Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

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Faculty, Course, & Delivery Format Information	
Faculty Name: Yoko Otomi Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): New Date of Initial Proposal Submission: 2/19/2017	Course: JAPN 1A, Beginning Japanese Units: 5 Contact Hours: 105 Delivery Method: Hybrid (partially taught online and partially taught in-person) (If Hybrid: 50% 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? Japanese 1A is a five-unit course that satisfies several requirements (CSU/GE: Area C; AA/AS) and is UC and SCS transferable. ☐The intent in offering a hybrid Japanese course is to increase enrollment and access to this lower division course for students who are unable to meet the required five contact hours of lecture plus one hour of lab on-campus per week. A hybrid Japanese course would provide more schedule flexibility for students with demanding personal and professional responsibilities that conflict with traditional on-campus instruction. ☐ Currently, Chabot College successfully offers Spanish and French online/hybrid courses. Providing a hybrid Japanese section is the next step in accommodating students' interest in learning a foreign language non-traditionally. ☐Are there learning opportunities made possible in an online or hybrid online course that might not be available in a traditional course? The online part of the course respects students' individual learning styles and insures flexibility to accommodate students' individual pace in processing the course materials, as well as reinforcing vocabulary, grammar structures, and the learning of Japanese characters. In addition, students taking JAPN 1A online would have the opportunity to complete the mandatory lab component of the course online without the necessity of attending the weekly on campus lab.

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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 have consulted with Cristina Moon, who offers online Spanish courses. She has given me extremely valuable feedback. At her suggestion, I have included more specifics about the activities and delivery methods I intend to use in my course. On a related note, she made me aware of several tools for online teaching, such as TechSmith Relay.   I have also consulted with Keiko Yukawa, who also teaches Japanese at Chabot, to insure that the online class is equivalent to the regular class, so that students will be able to move seamlessly to other Japanese classes at Chabot.   (**REQUIRED**) Name(s) of faculty with whom you consulted: Cristina Moon, Keiko Yukawa

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, listening, viewing of lectures provided via Canvas and/or PowerPoint, TechSmith Relay and YouTube	6 hours/semester
online	Compositions and threaded class discussion on course subject matter via Canvas Discussions forum and online essays/file upload	9.5 hours/semester
online	Quizzes via Canvas online quizzes	4 hours/semester
online	E-workbook via Canvas	12 hours/semester

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online	Learning Japanese characters and Kanji via Canvas, Doceri and TechSmith Relay	12 hours/semester
online lab	e-activities via Canvas	17.5 hours/semester
in-person	Lectures, in-class activities, oral presentations	33 hours/semester
in-person	Oral presentations and exams	10 hours/semester
In-person lab	Reading, listening, and audio recording activities that accompany the textbook	7 hours/semester
TOTAL CONTACT HOURS: **(Total Contact Hours According to the Course Outline: 105)**		105 hours/semester

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

(Note: These are NOT part of Contact Hours)

Outside reading of text and resources pertaining to linguistic and cultural content. Preparing for assessments based on study guides provided for each exam on Canvas. Reviewing class notes.

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.

This course will meet in the classroom 50% of the time 1) to present overviews of the most frequently used grammatical structures in Japanese; 2) to provide contexts and situations in class that give students the opportunity to practice these structures; and 3) to offer an introduction to Japanese culture.

The other 50% of the time students will work online via Canvas. Students will be presented with a learning module which will include 1) instructor-authored lecture notes, including hyperlinks to web resources and lessons; 2) a discussion board topic and questions; 3) writing assignments, such as compositions; 4) listening and/or viewing of recorded material; 5) an e-workbook for homework; and 6) lesson exams.

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One of the advantages of a hybrid course that meets 50% of the time on-campus is the continuity in monitoring students' progress in the course. Poor attendance at on- campus meetings would lead me to contact the student via email to inquire about the student's current situation.

Aside from on-campus meetings, Canvas offers tools that provide opportunities for student and instructor to keep in touch on a daily basis (email, discussion boards, announcements). To insure students' success and intervene when necessary, the instructor will monitor students' progress through various means:
1)   course statistics will clearly indicate students' usage of the diverse components on Canvas; 2) students' participation in the discussion boards and/or submission of assignments via Canvas; 3) early in the course, the instructor will provide students with short assignments with deadlines to identify the students not meeting these deadlines or performing poorly and allow the instructor to contact them to prevent them from dropping the course; 4) the instructor will leave signs of her presence on Canvas by commenting and providing feedback on students' work as much as possible. This will be especially true at the beginning of the course to answer any potential questions, to reassure students, and overall to affirm her virtual presence in the course and her mastery of the subject matter taught.
This hybrid course adheres to the standards (5C's) in Foreign Language Acquisition set by the American Council on the Teaching of Foreign Languages (ACTFL): (Source: http://www.actfl.org/i4a/pages/index.cfm?pageid=3324)
•   Communication: usage of the language for communicative purposes in realistic situations
•   Culture: exposure and understanding of another cultural framework in relation to one's own
•   Connections: language instruction to be intrinsically linked to other subject areas
•   Comparisons: contrasting languages and cultures to develop analytical skills
•   Communities: learning a foreign language while reaching to outside classroom resources

The combination of on-campus and online instructions will address the criteria set by the ACTFL:

On-campus meetings will provide in the target language:
•   An overview of Japanese vocabulary and grammatical structures
•   Communicative activities to contextualize linguistic structures
•   An introduction to Japanese culture
•   Student centered reflection

Online instruction (asynchronous) will provide in the target language:
•   Lectures and web resources to supplement vocabulary and grammatical structures

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• Discussion boards for students to reflect on and contrast cultural topics, while improving ꙰interpersonal communicative skills
• Writing assignments centered on students' personal interests and life experiences
• Listening comprehension activities (audio/video) that develop linguistic skills ꙰
• E-homework to practice linguistic structures ꙰
• Testing to assess students' progress and acquisition ꙰

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 frequently interact with each other in Japanese in the on-campus class meetings, and will have regular opportunities to do the same on Canvas through:
• Discussion board related to course topics
• Chat/group meetings
• Peer review of composition and other assignments

Assessment of Student Learning & Academic Integrity

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

Assignments:
• Quizzes (online)   25%
• Homework (online)   20%
• Oral presentations (in-class)   10%
• Assignments via Canvas Discussions forum (online)   10%
• Participation/attendance in class   10%
• Final exam (in-class)   25%
   Total   100%
 * For each graded assignment, student will be provided with detailed directions, and will be evaluated on the quality and the completion of the assignment.

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

Academic integrity is important in language courses in light of the rampant usage of online translation tools available. The following statement is included with each discussion board assignment for instance:

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"Attention: your grade for this assignment depends SOLELY on your ability to use the grammar concepts and vocabulary of this Module/Chapter (hence use your book).
DO NOT under any circumstance use an online translator: first, it always comes up with erroneous and incomprehensible word collage; and second, it will put you in a situation of breach of academic integrity and its consequences (zero / F for the course). Consider yourself warned!"

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.), Publisher Content (examples: Pearson, Cengage, etc.) For the technology tools you have listed above, please describe your plan for utilization in your course. Learning Management System (Canvas), Presentations (PowerPoint) Audio/Video (YouTube) TechSmith Relay, Doceri, Publisher Content (Genki online) **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	2/21/2017 7:14:12 PM

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Name	Marcia Corcoran
Division	Language Arts
Proposal reviewed	JAPN 1A by Yoko Otomi
Approval Selection	I approve this proposal as presented.
Comments (optional)	

Timestamp	4/11/2017 3:08:23 PM
Reviewer Role	COOL Review Team Member
Proposal Reviewed	JAPN 1A by Yoko Otomi
Recommendations	Modify the contact hours to 105 hours to be consistent with the Course Outline of Record.
Suggestions	

Timestamp	4/17/2017 8:14:30 PM
Reviewer Role	COOL Review Team Member
Proposal Reviewed	JAPN 1A by Yoko Otomi
Recommendations	
Suggestions	

Timestamp	5/1/2017 3:46:36 PM
Reviewer Role	COOL Chair
Proposal Reviewed	JAPN 1A by Yoko Otomi
Recommendations	
Suggestions	