

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

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Faculty, Course, & Delivery Format Information	
Faculty Name: Gareth Scott	Course: LIBS 2 , Library Skills 2
Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): New	Units: 2
Date of Initial Proposal Submission: 2/16/2016	Delivery Method: Fully (100%) Online (If Hybrid: % online)
	First Semester To Be Offered: Spring 2017

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. Students will benefit from learning advanced database search skills (boolean operators, subject headings, shortcuts) in this section and comparing multiple databases and search techniques.</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 class will incorporate relevant current events to discuss ethical information use. Additional topics include MLA format, copyright, privacy, quotes and paraphrases. This course has the following Student Learning Objectives:</p> <ol style="list-style-type: none">1. Develop and implement a search strategy2. Distinguish between popular and scholarly journals3. Draw reference to one's personal life from materials presented in class <p>*(in this section, students write a reflective essay at the end of the class and complete an individual research plan on the topic of their choice)</p>

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note: I have taught online and hybrid classes in library skills, 2 per quarter, at CSU East Bay for three years, using Blackboard.

LIBS 2 is a more advanced, 2-unit version of the LIBS 1 class, that incorporates more discussion of information issues and current events, and more advanced library skills.

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

Students, including working adults, will be able to learn more advanced library skills in a supportive online learning environment.

Students will practice MLA format and college-level academic writing with quotation and citation. This class teaches advanced research database search skills that use date and format limiters. This class will practice advanced searching in Academic Search Premier, and Gale Virtual Reference Library. Students can learn more about Ebooks, streaming media and news sources.

Compared to the LIBS 1 class, more databases will be covered, and more weekly activities will be required to reinforce the more detailed lessons in this course. Students will be able to better analyze and use information by learning how to evaluate information sources for accuracy and reliability.

Students will be able to learn advanced research skills without the pressure of writing a full research paper. Rather, this course will emphasize hands-on database research practice. Students will practice locating quality information with library resources. They will develop search strategies, research databases with key-words and special search techniques, and compose 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>.

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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:

The Library Skills 2 class takes the basic material of the Library Skills 1 class but expands it to fill double the amount of time and work. This class will incorporate more databases and more advanced search techniques. The theme of Information, Power, and Privacy will be given more coverage with more discussion of current events and reading assignments related to this theme than there is time for in the 1 unit class.

My librarian peers and coordinator suggested that I adapt my 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 throughout the course semester. I grade students on individual progress, not on a one-size-fits-all expectation.

I will discuss current events by providing an engaging theme for students, as suggested. The theme will be information society, power and privacy. The current story about Apple and the FBI would be a good example for discussion.

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
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online	<p>Viewing instructor-created multimedia content, including instructor introduction, announcements and tutorials.</p> <p>Completing multimedia content: librarian-created library-use tutorials, database tutorials, research tutorials and citation tutorials.</p> <p>Review powerpoint slides.</p> <p>Researching online databases including Ebsco, Gale, and LexisNexis databases.</p> <p>A final essay exam and online quizzes will reinforce basic concepts and skills.</p> <p>Example: Complete the video tutorial on Gale databases, and the search activity. Post on the discussion board the correct citation for 2 online-encyclopedia articles that you find, and compare these articles with the 2 scientific research studies that you found on the Ebsco database in the earlier assignment. Why is it good to have a mix of more general and more specific research articles?</p>	<p>6</p> <p>9</p> <p>3</p> <p>6</p> <p>3</p> <p>(27 total)</p>
online	<p>Discussion Board: Students will compose one discussion post, and reply to one of their classmates posts, every 2 weeks. The instructor responds to each student's post, and monitors the discussion.</p> <p>Example: After reading the Time Magazine article about privacy and technology, are you concerned about privacy in the information age? why, or why not?</p>	6 hours
online	6 online quizzes assessing student progress in the learning modules (110).	2 hours
online		
online		
in-person		
in-person		

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TOTAL CONTACT HOURS:	35
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Course Content Delivery - Preparatory or "Outside of Class" (Homework) Activities

(Note: These are NOT part of Contact Hours)

12 hours: Reading 4 scholarly articles required for discussion posts and reading articles for research.

20 hours: Learn research skills by practicing online database searches and completing the "search strategy worksheet". Submit a research plan, and weekly activities including comparing and summarizing research articles found from multiple databases. 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. Study and practice advanced search techniques with multiple databases.

10 hours: Prepare and complete annotated bibliography (in rough draft form). Read and respond to arguments presented in scholarly articles found in research. Develop a scholarly research plan

10 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.

I provide regular feedback on student progress with 6 short quizzes, 6 discussions, and 3 short assignments. 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.

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Nature and Frequency of Student-Student Interactions
<p>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.</p> <p>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.</p> <p>Students can also form study groups, and group documents for learning and interaction.</p>

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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. 6 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, learning modules 110, readings, and discussion board.

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 will be used as the main communication component 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 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

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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
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Record of Approval, Comments, & Feedback

A record of approval, & comments, & feedback will be automatically recorded directly below

Timestamp	2/23/2016 22:45:00
Name:	Amy Mattern
Division	Academic Pathways and Student Success
Proposal reviewed	LIBS 2 by Gareth Scott
Approval Selection	I approve this proposal as presented.
Comments (optional):	

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Timestamp	4/20/2016 3:50:08 PM
Reviewer Role	COOL Chair
Proposal Reviewed	LIBS 2 by Gareth Scott
Recommendations	Review Team Recommends approval as proposed
Suggestions	Recommend that you further develop the description of LIBS 2 to differentiate it more from LIBS 1.