Online/Hybrid Course 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: Tiffany Higgins 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: 10/16/2015	Course: ENGL 4, Critical Thinking and Writing About Literature Units: 3 Delivery Method: Hybrid (partially taught online and partially taught in-person) (93% online, 7% on-campus.) First Semester To Be Offered: Summer 2016

Need/Justification/Benefits to Students
How will the online/hybrid delivery of this course meet student needs? Many students will benefit from the online format who may otherwise struggle in a face to face format: shy students, those with anxiety or depression disorders, parents engaged with raising children, and those with demanding and/or inconsistent work schedules, among others.
Are there learning opportunities made possible in an online or hybrid online course that might not be available in a traditional course? I have found that in English 4 at the outset, students often arrive in class with a preconceived notion that there is a "right" interpretation to a literary text, which may hamper their courage. I have to decidedly disabuse them of this notion. The online format can be leveraged to achieve the development of the student's individual critical thinking skills. When each student is required to interpret the same story in a discussion forum and reply to other students' interpretations, noting differences, it helps to

support students understanding that, for any given literary text, there are a range of possible interpretations, each of them legitimate.

In structuring the assignments, I will support students to avoid the common pitfall of student literary interpretation—merely retelling the story without analyzing. For example, in a character analysis study task, students may be asked to make an inference about a certain story's character, using adjectives that are not included in the text. One student may infer that the protagonist is "timid," while another may infer that she is "self-reflective." Each student will defend their interpretation with supporting evidence from the text. As I give written feedback—in the discussion forum and in announcements—that legitimizes the differing interpretations, students will begin to internalize their liberty to form their own analyses, and will gain courage in their own critical thinking skills.

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:

I spoke with TJ Puckett, who said that often students in Eng. 4 lack analysis skills, rather tending to retell what happened in the story text. Thus, I have designed assignments that pinpoint specific analysis skills.

Name(s) of faculty with whom you consulted: Minta Winsor, TJ Puckett

Online/Hybrid Course Proposal

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 analyzing a central literary text, with directive instructions on literary elements, and required comprehension questions to address, with supporting evidence and citations from the text. Includes responses to other students' posts on discussion boards (& on any assigned blogs), graded on extent to which the students' response refers back to the text itself, perhaps offering counter-interpretations	31 total
In person	**In person orientation and in person final exam - 2 hours each**	4
online	Reading Instructional Materials	10 hours total, or roughly 20 min. per week
online	Quizzes on literary terms, MLA format, quotation format	9 hours total
TOTAL CONTACT HOURS:		54

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

Students are expected to take notes on, read, and analyze poems, stories, and drama. They will be given critical thinking questions to consider in order to prepare them to build critical thinking skills. Students are expected to take 5-6 hours reading, analyzing, and preparing written assignments submitted online.

Online/Hybrid Course Proposal

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.

 As a teacher, I will interact with students in a multitude of ways, giving feedback and contacting students who seem to be falling behind to encourage them to get back on track.

When an assignment is due, I go through the list of students in Grade Center, check those students who haven't turned in work, and send a quick email asking what's going on, and ask in what ways I may continue to support them. For some students, this is just the kind of personal contact and expression of care that they need to get them inspired to persevere.

Written feedback to students I regularly offer:
--I write Weekly Course Overview Notes (on learning objectives, essential instructions), which may include areas developed in response to my observations of students' previous weeks' work.
--I write public Notes in reply to DB discussion, often right in the forum.
--I also write public Announcements (2-5 times weekly) (which I also send out as an email to students), often in response to student DB work. These DB reply notes might highlight student work that successfully fulfills required format, for example, or incorporates quotations smoothly. This addresses students' need to "know what you're expecting"; they profit by getting this information delivered not only in my instructions but in real-time examples from their very own class. Naming the students, with their short work examples, encourages those who are named (a few to a bunch of students) and tends to clarify expectations and give an inspiring spur to other students, who may well be highlighted the next week. I am conscious of trying to give inspiration to students who seem like they could use a boost.
--In Announcements, I sometimes post a question I've received via private student email (with name removed), along with my answer, when I feel like many students may have a similar question.
--I give individualized feedback on student writing (1-3 times per week)—mini-Essays and formal, longer Essays. This essay feedback includes both a highly detailed Rubric as well as a personal note, which reviews the areas the student is doing well in the specific areas (both argumentation format and mechanics) they should focus improvement. Sometimes, the essay feedback includes Comment boxes right on the student's essay, when the student might profit from such feedback.

On "Mini-Essays," which occur a week or so before a more formal essay, I give essential feedback to help the student improve in a targeted literary analysis skill ahead of the formal essay, which will require use of that same skill on a larger and deeper scale. E.g., the student

may not have fully supported their character inferences with examples in their Mini-Essay, and I will let them know that so they may improve and do better in the formal essay.

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 will interact 1-2 times weekly with students via Discussion Board forums. For each forum, they are required to post 3 times, i.e., the student will post their own interpretation, as well as reply to two different peers' posts. In the reply, the student is required to refer to a specific point in the literary text so as to deepen and build a truly collaborative discussion. (This works. It avoids superficiality.) In those peer replies, students will, say, address how they interpreted the story in different ways, so as to build the discussion and encourage exchange on differing interpretations, thus growing critical thinking skills as they collaborate.

Online/Hybrid Course Proposal

Assessment of Student Learning & Academic Integrity
List and describe the methods of assessments you will use to assess learning in this course. I assess student learning via discussion forum postings, quizzes, and both informal and formal essays of various lengths.
Describe the strategies you plan to use to promote academic integrity in your course. In a face to face Eng. 4, there is the risk that students will Google others' opinions about assigned literary texts and thus circumvent encountering the text for themselves and forming their own opinion—which, of course, is what I would like them to learn to do. To diminish this possibility, in a face to face class, I usually assign a mix of both canonical authors (about whom it is very easy to find received opinions online) as well as living authors, about whom critical consensus has not yet formed. In the online format rather than in a classroom, it is even more likely that students will Google others' opinions before writing an assignment, and may insert these ideas seamlessly into their writing—without it being detected by SafeAssign. To address this problem, thus, my remedy is that our online Eng. 4 curriculum is based primarily on living authors. Although students may find some book reviews on the author's books or a personal blog responding to the story, with living authors, it is less likely that they locate an online essay with a full, authoritative interpretation of the particular story or poems on which the students have been asked to write. In addition, of course, students will upload all essays on SafeAssign, and I will review their SafeAssign reports for potential plagiarism.

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

Online/Hybrid Course Proposal

Having experience using Blackboard to construct content in English 1A online, I feel confident in doing the same for English 4, constructing content modules, making detailed rubrics and quizzes using Blackboard tools.

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 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, 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
Committee On Online Learning (COOL), Chabot College**

Record of Approval, Comments, & Feedback
A record of approval, & comments, & feedback will be automatically recorded directly below

Timestamp	10/23/2015 2:32:55 PM
Name:	Marcia Corcoran
Division/Department:	Language Arts
Proposal reviewed:	ENGL 4 by Tiffany Higgins
Approval Selection	I approve this proposal as presented.
Comments (optional):	Well done.

Online/Hybrid Course Proposal

Committee On Online Learning (COOL), Chabot College

Timestamp	4/20/2016 5:26:47 PM
Reviewer Role	COOL Review Team Member
Proposal Reviewed	ENGL 4 by Tiffany Higgins
Recommendations	
Suggestions	

Timestamp	4/21/2016 12:10:46 PM
Reviewer Role	COOL Chair
Proposal Reviewed	ENGL 4 by Tiffany Higgins
Recommendations	**Review Team Recommends approval as proposed**
Suggestions	