

# Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

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## Faculty, Course, & Delivery Format Information

Faculty Name: <a href="#">Diana Firestone</a>	Course: <a href="#">ENGL 1A, Critical Thinking &amp; Composition</a>
Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): <a href="#">New</a>	Units: <a href="#">3</a>
Date of Initial Proposal Submission: <a href="#">2/27/2017</a>	Contact Hours: <a href="#">54</a>
	Delivery Method: <a href="#">Hybrid</a> (in-person: 5.5 hours=10%/ online:48.5 hours=90%)
	First Semester To Be Offered: <a href="#">Fall 2017</a>

## Need/Justification/Benefits to Students

What learning opportunities might be made possible by offering THIS particular course in online or hybrid delivery format?

[One of the best components to an online class is the rich discussions online. When the environment in discussion boards is vibrant, it creates a wonderful learning situation for students, especially those who may be more introverted in a larger classroom setting. It also allows students to engage thoughtfully because they can take their time responding to discussion questions and readings, whereas in a face to face class students may not have prepared their responses since they are not always written down. One of the other most important benefits to an hybrid class is that students may create a better work/life/school balance that suits their lifestyles more efficiently.](#)

## Develop Proposal and Consult with Colleagues

Comments, feedback & recommendations provided by colleagues (NOTE: Do not leave this section blank. If the faculty you consulted did not provide any feedback or recommendations, please note that below):

[I believe that there is a need for this particular course to be taught online. It can help meet the](#)

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needs of students whom are distance learners, students who work full-time, etc. When I briefly discussed this over email with Theresa Puckett, this is what was recommended. There are many students in need of English 1A and an online version of this course could provide more opportunity for students to complete a transfer requirement.

(REQUIRED) Name(s) of faculty with whom you consulted: Theresa Puckett

## 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	One major component to this class would be online discussion postings and responses to other students in the class. This means reading the textbooks and materials and responding to a series of discussion questions prompted by me or the students responsible for leading the discussion that week. Online discussions include prompts written by me, questions that students prompt each other to encourage deeper levels of critical thinking, outside resources to examine and relate to our topics, and a series of media clips. All of these components can make for a well developed conversation online as well as building classroom rapport.	22.5
online	The second form of activity is a group presentation online. Just as students would deliver a presentation in a classroom in front of peers, my online students do the same. Each student participates in a group and analyzes a chapter of the textbook including finding outside research to support their claims. Each week, I have at least two groups present and they may use video, voice over powerpoint presentations, video clips online, etc. to illustrate their understanding of the topics that week. The idea is to get students engaged in conversation without me always prompting the questions.	3

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	When students are responsible for presenting online, they have to read, take notes, and be comfortable sharing their analysis with the class. Most of these presentations start out around 5-10 minutes in length and then the conversation is developed from there.	
online	Reading Quizzes will be a regular part of each week. These are designed to be taken in 20 minutes and they are usually short answer or one word answers to demonstrate that students read the material each week. It also helps keep everyone honest about their schedules because, even though this is an online class, we are keeping a weekly schedule.	6
online	Lecture for an online class is a combination of recording lectures when needed and doing voice over powerpoint presentations for students. I have found that these options create a stronger bond in the classroom online because it puts a face to their instructor and they are more likely to video conference or phone me for help when needed.	17
in-person	During our first physical meeting, I have students write an additional essay as a diagnostic assignment in class. I provide an article for them to read and write a response to it in same session. This allows me to get a live sample of writing from each student to compare it to their future essays. It also helps me establish a baseline for our class in terms of where the students are academically so I may meet them where they are and bring them up to SLO standards throughout the semester.	3
in-person	During our second and last physical meeting I hold a final exam, during which students will write their final response to our textbook and then we have our last physical discussion of the material for the final unit.	2
In-person	Each semester I require students to meet with me at least once to review their final essay and go over their research material. Since this is an online class, I give students the option of meeting me physically on campus, phone, or skype meetings in order to accommodate their travel needs.	0.5
<b>TOTAL CONTACT HOURS:</b>		<b>54</b>

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(Total Contact Hours According to the Course Outline: 54)	
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## Course Content Delivery - Preparatory or "Outside of Class" (Homework) Activities

(Note: These are NOT part of Contact Hours)

Most of the preparatory hours will be spent reading their textbooks and researching essay material via the online library databases. Students will also be asked to take active notes as they read and prepare their thoughts for online discussion postings. In addition to their own postings, students must also read and respond to others in the class. Groups will also meet online to discuss their presentations.

## 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.

Weekly we will have online discussions in which I will insert myself and guide the discussion so it stays on track with the syllabus and SLOs.

I also respond to students assignments within 48 hours, which includes a series of typed comments directly on their essays and voice recorded comments when needed. I also make regular use of email when I need to get in contact with the whole class or an individual student. In the past, I have also utilized skype to conference with students when they have questions about my comments on their homework or essays. This has proved incredibly beneficial since we don't physically see one another regularly. It makes the grading process seem similar to having hand-written notes on a hard copy assignment. I also hold online office hours where students can reach me if needed.

When I feel like a student or students are struggling in an online class, I reach out and offer my cell phone number in an effort to keep the communication alive. I have created a google voice number just for my students to reach me on in case they need more one on one help. I have found that when students can text you, they are more likely to share information with you about what's keeping their attention outside of our class. This is a policy I explain during our first physical meeting for online classes and remind them that I will be reaching out if I see them struggling academically.

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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 regularly comment on each other's rough drafts when we peer edit. They will also be responding to each other weekly online. The final form of student-student interaction is their group projects. Students are required to communicate with one another in online postings, question each other philosophically, discuss material found outside of class, and coordinate how they wish to present their material for the group presentations.

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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.

Weekly discussions online: Each week students are required to read outside resources as well as out textbooks and answer a series of questions to begin an online dialogue about the topic at hand. I grade these based on how they respond to each other and how they use the text to support the claims they make. In order to receive a high score, students must incorporate the text into their responses regularly and respond to at least two other students.

Weekly Quizzes: Each week, students will be graded on a the reading material. I will ask anywhere from 5-10 questions that are short answer or one word to make sure students read on time. These are timed quizzes and cannot be made up.

Group Project: Students will be assigned a group of no more than three people. They are responsible for coordinating how they will present to the class and they choose the chapter or article to respond to and analyze. I use a google doc during the first week that students use to sign up for a date and topic of their choice. These presentations usually start around week three when the roster is more finalized.

5 essays: The first essay is a diagnostic in-class written activity and the other four essays are a combination of analysis, research, and synthesis of materials both textbook and outside resources found via our online library databases.

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

Since English 1A students are still learning to use MLA format, I use the safe assign/turn it in feature to demonstrate to students what plagiarism looks like and we do activities where we practice paraphrasing and summarizing texts. All of this is in an effort to curb plagiarism, but in the event that a student does plagiarize, I fail them on the assignment and report the act to the appropriate department, following the school guidelines on academic integrity.

## 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.)

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Learning Management System (example: Blackboard, Canvas, etc.), Presentations (examples: PowerPoint, Camtasia, etc.), Audio/Video (examples: YouTube, 3CMedia, etc.), Skype

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

In Blackboard or Canvas, I post assignment rubrics, online discussion boards, and I utilize the calendar feature heavily so students can keep up with my schedule, but also make a calendar of their own by exporting the ics link. I also use regular announcements to reach students if plans change or I just need to address the entire class. I keep an active gradebook online as well so students have access to updated grades weekly.

Whenever I post a powerpoint presentation, I always record myself lecturing over it so that it feels more like a classroom environment. Sometimes, I even use a video feature recording myself when it is appropriate.

I use Skype to "meet" with students when they don't have Facetime on their phones and require more than an email can do for them.

**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.

## Record of Approval, Comments, & Feedback

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

<b>Timestamp</b>	3/3/2017 6:10:51 PM
<b>Name</b>	Marcia Corcoran
<b>Division</b>	Language Arts
<b>Proposal reviewed</b>	ENGL 1A by Diana Firestone

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<b>Approval Selection</b>	I approve this proposal as presented.
<b>Comments (optional)</b>	

<b>Timestamp</b>	4/11/2017 3:49:51 PM
<b>Reviewer Role</b>	COOL Review Team Member
<b>Proposal Reviewed</b>	ENGL 1A by Diana Firestone
<b>Recommendations</b>	Under type of class it does say Hybrid but it should include online + f2f so as to avoid potential student conflict later [COOL chair notes: We have requested that Diana add the "% online" in the first section to clarify the percentage to be offered online].
<b>Suggestions</b>	

<b>Timestamp</b>	5/9/2017 10:50:26
<b>Reviewer Role</b>	COOL Review Team Member
<b>Proposal Reviewed</b>	ENGL 1A by Diana Firestone
<b>Suggestions</b>	

<b>Timestamp</b>	5/15/2017 15:28:16
<b>Reviewer Role</b>	COOL Review Team Member
<b>Proposal Reviewed</b>	ENGL 1A by Diana Firestone
<b>Suggestions</b>	I did have a couple of minor comments, but nothing significant :)

<b>Timestamp</b>	5/11/2017 15:23:11
<b>Reviewer Role</b>	COOL Chair
<b>Proposal Reviewed</b>	ENGL 1A by Diana Firestone
<b>Suggestions</b>	