

# 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>Carmen Johnston</b>	Course: <b>English 7, Critical Thinking and Writing Across Disciplines</b>
Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): <b>Fast Track</b>	Units: <b>3</b>
Date of Initial Proposal Submission: <b>9/29/2016</b>	Delivery Method: <b>Hybrid (partially taught online and partially taught in-person)</b> (If Hybrid: <b>87% online</b> )
	First Semester To Be Offered: <b>Summer 2017</b>

Need/Justification/Benefits to Students
How will the online/hybrid delivery of this course meet student needs?  <b>English 7 is a course many students opt to take because it is transferable to both CSUs and UCs. It is a very popular course that is integral to our students meeting their goals. Many students have a difficult time getting into this class because of schedule constraints. It is imperative that this class be offered online so students who face challenges in an “in person” class, have the opportunity to meet their requirements.</b>
Are there learning opportunities made possible in an online or hybrid online course that might not be available in a traditional course?  <b>Online learning provides students who are visual learners a chance to be successful. Students who have learning disabilities or some shyness also benefit from the online experience. Because so much of the online experience requires thoughtful responses to reading through writing assignments, students who are more introverted really have a chance to shine.</b>

Preliminary Research and Input from Colleagues and Administrators
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- 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>.

## 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:

We are currently looking for instructors to teach this class online. This proposal fills a much needed void in our offerings.

Name(s) of faculty with whom you consulted: TJ Puckett, Michael Langdon

## 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	Group Presentations: Every week students will be grouped to present research to the rest of the class. Students will prepare by meeting online and creating an informative presentation.	4

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online	Discussion: Students will be responsible for responding to discussion questions related to the reading material, media and various texts examined in class. They must also respond to each other's responses.	30 hrs
online	Reading Exam : Each week students will need to complete a reading exam to show that they have completed the assigned reading.	4.5
online	Peer Review : As in my on-campus classes, students will read, review and offer feedback to their fellow short writing pieces.	4hr
online	Writing Instruction: Students will review handouts and videos to prepare for producing essays.	2 hrs
online	Writing: Students will reflect on the readings and media presented. They will then produce short timed writing pieces.	4
in-person	Group Work : Students will be responsible for participating in group activities that better help them understand the concepts explored in the texts. For example, students may be asked to find images via the internet that represent a particular character and incorporate citations from the novel as a group project.	3 hrs
in-person	Short Readings: Similar to an on-campus class, students may read a short text and discuss the text with a fellow student. Students will read a short article and respond to a discussion question.	1 hr
<b>TOTAL CONTACT HOURS:</b>		<b>52</b>

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

(Note: These are NOT part of Contact Hours)

Students will be reading multiple rigorous texts. They will be doing close reads, take notes and synthesizing their ideas. Students will also be organizing their ideas to prepare for their essays.

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## 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 will be interacting with students on a daily basis. In an online teaching environment, students require consistent contact. Generally I will respond to students' assignments within 24-48 hours. Students will have access to me via email, and I will also respond within 24-48 hours. Students who are struggling and/or are in danger of not passing the course will be contacted immediately via e-mail or the phone. I will also hold virtual office hours so students can reach me via email, and if necessary students will also have the opportunity to schedule in person appointments with me as well.

## 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 participate in discussions, group projects and some peer review. The discussion board on Blackboard allows for this to happen easily. Spaces will also be created where students can meet virtually to work on their projects however I have found that when given group projects, most students prefer to meet in person. I will give students very detailed instructions so they do not encounter challenges when posting and completing their group projects.

## Assessment of Student Learning & Academic Integrity

List and describe the methods of assessments you will use to assess learning in this course.

Assessment for the course includes journals, quizzes, discussions, group project and essays. Each week students will complete a one-two paged writing piece based on the assigned reading. Each journal will focus on a theme highlighted in the readings. Writing that is lacking in content will receive individual responses and the class will get a summarized response at the end of the week. A weekly test on the reading will also be administered. Students are responsible for completing four essays and one group project. Within seven to ten days of turning in their essays, students will receive feedback.

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

At our first meeting I will review how to effectively cite sources. I will encourage students to contact me if they are struggling with the reading or meeting assignment deadlines because often this is when students plagiarize. We will use Blackboard's SafeAssign service to check for plagiarism. We will also review the consequences for 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 (example: Blackboard, etc.), Presentations (examples: PowerPoint, Camtasia, etc.), Audio/Video (examples: YouTube, 3CMedia, etc.), Canva, Google Docs, Google Chat

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

Blackboard: It is the Learning Management System we utilize at Chabot. It will be used for Announcements, Grading, Discussion Board, Exams, Quizzes, Assignments.

Presentations: Groups will use PowerPoint to present research material to the class.

Audio/Video- We will use youtube as well as various podcasts to enhance the learning experience

Canva- students will use Canva to produce publications

Google Docs and Chat will be used for peer review

**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>	10/7/2016 2:47:58 PM
<b>Name</b>	Marcia Corcoran
<b>Division</b>	Language Arts
<b>Proposal reviewed</b>	ENGL 7 by Carmen Johnston
<b>Approval Selection</b>	I approve this proposal as presented.
<b>Comments (optional)</b>	

<b>Timestamp</b>	11/30/2016 10:34:38 AM
<b>Reviewer Role</b>	COOL Review Team Member
<b>Proposal Reviewed</b>	ENGL 7 by Carmen Johnston
<b>Recommendations</b>	The hours are still unclear on the proposal. Please update the proposal the clarify the online and in-class hours.
<b>Suggestions</b>	

<b>Timestamp</b>	11/30/2016 9:20:13 PM
<b>Reviewer Role</b>	COOL Review Team Member
<b>Proposal Reviewed</b>	ENGL 7 by Carmen Johnston
<b>Recommendations</b>	Simply needs hybrid percentage edited to represent hours described as online vs. in-person. Current allocation shows 92% online, 8% in-person.
<b>Suggestions</b>	

<b>Timestamp</b>	12/2/2016 1:52:04 PM
<b>Reviewer Role</b>	COOL Review Team Member

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<b>Proposal Reviewed</b>	ENGL 7 by Carmen Johnston
<b>Recommendations</b>	
<b>Suggestions</b>	

<b>Timestamp</b>	12/7/2016 4:15:25 PM
<b>Reviewer Role</b>	COOL Chair
<b>Proposal Reviewed</b>	ENGL 7 by Carmen Johnston
<b>Recommendations</b>	Review team recommends approval.
<b>Suggestions</b>	