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: Lester Abesamis Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): New Date of Initial Proposal Submission: 9/24/2017	Course: PHIL 60 , Introduction to Philosophy: Ethics 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?

Generally, offering Ethics online makes the course accessible to students with conflicting schedules and students who live outside of the Bay Area. More specifically, in teaching Ethics online, I aim to take advantage of the alternatives to in-class learning. The course requires students to read and critically analyze the text and will include several written assignments, which will refine student's critical analysis skills. Group discussions will also be substituted with online discussions in order to foster interaction among peers and evaluate students' understanding of the material. Offering Ethics online will help students get the units needed to reach their academic goals and will meet the growing demand for an online section.

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.

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Delivery Mode	Activity and Description	Contact Hours
online	Read uploaded lecture document + supplemental multimedia content (closed captioned video clip, podcast segment, etc.)	1
online	Weekly homework response: summarize and critically analyze a key concept/theory/argument/reading in 1-2 pages	1
online	Discussion board: respond to each week's topic, engage with peers/instructor, incorporate key ethical concepts/theories found in reading. Each week I will pose a critical question regarding a concept, theory, or argument and students will try to incorporate key ideas into their response. Students must provide at least one response per week (either directly to the question or in response to another student).	1
online	Weekly reading quiz: 10 short answer questions	.25
online		
online lab		
in-person		
in-person		
In-person lab		
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)
Read assigned chapter, take notes on reading/supplemental material, write short essays, and discuss key concepts with peer/friend/relative outside of class to enhance understanding

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 holding weekly group video/audio "Skype-like" chat sessions (text features will be enabled for deaf or hard of hearing students) to simulate office hours, clarify concepts, assist students with understanding the material, and explain written comments on assignments. Office hours will be held at designated times (two 1 hour sessions per week). Regarding students who are at risk, I will also video/audio/text chat with them individually to address any difficulties they may be having. In case I have students who live in different time zones, I will try to coordinate appointment times that accommodate both of our schedules. The "last login" and "last activity" logs will also indicate how well students are doing in the course. I will also be available via email and will use the announcement feature on Canvas to update students potential changes in the schedule as well as mass share links to articles and closed captioned videos.

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.

The two group chat sessions per week will provide opportunities for students to interact with one another similar to a chatroom. I will also incorporate mandatory discussion participation using Canvas discussion board feature. Students must respond to the topic and engage with other responses in good faith, which I will monitor and chime in on weekly.

Assessment of Student Learning & Academic Integrity

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

3 Short Essays (60% total): At designated times throughout the semester, students will submit a paper that discusses and critically analyzes a prompt. Grades will be based on accuracy (Did they accurately explain the concept/theory?), application (Did they apply the concept/theory in a reasonable manner?), and engagement/critical thought (Did they analyze the concept/theory by diving beneath the surface? Did they attempt to seek out the limitations of that idea?)

Homework Responses/Journal Entries (20%): Each week, students will submit a 1-2 page typed response that summarizes and engages with a key concept in the reading. Instead of

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looking for concrete understanding, I will look to see that students strive to clarify aspects that seems contradictory, difficult, or incomprehensible. The purpose of these assignments is to "bother" the student in order to achieve intellectual stimulation.

Online Discussion Board Participation (20%): Each week, I will post a discussion board topic where students will post responses, raise original thoughts regarding the material, and/or collaborate with other students to arrive at reasonable conclusions.

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

I plan on using VeriCite on Canvas to check essays for plagiarism. I will also expect students to discuss concepts in their essays using their own words, which will hopefully assist in deterring plagiarism. Essays must have in-text citations from reliable sources and a works cited page. If a definition is vague or ambiguous, I will mark down points for clarity. Ideally, this latter requirement will address issues that are potentially overlooked by plagiarism prevention tools.

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), Audio/Video (examples: YouTube, 3CMedia, etc.), Web Conferencing (example: CCCConfer)

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

Canvas will include organized modules for each week's content. Here students will find an overview of the course, weekly lecture documents, deadlines, announcements, message boards, digital office hours, and grades.

Audio/Video content will be posted on Canvas to supplement the material. I will occasionally post a video clip that illustrates elements of that week's ethical theory and/or a segment of a podcast that touches on relevant concepts. Ideally, this material will provide alternative ways to think about and apply the material.

Web Conferencing on Canvas will substitute in-person office hours. I will designate one hour a week to discuss the material with students and coordinate individual times for students who are unable to conference call during the designated times.

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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 7:39:26 PM
Name	Lester Abesamis
Course Proposal	PHIL 60 by Lester Abesamis
Course Site Name	SANDBOX-ABESAMIS-LESTER
Course Site Status	The site is now ready for review.
LMS	Canvas

Timestamp	12/1/2017 12:46:24 PM
Name	Deonne Kunkel Wu
Division	Arts & Humanities
Proposal reviewed	PHIL 60 by Lester Abesamis
Approval Selection	I approve this proposal as presented.

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Comments (optional)	