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: Marisa Traylor 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: ENGL 102, Reading, Writing & Reasoning - Accelerated Units: 4 Contact Hours: 87.5 Delivery Method: Hybrid (partially taught online and partially taught in-person) (If Hybrid: 40% 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?   English 102 is course required for many students to prepare them for success in English 1A. For a variety of reasons, including work, extended commutes, and lack of childcare, the course is not easily accessible to all students. These challenges are heightened for PACE students because they frequently work full time. The hybrid course will offer the lab portion of the class online to provide flexibility for our working students.   Through the online portion of the course, students must participate actively in Canvas Discussions. This will require them to read the course texts carefully and craft thoughtful responses that will be shared with the group. Typically, in English 102 many students need practice with critical thinking and contributing to classroom discussions in ways that are expected of them in college. The Discussions feature of Canvas allows them ample time to practice developing these skills and getting feedback on their ideas. The online discussions also support equity of voice, ensuring that contributions are heard from all students.   Additionally, students in the course will learn to navigate Canvas and other online tools, which will prepare them for success in their other courses. In many ways, English 102 is a course that introduces students to the tools they must navigate to succeed in college. Therefore, the

opportunity to specifically teach them to use Canvas will be quite beneficial. The online lab supports those students who may learn best in this format, including those students who are very introverted, those who experience social anxiety, and anyone who needs a slower pace than a traditional classroom allows. Students will have opportunities to develop thoughtful contributions on Discussions and to update and revise as their understanding of course material grows. Success in 102 depends a great deal on how students refine their ability to reflect and revise, and the hybrid course allows more opportunities for this.

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):

Lisa recommended that I write more about the learning opportunities provided by the online format, as well as how I would specifically support and assess students. Carmen recommended that I think about retention strategies, since this can be an issue in online courses. These changes have been made to the proposal.

(**REQUIRED**) Name(s) of faculty with whom you consulted: Lisa Ulibarri, Carmen Johnston

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 lab	Reading through of course lessons, which includes material that would typically be presented as a "lecture," and will include relevant links. Students will also read through mini-lessons related to writing that include models of student work. Students will review PowerPoint presentations and YouTube videos related to course content.	45-50 minutes per week - 14 hours total

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

online lab	Online discussions through Canvas Discussions. Students will post in response to questions based on the week's content. They must read their classmates comments and respond to at least two of them. Both their responses and their comments will be graded using a rubric.	40 minutes per week - 12 hours total
online lab	Online assessments: Weekly reading quizzes will be used to ensure that students are reading and applying critical reading strategies to the material.	30 minutes per week - 9 hours total
in-person	Teacher-led activities: lecture, modeling of reading strategies, mini-lessons based on writing, and in class exercises	1 hour per week - 18 hours total
in-person	Discussions and Socratic seminars: students will prepare questions and discuss the week's readings with their classmates. Some discussions will be include the whole group, and others will involve half of the class with the other half observing. Students will be graded based on a rubric.	45 minutes per week - 13.5 total
in-person	Group work, peer review, and informal presentations	50 minutes per week - 15 hours total
in-person	In-class writing: diagnostic essay, midterm, and final	6 hours total
TOTAL CONTACT HOURS: **(Total Contact Hours According to the Course Outline: 87.5)**		87.5

Course Content Delivery - Preparatory or "Outside of Class" (Homework) Activities
(Note: These are NOT part of Contact Hours)

Students will critically read and annotate course texts. They will write reading logs and discussion questions in preparation for in-person classroom discussions. They will also conduct research (both online and in the Chabot library) and write rough and final drafts of essays. The students should be prepared to do 8-10 hours of homework per week.

Nature and Frequency of Student-Instructor Interactions

Online/Hybrid Course Delivery Proposal

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 post weekly Announcements through Canvas to make sure that students know what is due each week. I also use the Calendar feature of Canvas so that due dates are clear and students can plan ahead. Students will be shown how to contact me through Canvas Inbox, and I will respond to all emails within 24-48 hours.

When I collect work from students, I will grade and return it within 7-10 days so that students are getting consistent feedback. In my feedback, I am careful to comment on strengths of the writing as well as areas for growth. I have found that students in English 102 benefit tremendously from feedback that identifies what they are doing well and recognizes their progress.

If students do not perform well on the first essay, I allow them to rewrite it, as long as they meet with me during office hours beforehand. This has been a successful way to get students who need more support to meet with me one-on-one.

At least one office hours meeting will be required for all students during the semester; this can be in person or through Google Hangout. I will monitor students participation and grades and reach out to students through phone or email if they are missing assignments, infrequently posting on DIscussions, or not improving in their writing.

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.

During our in-person meetings, students will complete class activities in pairs or groups. A priority during the first few class meetings will be to build community so that students feel comfortable sharing writing and taking academic risks together. Participation in Canvas Discussions will help sustain this online.

We will do peer review activities for each essay, which will require students to share three copies of rough drafts in a small group. I recognize that students may have significant anxiety about sharing their writing, so I teach them that they are not grading or critiquing one another; instead, their task is to comment on what they experience as readers. In writing, they will note where they see an argument in each essay, where they find support for that argument, what parts of the essay are strong, and where they, as a reader, have questions or need to know more.

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

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 assessed primarily based on their essays. They will be required to complete four out-of-class essays and two in-class essays. A rubric will be provided for these assignments, and students will have the opportunity to familiarize themselves with the rubric using model essays. To prepare students for the essays they will do low-stakes writing in class, including quickwrites and other exercises. These allow students to gain confidence and fluency. They can be used as a springboard for in-class discussions or referenced to gather ideas for an essay. Other assessments will include reading logs, Canvas Discussions posts, reading quizzes, group work, and classroom discussions. These formative assessments allow me to identify the extent to which students are reading critically, responding thoughtfully, and developing their ability to use academic language.
Describe the strategies you plan to use to promote academic integrity in your course. As stated above, students are required to submit both formal and informal writing during many of our face-to-face meetings. This will be used to compare with their online submissions to ensure they are completing their own work. Additionally, early in the semester, I have several lessons that address the issue of plagiarism and teach students to cite their work properly. All essays will be submitted through VeriCite to check for plagiarism. Students will receive no credit for any assignment that contains a plagiarized passage. More than one plagiarism attempt will result in more serious consequences. In my experience, students who plagiarize are frequently lacking confidence about their ability to produce strong writing. For this reason, I give students extensive feedback throughout the semester. I make sure to comment on strengths, and I teach students to track their own progress over time. In addition, I share with the class strong models of sentences, paragraphs, and essays taken from their own classmates in order to validate the writing that the class is producing. Finally, in order to make plagiarism more difficult, my course texts include in many readings

that are not commonly taught. Essay questions are authentically developed based on the themes that emerge from our class discussions. Students are very unlikely to find generic essays online that would address our essay questions.

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), Google Drive

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

Canvas will be the Learning Management System for the course. Students will receive some course material through PowerPoint presentations, both in person and online. YouTube videos will be linked through Canvas and used to supplement the readings. Google Hangout will be used to provide the option to hold office hours for students who are unavailable at my scheduled times. Students will complete some collaborative writing tasks; for this they can use Google Drive.

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

Online/Hybrid Course Delivery Proposal

Timestamp	11/29/2017 11:36:16 AM
Name	Marcia Corcoran
Division	Language Arts
Proposal reviewed	ENGL 102 by Marisa Traylor
Approval Selection	I approve this proposal as presented.
Comments (optional)	

Timestamp	11/30/2017 12:34:55 PM
Name	Marisa Traylor
Course Proposal	ENGL 102 by Marisa Traylor
Course Site Name	English 102 Sec 0P1 (30211) Spring 2018
Course Site Status	The site is now ready for review.
LMS	Canvas