

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

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Faculty, Course, & Delivery Format Information

Faculty Name: **Melissa Patterson**

Course: **Bus 15, Business English**

Units: **3**

Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): **Fast Track**

Delivery Method: **Fully (100%) Online**

(If Hybrid: % online)

First Semester To Be Offered: **Fall 2016**

Date of Initial Proposal Submission: **2/14/2016**

Need/Justification/Benefits to Students

How will the online/hybrid delivery of this course meet student needs?

Business English will be offered for the first time as an online class in fall 2016. Online classes allow students to complete their work when convenient for them. Online course also allow students to use a different modalities than offered in-class. Employers expect new employees to be able to write using proper grammar and sentence structure. Students will review and practice grammar, learn how to write emails and letters in business format and style.

Are there learning opportunities made possible in an online or hybrid online course that might not be available in a traditional course?

CAS offered a Business English one (1) unit class, but will no longer be offered as of fall 2016. Our goal is to boost enrollment in business English by offering the course online. Students will have the opportunity to study on their own time. Allows students to complete the class quickly and with flexibility. Students will have opportunities to practice and gain skills in business English without coming to Chabot College campus.

Preliminary Research and Input from Colleagues and Administrators

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I have reviewed online teaching resources & tools at <http://www.chabotcollege.edu/cws/online/teaching/> (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:

Mr. Kalyagin consulted with me and requested I design and set up an online version of bus 15 for fall 2016. I have designed and been approved previously for two online and one hybrid course. I will review my submission with Kristin Lima and Mr. Kalyagin in a few weeks.

Name(s) of faculty with whom you consulted: [Dmitriy Kalyagin and Lynn Klein](#)

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>.

Delivery Mode	Activity and Description	Contact Hours
online	Discussion boards = Discussion Boards with required responses to other student's post. Discuss in depth details of chosen topics, provided by instructor. Students can choose two out of six prompts to respond to. Once they have completed their original post, they must respond to at least two other student's posts. Instructor with respond to students and provide feedback, but	20 hours/semester

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	on how to improve their work and what they did correctly. BB	
online	Self and Peer Review = Written assignment with required self and peer reviews. Students often learn from reviewing other students work and providing helpful feedback. Students will use feedback from classmates and instructor to improve future work.	16.5 hours/semester
online	Grammar Exercises with immediate feedback = 1 Grammar exercises that provide immediate feedback on how to improve their grammar skills.	16 hours/semester
online		
online		
in-person		
in-person		
TOTAL CONTACT HOURS:		52.5

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

(Note: These are NOT part of Contact Hours)

Homework:

Written Assignments: three business communication style (email, memo, and letter)

Written Assignment: three-page informal report, including headings and business format describing what they learned during the semester.

Grammar Exercises = Review and correct grammar exercises, each consist of 10 sentences that will be rewritten correcting grammar mistakes.

Nature and Frequency of Student-Instructor Interactions

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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.

I will respond to each discussion board, review and comment, but positive and constructive comments to help students improve their work. I will provide feedback on each assignment, either directly through BB or using MS Word's review tools.

I contact students who are at risk, and I also send out a weekly assignment reminders.

Email, general discussion board on BB, and Skype are all methods form students to contact me. I also offer my cell phone number when needed. I respond to all emails within 18 hours weekdays and 24 hours on weekends. I respond to general discussion board questions within 20 hours. I send out a message the first week plus during the semester reminding students to communicate with their instructor

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.

Every week we will use Blackboard's Discussion Board to go over each chapter's topics in detail and current business English concepts. As part of the Discussion Board assignment, students must participate with each other. Students are required to create their first post then respond to at least two other student's posts. Discussion Board will also be used to provide students with a location to work together. Students will also participate in peer review of writing assignments. They are encouraged to provide feedback that will help their classmates improve their work.

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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.

Each assignment has a rubric that is provided to students well ahead of the assignment. The rubric will allow a consistent assessment of all work. All written work will also receive instructor feedback using MS Word review tools. All feedback will be focused on what is correct and how to improve each student's work.

After each written homework assignment is graded, I post a general announcement with ideas on how students can improve their next written homework.

Online assignments, such as Grammar will provide immediate feedback, either through Blackboard or Cengage student learning interface.

All discussion boards assessment will consist of feedback on each student's post and if needed how to improve their work the next week.

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

All written assignments and discussion board work will be reviewed by instructor and submitted to SafeAssign. All work that scores 20% or higher on SafeAssign will be reviewed by me and suggestions will be made to student on how to avoid plagiarism. If a student submits another assignment that is plagiarized, they will receive a zero.

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 (example: Blackboard, etc.), Publisher Content (examples: Pearson, Cengage, etc.)

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

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I have used the two technology tools that will be used in this class.

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), 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!



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**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	3/2/2016 4:12:10 PM
Name	Kristin Lima
Division	Applied Technology & Business
Proposal reviewed	BUS 15 by Melissa Patterson
Approval Selection	I approve this proposal as presented.
Comments (optional)	

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Timestamp	4/20/2016 3:10:21 PM
Reviewer Role	COOL Chair
Proposal Reviewed	BUS 15 by Melissa Patterson
Recommendations	Review Team Recommends approval as proposed
Suggestions	