the chairs.

Instead, please click on the "Approve" button/link below to be taken to a very short web form to indicate/verify your approval, which also sends a notification to the COOL Chairs.

The record of your approval will automatically be recorded at the end of this document for improved record-keeping on the COOL website. Thank you!

Approve

Questions or issues? Please send an email to chabotcollegecool@gmail.com
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Record of Approval, Comments, & Feedback
A record of approval, & comments, & feedback will be automatically recorded directly below

Timestamp	10/21/2015 5:32:07 PM
Name:	Marcia Corcoran
Division/Department:	Language Arts
Proposal reviewed:	SPA 2B by Cristina Moon
Approval Selection	I approve this proposal as presented.
Comments (optional):	

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Timestamp	11/9/2015 1:38:43 PM
Reviewer Role	COOL Review Team Member
Proposal Reviewed	SPA 2B by Cristina Moon
Recommendations	Clarification on using movies as part of the course content. Page 3. Proposal looks great.
Suggestions	

Timestamp	11/12/2015 1:15:39 PM
Reviewer Role	COOL Review Team Member
Proposal Reviewed	SPA 2B by Cristina Moon
Recommendations	
Suggestions	

Timestamp	11/16/2015 7:42:20 PM
Reviewer Role	COOL Review Team Member
Proposal Reviewed	SPA 2B by Cristina Moon
Recommendations	
Suggestions	

Timestamp	12/9/2015 3:33:12 PM
Reviewer Role	COOL Chair
Proposal Reviewed	SPA 2B by Cristina Moon
Recommendations	COOL REVIEW TEAM FINAL OUTCOME: Recommend approval as proposed.
Suggestions	