

# Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

**PLEASE READ.** This document was created by submitting the [Online/Hybrid Course Proposal form](#). Responses submitted are in [blue font](#). Any changes made here are saved automatically. When done making changes, simply close the browser tab and/or browser. A COOL Review Team will post feedback by way of the “Comments” tool in the upper-right hand corner. 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: <a href="#">Mona Abdoun</a>	Course: <a href="#">SOCI 1, Principles of Sociology</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="#">2/24/2017</a>	Contact Hours: <a href="#">54</a>
	Delivery Method: <a href="#">Fully (100%) Online</a> (If Hybrid: <a href="#">N/A online</a> )
	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?

[Additional online sections will allow increased access for students who work jobs with rotating schedules, have mobility or transportation challenges, or who may have caregiving responsibilities that make traveling to campus difficult. Online instruction can allow for a more individualized pace of instruction. Student-to-student discussion is a major and central component of the SOC 1 course I am proposing. Because the discussions will be written, students will get a lot of writing practice—I believe this extra writing will benefit many Chabot students who may have avoided practicing writing in the past.](#)

## 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):

[From my discipline colleague I learned that I should be very clear in the organization of the course and give students various avenues to find the information that they need for success in the course.](#)

**(REQUIRED)** Name(s) of faculty with whom you consulted: [Dr. Christina Mendoza](#)

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## 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	<p>The course will consist of 6 modules, each 2 or 3 weeks long. Each module accounts for 9 contact hours.</p> <ul style="list-style-type: none"> <li>• Instructor's written module Intro: .5 hours</li> <li>• Rubric-guided Original Discussion Board post with reasons and evidence, and two thoughtful rubric guided replies: 2 hours</li> <li>• Sociology Exploration Project. These vary some but may include a combination of posting a critique of a reading or web-based video, reporting/sharing of documented out-of-class observations/interview results/data analysis, posting responses to the assigned readings, posting a position with reason and evidence for support, responding to classmates' posted positions to create and further discussion using thoughtful reflection, and posting creative work (for example, posting ad copy for myth debunking). 4hrs</li> <li>• Review of PowerPoint Lecture slides 1hr</li> <li>• Exam, 90 minute, random, one at a time, no backup, 1.5hrs</li> </ul> <p>Total per module: 9 hrs Six modules total: 54 hrs</p>	9 hours per module (6 modules total)
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<p><b>TOTAL CONTACT HOURS:</b> (Total Contact Hours According to the Course Outline: 54)</p>		54

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

(Note: These are NOT part of Contact Hours)

### Module Introduction

Students will familiarize themselves with the module Introduction. Each module will include an introduction that will not only introduce the module topic in general, but also connect it to current events and/or case studies. I will also connect the topic to me. For example, I'll describe how I got interested in the topic, research I've done in the area, or what part of the topic I find most interesting. The introduction allows me to be present in the framing of each major topic area.

### Readings

Students will read at least 1 chapter each week from the assigned textbook and/or reader.

### Sociology Exploration Project

Each Sociology Exploration Project will include an introduction setting the tone, scope, and expectations for the project. Projects will vary, but may include a combination of posting a critique of a reading or web-based video, reporting/sharing of documented out-of-class observations/interview results/data analysis, posting responses to the assigned readings, posting a position with reason and evidence for support, responding to classmates' posted positions to create and further discussion using thoughtful reflection, and posting creative work (for example, posting ad copy for myth debunking).

### Reminders/Announcements

I will regularly post announcements with encouragement and due date reminders. I plan to regularly individually email students whom I identify as falling behind or performing poorly. I will also announce college events to students.

## 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 module Introductions. Each module will also include a discussion board prompt written by me, in my voice, that will communicate the tone, focus, and parameters of the discussion. Students will receive feedback from me on each of their discussion posts. At minimum each student will receive a graded score derived from a rubric that is shared with each student. In addition, a mix of individual email, class email, instructor discussion posts,

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and class announcements will be used to communicate with students about their discussion posts.

Each module will include a Sociology Exploration Project. Each Sociology Exploration Project will include an introduction setting the tone, scope, and expectations for the project. This introduction will include insights and encouragement. I will provide feedback on each student's Sociology Exploration Project. At minimum each student will receive a graded score derived from a rubric that is shared with each student. A mix of individual email, class email, and class announcements will be used to communicate with students about their Sociology Exploration Projects.

In addition, I will regularly post announcements with encouragement, due date reminders, and information about college events. I plan to regularly individually email students whom I identify as falling behind or performing poorly.

I will also be available via email and through the "Online Office" Discussion Forum.

## 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.

Each module includes a structured student-to-student discussion. Students are required to respond to their classmates' posts, typically a minimum of two replies. Students are provided with a detailed discussion prompt and a rubric describing required evidence and reasons.

## Assessment of Student Learning & Academic Integrity

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

Exam for each module  
Sociology Exploration Project entries (rubric guided)  
Discussion Board posts and peer-response posts (rubric guided)

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

Setting timed, random, no backtrack, one-question-at-a-time exams to increase assessment integrity.

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Requiring students to respond to active and changing sources of information like news feeds/ blogs/videos to make it clear that I am paying close attention to students' submitted work.  
Using plagiarism-detection tools on Canvas for assigned responses.  
Including statements on academic honesty on the syllabus.

## 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.

- Canvas will be the primary tool used to communicate with students, provide feedback on student work, administer exams, and provide course material and instructions.
- PowerPoint will be used for lecture material.
- YouTube and Publisher Content will be used for videos (any required video will be close-captioned).

**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

2/28/2017 9:43:31 PM

# Online/Hybrid Course Delivery Proposal

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<b>Name</b>	Sara Parker
<b>Division</b>	Social Sciences
<b>Proposal reviewed</b>	SOCI 1 by Mona Abdoun
<b>Approval Selection</b>	I approve this proposal as presented.

<b>Timestamp</b>	5/2/2017 11:53:22 AM
<b>Reviewer Role</b>	COOL Review Team Member
<b>Proposal Reviewed</b>	SOCI 1 by Mona Abdoun
<b>Recommendations</b>	Good to go, best of luck

<b>Timestamp</b>	5/2/2017 11:56:14 AM
<b>Reviewer Role</b>	COOL Review Team Member
<b>Proposal Reviewed</b>	SOCI 1 by Mona Abdoun

<b>Timestamp</b>	5/2/2017 12:05:20 PM
<b>Reviewer Role</b>	COOL Review Team Member
<b>Proposal Reviewed</b>	SOCI 1 by Mona Abdoun

<b>Timestamp</b>	5/4/2017 2:09:10 PM
<b>Reviewer Role</b>	COOL Chair
<b>Proposal Reviewed</b>	SOCI 1 by Mona Abdoun