

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

PLEASE READ. This proposal was created by submitting the [Online/Hybrid Course Proposal form](#) and responses submitted (which you can edit) are in **blue font**. Any changes you make to this Google document are saved automatically. **Please be sure that any changes made to your proposal are done so using this “live” proposal link/document, as this is what the COOL will use to post feedback.** When you are done making changes, simply close the browser tab and/or browser. You can return to this document at any time using the proposal link sent to your email inbox (Learn more: [Google Docs Getting Started Guide](#)).

Faculty, Course, & Delivery Format Information	
Faculty Name: Lakhbir Singh	Course: ANTH 3, Social/Cultural Anthropology
Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): Fast Track	Units: 3
Date of Initial Proposal Submission: 2/12/2016	Delivery Method: Fully (100%) Online (If Hybrid: % online)
	First Semester To Be Offered: Fall 2016

Need/Justification/Benefits to Students
<p>How will the online/hybrid delivery of this course meet student needs?</p> <p>Anthropology 3 (Social/Cultural Anthropology) familiarize the students to the erudition of humans as cultural beings. The course will trace the broad range of topics on the basis of cultural diversities. Anthropology 3 fulfills Chabot's Social and Behavioral Sciences requirements. It is CSU and UC; transferable, and satisfies CSU/GE Area D1 and IGETC; Area 4A.</p> <p>The need for Online courses is growing in the academic community. It is important for the Chabot- Las Positas Community College District to meet this need because of its special demographics.</p> <p>Offering an Online Anth 3 section will help students with a busy schedule and/or transportation issues the opportunity to satisfy their transfer requirements.</p>
<p>Are there learning opportunities made possible in an online or hybrid online course that might not be available in a traditional course?</p> <p>The online format for instruction in Anth 3 will provide the students with opportunities to engage with class material through multi-media resources. It will be more conveniently accessible to larger number of students who wish to major in Anthropology. It is expected that</p>

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

this format will reach many non-majors, looking for a Social Science or Behavioral Science elective and/ or who are interested in expanding their understanding of the diversity within and outside their respective communities.

Preliminary Research and Input from Colleagues and Administrators

- I have consulted with my Division Dean and discipline colleagues to secure *preliminary* support for offering this course in online/hybrid format (note that you will also need to obtain "formal" approval from the Dean and feedback from your discipline colleagues on your completed proposal).
- 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:

I have the privilege to teach Hybrid and Online courses in Anth 1 (Biological Anthropology) for a number of semesters and have incorporated my esteemed colleagues' valuable suggestions every now and then. Since I feel comfortable in teaching Anth 1 (Biological Anthropology) courses, my colleagues encouraged me to 'go ahead' with this course.

Name(s) of faculty with whom you consulted: Mireille Giovanola, Kirsten Olson, Andrew Pierson, Aldrian Estepa, Donald Plondke, Rick Moniz.

Here are the valued comments from my esteemed colleagues, which I have appropriately incorporated:

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

Mireille Giovanola:

Anthropology 3 (Social/Cultural Anthropology) familiarizes the students to the erudition of humans as cultural beings. The course will trace the broad range of topics on the basis of cultural diversities. Anthropology 3 (Social/Cultural Anthropology) fulfills Chabot's Social and Behavioral Sciences requirements. It is CSU and UC transferable, and CSU; UC; and satisfies CSU/GE Area D1 and the IGETC Area 4A. for AA/As.

Since this course fulfills transfer requirements, students in need of transfer units may not have the facility to meet on Campus at a set schedule or commute from distant places. The need for online courses is growing wider in the academic community. It is more important for the Chabot- Las Positas Community College District to meet this need because of its special demographics. set up. Offering an online Anth 3 section will help students with a busy schedule and/or transportation issues the opportunity to satisfy their transfer requirements.

Learning Opportunities:

The online format for instructions in Anth 3 (Social/Cultural Anthropology) will provide the students the with opportunity to engage with class material through multi-media resources. It This course will be more conveniently accessible provide to a larger number of students who wish to major in pursue Anthropology access to a course taught infrequently statewide or countrywide. It is expected that this format will reach many non-majors looking forward for a Social Science or Behavioral Science elective and/or who are interested in expanding their understanding of the diversity within or without and outside of their respective communities.

Contact hours/Activities:

NOTE: I come up with slightly different percentages.

For example, 0.6 hour per week comes to 20.57% or 20.5%.

Activity # 4 should not require 0.2 hr/week or 3.6 hrs/semester.

PLOs and especially CLOs should be included in your syllabus, and can be briefly explained there. You can also let the students when each CLO will be explored during the semester, and remind students of the objective of a particular section when you get to it.

Contact hours need to be adjusted, and equal 100%.

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

Outside of Class Activities:

NOTE: Since these activities should equal 2 hours/week outside of class, it might be worthwhile to be a bit more specific about the projects you will assign students.

Spencer's video is great for ANTH 1. How would you assign an activity that fits ANTH 3 based on it?

Nature and Frequency of Student/Instructor interactions:

This needs to be addressed fully. Please see criteria for response. It is about how you will interact with your students.

Finally:

Please make sure that you supply all responses before you submit your proposal.

Rick Moniz:

greetings

i reviewed your proposal and see there are several areas that are incomplete. i think by scrolling through you will see what you missed, where it is indicated: required. please review and complete those areas that require check marks and any response. there is the question at the outset about fully online or hybrid? this course is a lab? i am unclear, as you have one hour per week? that means what exactly? if you simply review the form, you will see that there are several incomplete areas. once that is completed, you are set to send this forward to COOL. do you need any signature from me?

rick

Rick Moniz
Historian

Course Content Delivery - Contact Hour or "In-Class" Activities

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>.

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

Delivery Mode	Activity and Description	Contact Hours
online	Viewing presentations prepared by the Instructor (mainly but not limited to PowerPoint presentation and videos) Answering questions at the end of each chapter, post to Online Discussion group.	1.00 hrs/week. Total 18 hrs.= 33.33%
online	Participation in Discussion Board forums, including interaction with peers' posts and feedback: as 'stand-in' for classroom discussions. Group Projects with Discussion Board preparation (PowerPoint/Videos clips). For example: Bioculture (Nature and Nurture) impacts. Students' challenge about assumptions about Skin Color; Arranged Marriages and Gender roles, etc.	0.60 hrs/week. Total 10.80 hrs. 20.00%
online	Taking assessments, Chapter/Topic Quizzes, Two Midterms, and the Final exam	0.60 hrs/week. Total 10.80 hrs. 20.00%
online	Students correlate anthropological topic learning with real world issues and interacting with each other and the Instructor. Peer response essential.	0.20 hrs/week. Total 3.60 hrs. 6.66%
online	Research Projects/Field Work/ Surveys/ Assignments.	0.60 hrs/week. Total 10.80 hrs. 20.00%
in-person	N/A	
in-person	N/A	
TOTAL CONTACT HOURS:		3.00 hrs/week. Total 54 hrs. =99.99%

Course Content Delivery - Preparatory or "Outside of Class" (Homework) Activities

(Note: These are NOT part of Contact Hours)

Reading textbook and the ancillary material, posting information, and critical evaluation.

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

Online Videos/animations. For example:

https://www.ted.com/talks/genevieve_von_petzinger_why_are_these_32_symbols_found_in_ancient_caves_all_over_europe

https://www.ted.com/talks/wade_davis_on_the_worldwide_web_of_belief_and_ritual

Solving problems as set in Anthropological tools, like MyAnthroLab, Revel, MindTrap, McGraw Hill Connect, etc.

Configuration of Blogs and networking with peer postings.

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.

PowerPoint presentations prepared by the Instructor, which are comparable to 'in-class' lectures that students are expected to explore.

Online classes are more demanding and require that the Instructor should ensure that students clearly understand the expectations of the course. Frequent Announcements will be posted, which will explain the text and assignments clearly and their location.

Feedback on discussion forum placements via posted replies from Instructor and Blackboard delivered feedback on submitted assignments. Communication between Instructor and students, and among students will occur on an ongoing basis. Students will post their questions via Discussion forum, as well other channels, such as Blogs.

The Instructor will be glad to meet with the students during office hours and will interact with students whenever the need be.

I will communicate with the students, privately, who are at-risk of dropping or failing. The students will be cautioned if they miss assignments, quizzes or tests beyond certain limit via E-mail. They will be advised to contact the Campus resources. That could assist in their success in the course.

The students would be encouraged to see me on Campus, besides designated office hours,

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

by making appointment, to resolve any problem or issue.

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.

The class will be divided into smaller groups to help them to have more personal emphasis for 'Online' communication. That is where the students will engage themselves in discussion topics, reading logs. above all, the students shall respond to each others posts on discussion topics.

The student groups will post their final research project to present their data of particular type of social or cultural activities, which the other students are required to interact and comment.

Students are expected to comment on completed presentations at close of the term in the form of questions that need clarification or as constructive feedback.

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

Assessment of Student Learning & Academic Integrity

List and describe the methods of assessments you will use to assess learning in this course.

Two midterms, Final exam, Assignments and Quizzes.

Analytical and critical Anthropological exercises. Automatic scoring, feedback.

Course exit survey calling for self-assessment in learning basic Anthropological notions and aptitude.

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Assignments and test questions will be posted at specific times and for a limited time. Different version of each test may be posted and the quizzes are re-shuffled and set at 'random' mode.

Each student is expected to complete the assignment or test in one sitting and in a single attempt. There will be no scope for 're-opening' the assignment or test for sanctity, privacy, and security reasons after the student has triggered the 'Submit' button.

Many an interactive learning modules, such as those set in the publisher's' content delivery system, like MyAnthroLab, Revel, MindTrap, and McGraw Hill Connect etc. report module completion by the individual student back to the Instructor, unequivocally verifying students' participation.

Likewise, by creating explicable rubrics for discrete assignment, students will receive personal feedback on their critiques, Blogs, and Discussion Board, etc.

Auspiciously, Blackboard has enhanced assessment modules, which the instructor will effusively put to use.

Describe the strategies you plan to use to promote academic integrity in your course.

The syllabus will have clear instructions, pertaining to academic integrity and the consequences of dishonesty, in accordance with College policy. Students must pass a syllabus/plagiarism quiz before accessing further course material and contents. Clear instructions will be given that how the course works in more conversational terms and have a niche that details the definitions of academic dishonesty and describes what plagiarism is.

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

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, 3C Media, etc.), Web Conferencing (Example: CCCConfer), and Publisher Content (examples: Pearson, Cengage, etc.)

Learning Management System (example: Blackboard, etc.), Presentations (examples: PowerPoint, Camtasia, etc.), Audio/Video (examples: YouTube, 3C Media, etc.), Publisher Content (examples: Pearson, Cengage, etc.), PBS, NOVA, National Geographic, Video Clips from YouTube, etc

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

Blackboard will be the LMS used for overall course structure, including posting the Announcements, Syllabus, Course Materials, assessment for quizzes and exams. Besides, additional resources will be provided in marked folders.

Course material will be presented using PowerPoint. Images shall have alternative text descriptions and videos will be appropriately captioned. YouTube videos will be utilized to illustrate course concepts, including short interesting clips. All will be closed captioned.

Website links will be used to direct students to additional reading material from the Internet.

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.

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

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), we suggest sharing/emailing a PDF copy of your proposal 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 as needed.

DIVISION DEAN:

Instructions: 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!



(Button not working? You may be viewing this document in Outlook "preview" mode. Please close the preview, right-click the file, and click "Open").

**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	2/26/2016 5:15:46 PM
Name	Deonne Kunkel
Division	Arts, Humanities and Social Sciences
Proposal reviewed	ANTH 3 by Lakhbir Singh
Approval Selection	I approve this proposal as presented.
Comments (optional)	

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

Timestamp	4/19/2016 10:49:51
Reviewer Role	COOL Review Team
Proposal Reviewed	ANTH 3 by Lakhbir Singh
Recommendations	I agree with Rick Moniz here who reviewed the proposal within the division, that the inclusion of PLO/CLOs for 0.6 hours per week seems inappropriate, and better left off a weekly contact hour equivalent. Since these do not change, spending more than 30 minutes each week to review them seems excessive. I'd rather see more specifics on the other items listed, and relegate the PLO/CLO review to HW. <i>[Followup: Lakhbir dropped the PLOs and SLOs. Will put more emphasis on assignments and projects .etc].</i>
Suggestions	

Timestamp	5/4/2016 1:08:52 PM
Reviewer Role	COOL Review Team
Proposal Reviewed	ANTH 3 by Lakhbir Singh
Recommendations	My reasons for recommending this proposal only with significant revisions at this time are not due to Dr. Singh's abilities as an instructor of anthropology, but more due to the difficulties he is having with the current Anthropology 1 ON1 course. I suggest that a course demonstration should be scheduled, so that he could show colleagues how this particular course might be taught using Blackboard with the necessary clarity in assignment due dates, location, and opportunities for student interaction. While he describes those elements here in the proposal, it is clear from the existing course that more work is needed to execute the course delivery plan effectively.
Suggestions	