

# 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: <b>Gareth Scott</b>	Course: <b>LIBS 1, Library Skills</b>
Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): <b>New</b>	Units: <b>1</b>
Date of Initial Proposal Submission: <b>2/16/2016</b>	Delivery Method: <b>Fully (100%) Online</b> (If Hybrid:)
	First Semester To Be Offered: <b>Fall 2016</b>

Need/Justification/Benefits to Students
<p>How will the online/hybrid delivery of this course meet student needs?</p> <p>In an age of digital information overload, it is difficult to locate reliable sources for research and academic writing. This course will provide students with academic database search skills, enabling them to locate reliable scholarly articles. Online learning for this course supports the emphasis on the online databases, and other research tools, from the library's online website.</p> <p>With continual feedback on their progress, discussion boards, and video introductions, students receive a full classroom experience. I will email students who do not participate by the second week of class.</p> <p>This course has the following Student Learning Objectives:</p> <ol style="list-style-type: none"><li>1. Develop and implement a search strategy</li><li>2. Distinguish between popular and scholarly journals</li></ol> <p>note:I have taught online and hybrid classes using Blackboard, in library skills, 2 per quarter, at CSU East Bay for three years</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>Students, including working adults, will be able to learn library skills in a supportive online learning environment. These skills will reinforce and support academic achievement and proper information use.</p>

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The course content includes: introducing the Chabot College Library website, and the College Library's databases available to students to support their studies.

Students will be able to reinforce academic writing skills, using quotation and citation. They will learn to analyze and use information, by learning how to evaluate information sources for accuracy and reliability. I will emphasize the value of scholarly databases found through the library's website.

Students will be able to learn research skills without the pressure of writing a full research paper. Rather, this course will emphasize hands-on database research locating and researching books and scholarly articles. Students will practice locating quality information with library resources. They will develop search strategies, research databases with key-words and special search techniques, and write an annotated bibliography that includes scholarly resources.

### 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:

My librarian peers and coordinator suggested that I adapt my university courses to the community college student. I do this by providing basic and advanced learning materials, a supportive environment that encourages questions, and a gradual increase in complexity through the course semester.

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I will discuss current events by providing an engaging theme for students, as suggested. The theme will be information society, power and privacy.

Name(s) of faculty with whom you consulted: Kim Morrison, Pedro Reynoso, Norman Buchwald, Amy Mattern

## 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	View multimedia content, including instructor introduction and instructor created tutorials, library database tutorials, and powerpoint slides.	13.5 hours
online	Discussion Board: Students will compose one discussion post, and reply to one of their classmates posts, every week. The instructor responds to each student's post, and monitors the discussion.  Example: Respond to the reading about the term "information society". In what ways has technology made the world seem smaller?	3 hours
online	3 online quizzes assessing student progress in the learning modules (1-10).	1 hour
online		
online		
in-person		
in-person		

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<b>TOTAL CONTACT HOURS:</b>	17.5
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## Course Content Delivery - Preparatory or “Outside of Class” (Homework) Activities

(Note: These are NOT part of Contact Hours)

6 hours: Reading 3 scholarly articles required for discussion posts.

10 hours: Learn research skills by practicing online database searches and completing the "search strategy worksheet". Write a topic statement and list of keywords. Practice searching a variety of databases with different combinations of search terms, and develop a search strategy.

5 hours: Prepare and complete annotated bibliography in rough draft form. Read and respond to arguments presented in scholarly articles found in research.

5 hours: Prepare and complete annotated bibliography, making instructor's corrections if needed.

## 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.

I respond to student emails within 24-48 hours. I use Blackboard Alerts to notify students who are missing assignments. I will send announcements and emails every week, reminding students of required activities and upcoming assignment due dates. Any student that does not log on to the site during the first week will receive email notifications. I will send warnings for missing assignments, as well as encourage and reward the good work that students complete assignments. I provide regular feedback on student progress with 3 short quizzes, 6 discussions, and 3 short assignments.

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## 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 have an opportunity to introduce themselves at the beginning of the course. Students will post to the class discussion board, and reply to their classmates 3 or more times. Students can also form study groups, and use Google Groups for study and interaction.

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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.

3 assignments will be due by specific dates. 3 short quizzes will be administered to quickly assess student progress with the learning materials. The materials are organized into weekly modules.

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

I will reinforce the importance of citation and avoiding plagiarism. I will check for originality of student work, and consult with other librarians and faculty if needed. Students will be graded fairly based on clear instructions and a clear outline of expectations in the syllabus.

## 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.), Presentations (examples: PowerPoint, Camtasia, etc.), Audio/Video (examples: YouTube, 3CMedia, etc.)

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

The blackboard course site is organized into sections: assignments, syllabus, weekly learning modules 1-10, readings, and discussion boards.

Videos are embedded with closed captions. A variety of learning presentation tools are provided: tutorials, powerpoint slides with narrations, written and video instruction. Students will have access to library databases.

Discussion boards and email will be used as the main communication components of the class, along with email. Skype meetings can be scheduled.

**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

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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!



*(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](mailto: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

<b>Timestamp</b>	2/23/2016 10:39:15 PM
<b>Name:</b>	Amy Mattern
<b>Division</b>	Academic Pathways and Student Success
<b>Proposal reviewed</b>	LIBS 1 by Gareth Scott
<b>Approval Selection</b>	I approve this proposal as presented.
<b>Comments (optional):</b>	



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<b>Timestamp</b>	4/20/2016 3:46:59 PM
<b>Reviewer Role</b>	COOL Chair
<b>Proposal Reviewed</b>	LIBS 1 by Gareth Scott
<b>Recommendations</b>	<b>Review Team Recommends approval as proposed</b>
<b>Suggestions</b>	