Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

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Faculty, Course, & Delivery Format Information	
Faculty Name: Wesley Wright Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): New Date of Initial Proposal Submission: 9/22/2017	Course: ART 23, 2-D Foundations Units: 3 Contact Hours: 107 Delivery Method: Hybrid (partially taught online and partially taught in-person) (If Hybrid: 50 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? 2D Foundations focuses on providing students with the core set of knowledge and vocabulary needed to pursue a career in the Arts. This course is ideal for the hybrid format because focusses on specific foundational concepts that translate well to online presentations. Power Point presentations and PDF documents will clearly lay out course material which focusses on the Elements and Principles of design which are applied and explored through projects. Through Canvas, students will be able to access and study the course material, turn in assignments, and take quizzes. Assignments can be worked on at home and images can be submitted for progress review. Students can receive in person feedback, instruction, and evaluation to complement their online learning. This is ideal for busy students with work and family obligations who have a difficult time attending fully onsite courses. Rather than sitting through a long in person demonstrations, Online critiques may be a more beneficial format for some students as in-person critiques can be intimidating. I have found this to be an effective format through the online classes that I have taught at other institutions. discussion board online could be a way for these students to feel more comfortable with the critique process. In a Hybrid course, students will also be required to create an online portfolio, something that is essential in the contemporary art world.

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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):

Deonne Kunkel recommended that the class should be 50% online and 50% in person. Ryan Scherbart recommended that I begin working in the "sandbox" in order to develop the course and get feedback. Bonnie Stipe has been sharing her course materials with me and answering questions in regard to course organization.

(**REQUIRED**) Name(s) of faculty with whom you consulted: Deonne Kunkel, Bonnie Stipe, Aldrian Estepa, Ryan Scherbart, Clayton Thiel

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	Viewing of media (video/PPTX/PDF) or reading of course lectures. These lectures will be used to inform students about the elements and principles of art, much like an on-campus lecture. The lecture will relate to each project and will be followed by a quiz on vocabulary.	30 minutes per week, 8.5 hours total
online	Critique and Discussion Board. This activity will allow students to discuss the different elements and principles of art critique their own work, as well as their classmates work. These posts will be structured these with leaded questions and require each student to reply to two of their classmates posts.	1 hour per week, 17 hours total

online	Assessments. This assessments will allow for the evaluation of student comprehension of vocabulary as well as student progress. The inclusion of quizzes after each lecture will also allow for important material to be emphasized.	15- 30 minutes per week, 6 hours total
online	demonstrations. This activity will allow for the demonstration of specific art techniques that are relevant to each unit of study. Students will be able to see up close examples of different Elements and Principles of Art through step-by-step instructions.	1 hour per week, 17 hours total
online	Creation of a Student Online Portfolio. Students will create an online portfolio of work from pieces completed during the course. This digital portfolio will prepare them a career in the Arts.	6 hours total
online lab	There are no official Online Lab hours but students are expected to work on projects independently off site. Contact Hour Activity #2 (Online Critique and Discussion Board) will allow for feedback on projects created both off site and during onsite lab.	0
in-person	Lectures and demonstrations. Some of the demonstrations and vocabulary will be introduced in person. Particular units, for example our unit on color, will work better through in-person instruction.	1 hour per week, 17.5 hours total
in-person	Studio/Lab. Students will work in class on projects and receive one-on-one demonstrations and assistance.	2 hours per week, 35 hours total
In-person lab		
TOTAL CONTACT HOURS: **(Total Contact Hours According to the Course Outline: 107)**		107

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

(Note: These are NOT part of Contact Hours)

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Students will keep sketchbooks as a documentation of their process throughout the course. Research for projects will be completed in their sketchbooks. This research will include: thumbnail sketches, compositional studies, brainstorming, and accumulation of visual resources. This research will and to the overall quality of the work and continuity between course concepts, students creative project concepts, and finished projects. Completion of their online portfolio will also require preparatory activities including editing images of their work and writing an artist statement.

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.

Student-Instructor interaction will occur frequently through online posts critiques and discussion boards. Students have the opportunity to ask questions both through the online system as well as during class time and through email. Students will receive direct feedback and one-on-one instruction during studio/lab hours, and onsite critiques. The online platform allows for frequent reminders as well as feedback on student progress so that they know what is expected of them, when materials are due, and how well they are doing in the class. Announcements will be posted to remind students of deadlines and clarify instructions. Emails will be sent to at risk students. One on one interactions in class will allow for support and clarification of expectations to all students especially at risk students. Communication online and in class allows for multiple platforms from which students can be reached. Online in progress critiques will give students feedback on projects and allow for intervention and clarification of expectations before final projects are due.

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.

Student to student interaction will occur frequently through online posts critiques and discussion boards Students will receive direct feedback and interaction from one another during studio/lab hours, and onsite critiques. This peer review process will allow students to use their vocabulary learned throughout the course in the context of their projects. During all online discussions each student will be required to make constructive comments on the posts

of at least 2 students. During onsite critique students will be required to speak at least twice; once when they are presenting their own work, and at least once in the form of a constructive comment on their fellow students projects. At the beginning of onsite critiques students will complete a "priming" exercise in which they go around the room and look at each project and write comments for their own personal reference so that they are prepared to comment on each person's project. This will also ensure that they have looked closely at each student's project.

Assessment of Student Learning & Academic Integrity
List and describe the methods of assessments you will use to assess learning in this course. Class participation in oral and written critiques. Development of a design portfolio, which reflects the goals of each activity. Written essay comparing and contrasting thematic and contextual elements including historical, cultural, and social and analysis of elements and principles of design. Objective exams and quizzes on the terminology. Final critique of student work.
Describe the strategies you plan to use to promote academic integrity in your course. Students will be working on projects both online, and in-person. Student progress will be tracked through multiple types of learning modalities. Getting to know students and discuss projects and concepts with them through one-on-one discussion, critiques, and discussion boards is the best way to promote and assess academic integrity. As an instructor I look for language inconsistencies in written content that may suggest poor 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.) Learning Management System (example: Canvas, etc.), Presentations (examples: PowerPoint, PDF, etc.), Audio/Video (examples: MP4 videos, YouTube, etc.), Online portfolio through Squarespce.

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

The class will be broken up into modules, each week will be one module, and each module will focus on a set of concepts; primarily the elements and principles of 2-D design. Assignments will focus on the application of a given concept. Each module will begin with a set of tasks to be accomplished during the module including materials to review, discussions to participate in (at least one per week) and assignments to be completed. Towards the end of the class students will create online portfolios via Squarespace.

Online information and instructions will primarily be presented via the pages function and pdf presentations. Youtube videos covering specific concepts will be embedded into pages. Discussions and in progress critiques will allow for student to student and teacher to student interactions as students upload images of in progress projects and sketches to the discussions for comment. Quizzes will be given via the Quizzes function.

In class information will be presented via Powerpoint presentations, and live demonstrations.

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	11/30/2017 3:37:00 PM
Name	Wesley Wright
Course Proposal	ART 23 by Wesley Wright
Course Site	SANDBOX-WRIGHT-WESLEY-ART-23

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Name	
Course Site Status	The site is now ready for review.
LMS	Canvas

Timestamp	12/1/2017 12:45:48 PM
Name	Deonne Kunkel Wu
Division	Arts & Humanities
Proposal reviewed	ART 23 by Wesley Wright
Approval Selection	I approve this proposal as presented.
Comments (optional)	