

# Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

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Faculty, Course, & Delivery Format Information	
Faculty Name: <b>Javier Espinoza Barajas</b>	Course: <b>ANTH 3, Social and Cultural Anthropology</b>
Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): <b>New</b>	Units: <b>3</b>
Date of Initial Proposal Submission: <b>9/30/2016</b>	Delivery Method: <b>Fully (100%) Online</b> (If Hybrid: % online)
	First Semester To Be Offered: <b>Fall 2017</b>

Need/Justification/Benefits to Students
<p>How will the online/hybrid delivery of this course meet student needs?</p> <p>The online/hybrid delivery of this course will meet students' needs by preparing them for the job market and promote the formation of civically responsible members of society.</p> <p>Anthropology is the study of humans past and present. Socio-cultural anthropology focuses on the study of people's worldviews and culture, and about understanding that there are different ways to interacting with the world.</p> <p>By taking this course students will be exposed to cultural awareness, which promotes cultural relativism and avoids ethnocentrism.</p> <p>Anthropologists find employment in just about every other major discipline. Markets such as hospitals, The Forest Service, Architecture Firms, Various Policy Designers, Marketing, and a host of other fields often hire anthropologists because of their ability to see cultural trends and understand cultural issues. No matter what field students go into, understanding culture will be useful to them, especially in an increasingly globalized world.</p> <p>This course also offers the opportunity for students to improve their technical skills. An online course requires the development of new computer skills, as students learn to navigate different learning programs. The skills students learn to participate in their online courses</p>

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translate to many professions, including creating and sharing documents, incorporating audio/video materials into your assignments, completing online training sessions, etc.

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

An online course offers an alternative for students that have difficulty being present in the classroom due to medical or personal reasons. In contrast to the traditional learning in a classroom, students can take the course from a more convenient location.

By taking this online course students avoid commuting, which represents an economic benefit by saving money on transportation.

This course can also represent a more comfortable learning environment for some students. The course gives students convenience and flexibility, since it provides the opportunity to plan their study time around the rest of their day, instead of the other way around.

This online course can also increase interaction, since it offers shy students the opportunity to participate in class discussions or chats that can be less intimidating than face-to-face class sessions.

This course also offers career advancement; students can complete their degrees while working, while in-between jobs, or while taking time to raise a family.

## 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.
- 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:

Nice job!

I have corrected a few typos. Unfortunately, I was unable to edit anything on p. 1, so below are my comments for p. 1:

Please check the page numbers, as I may have messed this up as well, while trying to edit p. 1. Sorry!

Name(s) of faculty with whom you consulted: [Mireille Giovanola](#)

## 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	Reading through written course lectures and media posted on Blackboard divided in weekly modules. I will resource to a variety of films, powerpoints and narration on videos made by me. These written lectures or media will be used to inform students about the different elements and contents of the class, and will always relate to an assignment posted on Blackboard.	1 hour and 5 minutes per week, 18.5 hours total.
online	Online threaded discussion 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 posts of at least two or more other students per forum. Each of the	1 hour per week, 17 hours total.

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	eight Discussion Boards posts will be graded according to a posted rubric.	
online	Online assessments will incorporate weekly assignments in which students will have to write short essays answering “the question of the week”. Brief weekly quizzes will help students reflect on the material covered and their reading assignments. These assessments allow for important material to be emphasized and evaluate their knowledge of the material.	1 hour per week, 17 hours total.
online		
online		
in-person		
in-person		
<b>TOTAL CONTACT HOURS:</b>		52.5

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

(Note: These are NOT part of Contact Hours)

Students will be required to read the textbook for the course, and conduct research to write their homework assignments, project, and take-home final.

This class will also require an extended or repeat visit to an ethnic/cultural neighborhood in the Bay Area during the semester to conduct interviews, and do participant observation on the relationships between individuals and their thought on culture, ethnicity and religion.

Instructions for this assignment will be provided.

## 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 plan on interacting with students by remaining available through phone and e-mail. Students

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will also be welcome to visit me during office hours. I plan on providing my feedback/comments/opinions to their posts, and reaching out to students at risk of dropping through e-mail. I will also make myself available through conference calls during office hours. In addition, I will interact with students by regulating their participation on the Discussion Board assignments, posting regular announcements, and sending out emails.

## 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 with each other by providing feedback, comments and sharing their opinions to each other students' posts. Participation in the Discussion Boards are required.

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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.

I will assess students by grading their essays and quizzes. A rubric will be available to students.

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

I will submit students' essays through electronic programs that check the percentages of compatibility with texts and literature sources on-line.

## 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, 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), Web Conferencing.

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

I will use PowerPoint and videos to deliver my lecture on Blackboard. Web Conferencing will be used to remain accessible to students' questions and increase interaction with students. Blackboard will be used to create discussions through the Discussion Board, essays will be submitted through SafeAssign, announcements will be posted through the Announcement Board. Prompts and instructions will be available through the Course Materials.

**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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## Record of Approval, Comments, & Feedback

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

<b>Timestamp</b>	10/14/2016 12:54:20 PM
<b>Name</b>	Deonne Kunkel
<b>Division</b>	Arts, Humanities and Social Sciences
<b>Proposal reviewed</b>	ANTH 3 by Javier Espinoza Barajas
<b>Approval Selection</b>	I approve this proposal as presented.
<b>Comments (optional)</b>	

<b>Timestamp</b>	11/15/2016 12:51:46 PM
<b>Reviewer Role</b>	COOL Review Team Member
<b>Proposal Reviewed</b>	ANTH 3 by Javier Espinoza Barajas
<b>Recommendations</b>	

<b>Timestamp</b>	11/17/2016 5:06:09 PM
<b>Reviewer Role</b>	COOL Review Team Member
<b>Proposal Reviewed</b>	ANTH 3 by Javier Espinoza Barajas
<b>Recommendations</b>	

<b>Timestamp</b>	11/28/2016 3:20:40 PM
<b>Reviewer Role</b>	COOL Chair
<b>Proposal Reviewed</b>	ANTH 3 by Javier Espinoza Barajas
<b>Recommendations</b>	The COOL review team has approved this proposal.