

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

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Faculty, Course, & Delivery Format Information

Faculty Name: [Katherine Webster](#)

Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): [New](#)

Date of Initial Proposal Submission: [3/4/2017](#)

Course: [ENGL 4, Critical Thinking and Writing About Literature](#)

Units: [3](#)

Contact Hours: [52.5](#)

Delivery Method: [Hybrid \(partially taught online and partially taught in-person\)](#)

(If Hybrid: [7% in person, 93% online online](#))

First Semester To Be Offered: [Fall 2017](#)

Need/Justification/Benefits to Students

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

[The best way to improve as a writer is to write more. The text-rich environment is, therefore, particularly suited to a writing class. Students will consistently practice analytical reading and writing skills as they communicate with each other on discussion boards.](#)

[The online format also opens up opportunities for shy students who may be hesitant to enter into an in-person discussion, and the flexibility of an online class will benefit working students and parenting students.](#)

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):

[No recommendations provided at this time.](#)

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(REQUIRED) Name(s) of faculty with whom you consulted: [TJ 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	Individual Reading Response Journal	12 total
online	Viewing or reading instructional materials & Completing quizzes	6.5 hours total (viewing or reading) + 4 hours total (quizzes)
online	Discussion board posting (includes responding to other students' work, participating in group annotations of selected passages, and sharing research)	13 hours total
online	Peer Review of essays	5 hours total (Peer Review)
online	Individual Discussion & Course Content Reflection Journals (students sum up what they have learned at the end of the week).	8
online lab		
in-person	Orientation	2
in-person	Final Exam	2
In-person lab		
TOTAL CONTACT HOURS: (Total Contact Hours According to the Course Outline: 52.5)		52.5

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

(Note: These are NOT part of Contact Hours)

Students are expected to annotate the poems, plays, short stories, and novels assigned to prepare their journal and discussion board submissions. They will also spend time outside of class brainstorming, outlining, and drafting their essays. In total, this homework should take 5-6 hours per week.

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 provide group and individual feedback in a number of ways throughout the semester to increase student engagement and personalize the course for each student.

Each week will start with a group announcement where I clarify specific directions for the week's discussion board posting and introduce the week's readings. I am excited to use the many tools available in Canvas for these postings: this content will be recorded on video (with transcript provided) to give overviews a more personal feel.

Next, I will provide individual comments to students (in writing or using voice and/ or video recording) on their individual journals and discussion posts. Though I do think it's important to let students take on a leading role in their discussions, I will also participate in discussions to help students focus or redirect their thinking. Each individual student will receive 1-3 individual comments from me per week.

At the end of each week, I'll provide a sum-up announcement in which I give "group feedback" to address common issues or points of confusion that I notice in journals and on the discussion board. More importantly, I'll use this announcement to highlight awesome examples of student work (I will rotate each week to ensure that every student gets their work showcased throughout the semester).

To supplement this regular interaction, I will offer online office hours--students will be able to choose to meet with me "live" on a web conferencing platform like Skype or in an online chat.

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Finally, I'll use email to reach out to students who have not submitted work or who seem to have "disappeared" from class. In my emails, I'll ask for details about what's going on "behind the scenes" for that student, and offer support to help the student submit the work as soon as possible. As with my in-person classes, I will also send repeated emails if necessary. Often, I have found that a second or third email will get a student's attention and show that their presence is missed.

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.

Our in-person orientation will be vital to laying the foundation for positive student-to-student interaction for the rest of the class. During orientation, we will use an ice breaker activity, and then students will complete a "rotating partner" exercise (sometimes called "speed dating") to work through a syllabus quiz together. The goal here will be to make sure that each student makes a good connection with at least 5-6 other class members before they leave the room.

On our discussion board, students will be required to submit responses to other students' posts. For these peer response posts, students will comment on at least one thing they found compelling about another student's work, and at least one thing they would like to expand on or challenge. Some weeks, I will assign "discussion partners," or ask students to respond only to the person they're paired with, so that students develop relationships with many of their peers over time.

Discussion board assignments will also include small group projects that will ask students to bring their own material to the table. During our poetry unit, for example, I will put students into groups and ask them to choose a current song to analyze using what we have learned about structure and theme. Assignments like these really draw people together: students get the opportunity to connect through their own interests, not just through class material.

Additionally, students will complete peer edits of each other's work. Students in my in-person classes speak very highly of revision classes. I frame these classes as opportunities for students to help each other improve their writing as much as possible, and I think the online format will only increase the positive effects my in-person students perceive. Exchanging comments on essays through an online platform tends to give the revision process a very "concrete" feel, and students can very clearly see the benefits they receive from working with others.

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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.

Students will be provided with rubrics for all major assignment types (individual journals, group discussions, and essays) when they come to our first in-person orientation. These rubrics will be used to assess student learning on writing assignments (like the ones lists above). Shorter online quizzes will also be given to test student knowledge of fundamental concepts like literary devices, key terms, and writing skills before each major essay is due.

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

During our first group meeting, we will complete a group exercises on the causes and effects of plagiarism which will include a segment on identifying different forms of plagiarism (copying another's words directly vs. using thesaurus to change key words in a few sentences, for example). We will also discuss the consequences of plagiarism at Chabot (and beyond!) Most importantly, we'll review strategies for avoiding plagiarism: I will teach and give handouts on proper citations, and emphasize that students should contact me for help if they are feeling overwhelmed with the assigned work.

Students will also use SafeAssign (or Canvas's equivalent) to submit individual journal assignments and longer essays. In my in-person classes, this often serves as an effective deterrent, and I would expect the same to be true in an online format.

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, Canvas, etc.), Presentations (examples: PowerPoint, Camtasia, etc.), Audio/Video (examples: YouTube, 3CMedia, etc.), Web Conferencing (example: CCCConfer)

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

I use Google Slides for most of my in-person classes, and plan on using a presentation platform with an audio recording option to turn these into short audio/video lectures that will

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be posted to the course site.

For student feedback, I will most often use the audio visual tools built right into Canvas, but plan on using Web Conferencing to offer office hours.

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

Timestamp	3/9/2017 1:50:01 PM
Name	Marcia Corcoran
Division	Language Arts
Proposal reviewed	ENGL 4 by Katherine Webster
Approval Selection	I approve this proposal as presented.
Comments (optional)	Please request feedback from TJ Puckett, Carmen Johnston, Michael Langdon. Thanks, Marcia

(COOL Chair Note: Proposal rescinded as faculty was hired elsewhere).