

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

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Faculty, Course, & Delivery Format Information	
Faculty Name: Lisa Ulibarri	Course: ENGL 102, Reading, Reasoning and Writing – Accelerated Course
Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): Fast Track	Units: 4
Date of Initial Proposal Submission: 2/22/2016	Delivery Method: Hybrid (partially taught online and partially taught in-person) (If Hybrid: 40% online)
	First Semester To Be Offered: future semester - if needed

Need/Justification/Benefits to Students
How will the online/hybrid delivery of this course meet student needs? The online format allows accessibility for the growing population of students who, for various reasons, cannot attend regularly scheduled classes. English 102 is a four-unit course, that requires students to be in-class for five hours each week. The intent is to offer this accelerated basic skills course in a hybrid format to promote the ability of this demographic of students to complete their educational goals.
Are there learning opportunities made possible in an online or hybrid online course that might not be available in a traditional course? The online medium also allows for greater practice in written communication and critical reading, both which are essential in an English course. For example, to participate in an online class discussion every student would have to effectively communicate in writing his or her own ideas about the assigned topic within a Discussion Board post. The student would then be required to critically read the post of another student in order to formulate a written response. A dynamic online Learning Management System offers features to allow for the student to benefit from the learning aspects of an on-campus course in a flexible learning environment.

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

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:

[In progress] This proposal was sent to TJ Puckett to initiate discipline review... feedback and recommendations will be noted here.

Name(s) of faculty with whom you consulted: [In progress]

online	Reading through written course lessons or media (videos). These written lessons or media will be used to inform students about the different elements of the class, much like an on-campus lecture. Media may include interviews or discussions that relate to the ideas explored in the class and will always relate to an assignment.	Ranging from 30min-1hr per week (average of 45min each week) = 13.5 hours total
online	Online threaded discussions via the Discussion Board or other discussion-based technology. The expectations for each post will be explained in detail for each forum. I will also require students to respond to the post of at least one other student per forum. Each Discussion Board post will be graded according to a posted rubric.	Ranging from 30min-1hr per week (average of 45min each week) = 13.5 hours total

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

online	Online assessments (sometimes deemed "quizzes," other times an assignment/ activity using the test function in Blackboard) on reading assignments and/ or writing conventions. These assessments, allow for important material to be emphasized. It will also assist with evaluation of student progress.	30 min each = 8 hours total
in-person	In-class exercises and activities based on course topics.	1 hour each week = 18 hours total
in-person	Socratic Seminars or other in-person participation as a class	50 min each week = 15 hours total
in-person	Group work/ activities, presentations, Peer Review. Group work and Peer Review will also be used as a method of interaction between the students. Collaboration with peers is an important aspect of a student-centered classroom.	45 min each week = 13.5 hours total
in-person	In-class writings (such as Intake essay, Midterm, Final)	6 hours total
TOTAL CONTACT HOURS:		87.5 TOTAL= 35.0 Lab + 52.5 Lec

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

(Note: These are NOT part of Contact Hours)

Reading required texts, practicing active reading techniques. Weekly Journals (through the Journals area of Blackboard) based on the assigned reading or topic, often reflective. Essays and other written assignments (through Blackboard) based on the weekly readings and course topics. Reading of recommended texts and links in the effort to prepare for class activities, presentations, assignments, and essays. Internet and Library research for assignments, presentations, essays.

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.

The rigorous demands of an online or hybrid class, especially one centered on reading and writing, require that the instructor ensure that students clearly understand the expectations of

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

the course. In an effort to clarify this, I will provide Announcements which detail the expectations and assignments for the week. I also keep the navigation for the course site simple, and explain it to the class, so that students know exactly where to locate the coursework.

Course "lessons" will be presented in both written and video form when possible, as students can benefit from different learning methods to allow for the most accessible form of learning environment. Applying the material from these "lessons" during the on-campus portions of the class will also help to reiterate essential course content.

I will also participate in the weekly discussions to help facilitate class discussion. I will provide feedback on assignments and journals through the feedback/comments text box when grading. This feedback shows to the student directly in their My Grades area, next to the score. Essays will be commented on directly on the submitted file and returned to the student through the My Grades area.

It is important for an online instructor to remain a link for the student and the campus. As different college events and resources are announced, I will post this information to a dedicated content area and announce during class sessions. I also email important college announcements directly to students.

If students are at risk of dropping or failing, I will communicate privately with them via email or in-person regarding their status in the course. One benefit of the hybrid format is that I can hold student conferences on-campus during class time as needed, yet still have the class progress online. While students will have access to their grades via the My Grades area, I will also send emails informing students of missed essays, assignments, posts (which can result in online "absences"). I also directly recommend campus resources (such as GNST/ENGL 115 and the WRAC Center) that could assist in a student's success in the course. And while I am available via email and through the "Online Office" Discussion Forum, I also welcome students to meet with me on-campus. The hybrid nature of this class offers a variety of ways to communicate with students and intervene when students are at risk of dropping or failing.

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 main online components of the course will involve asynchronous interaction. The demographic which is served by the hybrid format can be best reached through a flexible

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

online learning environment. Students will be expected to respond to each other, but allowed flexibility in the exact time that might occur as the online assignments will be based on a schedule by unit.

Students will be required to post to Discussion Board forums each week. They will also be required, within that week, to respond to the posts of their classmates. This is similar to the method of a class discussion, but allows flexible scheduling through the online environment.

The on-campus portions of the course will allow for further student-student interaction through activities such as Peer Review, Socratic Seminars, and Group Presentations.

I will also include an Open Discussion forum on the Discussion Board to be used for casual, non-class-related conversation between students. While this is not essential to the course material, it helps to build a sense of community in the online portion of the classroom.

Students are free to interact in a manner similar to the conversations they may have before or after an on-campus class meeting.

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

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
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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.

The online portion of the class will include online threaded discussions via the Discussion Board. The expectations for each post will be explained in detail for each forum. I will also require students to respond to the post of at least one other student per forum. Each Discussion Board post will be graded according to a posted rubric. The Discussion Board also serves as a method of evaluation for reading and reasoning. As the writing in the Discussion Board is reading-based, the student will have to have read and applied reasoning skills to the topic in order to respond to the assignment. These posts will also serve as samples of the progress of the student's ability to communicate through writing.

Online quizzes/ assessments based on reading assignments and/ or writing conventions. These quizzes/ assessments allow for important material to be emphasized and be used as a way to evaluate student progress and learning.

In-class (on-campus) writings such as an intake essay, midterm, and final exam: These writings will be timed and can be used for authentication of online writings.

Essays also serve as an evaluation of student progress. I will grade based on a rubric and the expectations of college-level writing. The grading rubric, along with other grading policies, will be provided on the course syllabus. Essays will be scanned for plagiarism.

Peer Reviews will demonstrate the process of writing and the importance of drafts. This will also serve as a method of ensuring the authenticity of the student's writing. As all reviewed drafts will be submitted to the instructor, I will be able to compare this to the final draft if necessary.

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

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

Academic integrity is ensured through assignments that require the student to apply their own thoughts and interpretations of the topics and readings. I also use SafeAssign plagiarism detection service to scan all essays for plagiarism (with the option to initiate scanning for other written assignments as needed).

Students will be expected to complete the assignments to implement what they've learned each week and build up to the main essays. It is my hope that students can take what they've learned in regards to the course topics/ skills and apply it to other aspects of their lives.

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.), Audio/Video (examples: YouTube, 3CMedia, etc.), screenshots, Remind (or other communication methods), possibility of voice-based tools if available.

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

I will be using several of the functions of Blackboard, including: Folders/ items within Content areas (for weekly units and organizing other main content areas), Announcements, Assessments (for quizzes and some assignments), Assignments/SafeAssign (for submission of essays and other written assignments), Discussion Board (for weekly discussions and Peer Review), Journals, Mash-ups (to integrate media).

Links to college websites (such as the Chabot Library) and outside websites will be provided (and always set to open in a new window).

SnagIt or other screen snipping tools will be used if needed to provide screen captures if I am trying to clarify instructions for using Blackboard or other websites.

YouTube or 3C Media with captions already done.

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

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

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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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!



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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	3/9/2016 6:51:08 PM
Name	Marcia Corcoran
Division	Language Arts
Proposal reviewed	ENGL 102 by Lisa Ulibarri
Approval Selection	I approve this proposal as presented.
Comments (optional)	Wonderful to see this. We will want to put it on the schedule soon. Please let TJ Puckett know when might be the first time you would be ready to offer it. Marcia

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

Timestamp	4/20/2016 3:28:21 PM
Reviewer Role	COOL Chair
Proposal Reviewed	ENGL 102 by Lisa Ulibarri
Recommendations	Review Team Recommends approval as proposed
Suggestions	