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: Javier Espinoza Barajas Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): New Date of Initial Proposal Submission: 9/28/2017	Course: ANTH 5, Cultures of the U.S. in Global Perspective Units: 3 Contact Hours: 52.5 Delivery Method: Fully (100%) Online (If Hybrid: online) First Semester To Be Offered: Spring 2018

Need/Justification/Benefits to Students
What learning opportunities might be made possible by offering THIS particular course in online or hybrid delivery format? An online course offers an alternative for students that have difficulty being present in the classroom due to medical or personal reasons. In contrast to the traditional learning in a classroom, students can take the course from a more convenient location. By taking this online course a student avoids commuting, which represents an economic benefit by saving money on transportation. This online course can also increase interaction, since it offers shy students the opportunity to participate in class discussions or chats that can be less intimidating than face-to-face class sessions. This course can also represent a more comfortable learning environment for some students. The course is convenient and flexibility for students' schedule, since it provides the opportunity to plan their study time around the rest of their day, instead of the other way around. This course also offers career advancement; students can complete their degrees while working, while in-between jobs, or while taking time to raise a family.

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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): Waiting (**REQUIRED**) Name(s) of faculty with whom you consulted: Mireille Giovanola

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 through lecture notes that match a powerpoint presentation posted on Canvas, usually divided in weekly modules by different course contents. I will resource to a variety of films complement important topics, and self-recorded videos with audio and closed captioning to explain complex concepts. These media will be used to inform students about the different elements and contents of the class, and will always relate to an assignment posted on Canvas.	1 hour and 5 minutes per week, 18.5 hours total.
online	Online threaded discussion via the Discussion Board. The expectations for each post will be explained in detail for each forum. I will also require students to respond to the post of at least one other student per forum. Each Discussion Board post will be graded according to a posted rubric.	1 hour per week, 17 hours total
online	Online assessments will incorporate:	1 hour per week,

	1) Bi-weekly assignments in which students will have to write short essays answering "the question of the week", or response to a video/image. 2) Brief weekly quizzes will help students reflect on the material covered and their reading assignments. These assessments allow for important material to be emphasized and evaluate their knowledge of the material. 3) Midterm exam for 1.5 hrs. and Final exam 2 hrs..	17 hours total.
online		
online		
online lab	n/a	
in-person	**n/a**	
in-person	**n/a**	
In-person lab	n/a	
TOTAL CONTACT HOURS: **(Total Contact Hours According to the Course Outline: 52.5)**		52.5

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

(Note: These are NOT part of Contact Hours)

Students will be required to read the textbook for the course, and conduct research to write their papers. A reference page and in-text citations will be required. Quizzes will incorporate questions from the textbook.

This class will also requires an extended or repeat visit to an ethnic/cultural neighborhood in the Bay Area during the semester where students will conduct interviews, and do participant observation on the relationships between individuals and their thought on culture, ethnicity and religion. A document stating guidelines and instructions will be available to students.

Nature and Frequency of Student-Instructor Interactions

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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 plan on interacting with students by remaining available through phone and e-mail. Students will also be welcome to visit me during office hours. I plan on providing my feedback/comments/opinions to their posts, and reaching out to students at risk of dropping through e-mail. By creating an additional forum call "Ask the Professor" I will assist students that might be too shy to ask via email, or unable to visit during office hrs.

I will also make myself available through conference calls during office hours via Skype or google hangouts. In addition, I will interact with students by regulating their participation on the Discussion Board assignments, posting regular announcements, and sending out emails.

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 interact with each other by providing feedback, comments and sharing their opinions to each other students'' posts. Participation in the Discussion Boards are required.

Assessment of Student Learning & Academic Integrity

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

I will assess students by grading their essays and quizzes and providing feedback, a rubric will be available to students. In order to submit plagiarism, I will request for students to submit their essays through SafeAssign on Canvas.

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

A statement about Academic Integrity will be found in the syllabus, and discussed on the first day of class.

I will submit students' essays through electronic programs (SafeAssign) that check the percentages of compatibility with texts and literature sources on-line.

In addition, I will require for all essays to include in-text citations and a reference page to

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support arguments.

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

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	10/8/2017 5:01:32 PM
Name	Sara Parker
Division	Social Sciences
Proposal reviewed	ANTH 5 by Javier Espinoza Barajas

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Approval Selection	I approve this proposal as presented.
Comments (optional)	

Timestamp	11/30/2017 5:02:48 PM
Name	Javier Espinoza
Course Proposal	ANTH 5 by Javier Espinoza Barajas
Course Site Name	Canvas ANTH 5
Course Site Status	The site is now ready for review.
LMS	Canvas