

# 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 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="#">Clara V. Valdano Lopez</a>	Course: <a href="#">SPA 1A, Spanish for Beginners</a>
Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): <a href="#">New</a>	Units: <a href="#">5</a>
Date of Initial Proposal Submission: <a href="#">10/1/2017</a>	Contact Hours: <a href="#">105</a>
	Delivery Method: <a href="#">Hybrid (partially taught online and partially taught in-person)</a> (If Hybrid: <a href="#">50% online</a> )
	First Semester To Be Offered: <a href="#">Fall 2018</a>

Need/Justification/Benefits to Students
<p>What learning opportunities might be made possible by offering THIS particular course in online or hybrid delivery format?</p> <p><a href="#">Spanish 1A-H01 is a course that satisfies the language requirement at Chabot College (UC and CSU transferable). The intent in offering a hybrid Spanish course is to increase enrollment and make this course accessible to students who are unable to attend school to meet the required five hours of lecture plus one hour of lab on-campus per week. A hybrid Spanish course would provide more schedule flexibility for students that have urgent responsibilities that conflict with traditional on-campus instruction.</a></p> <p><a href="#">This attempt is not the first. Currently, Chabot College has offered Spanish and French online/hybrid courses. This course will continue with this service of providing online education to students.</a></p>

Develop Proposal and Consult with Colleagues
<p>Comments, feedback &amp; recommendations provided by colleagues (NOTE: If the faculty you consulted did not provide any feedback or recommendations, please note that below):</p> <p><a href="#">Prof. Caren Parrish recommended me to include recorded lectures to deliver the material.</a></p>

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She also recommended some programs to use, such as Explain Everything.

(REQUIRED) Name(s) of faculty with whom you consulted: I have based my proposal on other ones listed as models in the COOL website. I have consulted with professors Cristina Moon and Caren Parrish, who have experience with Online education.

## 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	Instructional Lectures: viewing and listening lectures in Explain Everything and recorded PowerPoint slides	4.5 hours/semester
online	Writing in discussion boards, forums, compositions, and chats in Canvas and Google docs (Google Drive)	4 hours/semester
online	Listening, reading, and speaking in iLrn, VoiceThread, Canvas, and YouTube.	4 hours/semester
online	Chapter exams in Canvas	7 hours/semester
online	Assessments and quizzes in Canvas	18
online lab	Lab (grammar and vocabulary in iLrn; readings and videos in Canvas and YouTube)	15
in-person	Lectures, activities, games, and participation	35.5
in-person	Oral presentations and final Exam	17
In-person lab		
<b>TOTAL CONTACT HOURS:</b> (Total Contact Hours According to the Course Outline: 105)		105

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

(Note: These are NOT part of Contact Hours)

Researching in the library and trusted Online resources about Hispanic cultures: News, facts about different countries, and traditions. Listening videos in Spanish and summarizing their content. Doing lab work and recording their voice creating dialogues, descriptions or narrations. Listening songs in Spanish to practice grammar and vocabulary.

## 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.

Span 1A-H01 will meet in the classroom 50% of the time

- 1) to present an overview of most frequently used grammatical structures
- 2) for instructor and student explanations/presentations on Hispanic culture
- 3) to give students time to practice vocabulary and structures learned.
- 4) to do activities related to Integrated Performance Assessments

The other 50% of the time will be used to view, present or complete activities:

- 1) to view and study lectures presented orally in Explain Everything, PowerPoint slides, and Canvas.
- 2) to complete homework and laboratory work (grammar, vocabulary, reading, and listening) via iLrn (e-textbook and e-workbook).
- 3) to participate on discussion boards and chats (asking and answering questions about the material) in Canvas.
- 4) to interact, write compositions individually or in groups, give feedback, and peer review (Google drive, Google docs).
- 5) to interact orally, record voice, present, produce and upload dialogues, narrations, and descriptions in Canvas and VoiceThread.
- 6) to listen to videos and songs in YouTube and Canvas.
- 7) to learn about culture in Canvas, YouTube, electronic books, and museum websites).
- 8) to take quizzes and exams in Canvas.

This hybrid course implements Integrated Performance Assessments (IPA) and adheres to the standards (5C's) in Foreign Language Acquisition set by the American Council on the Teaching of Foreign Languages (ACTFL)

(Source: <http://www.actfl.org/i4a/pages/index.cfm?pageid=3324>)

- Communication: usage of the language for communicative purposes in realistic situations
- Culture: exposure and understanding of another cultural framework in relation to one's own

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- Connections: language instruction to be intrinsically linked to other subject areas
- Comparisons: contrasting languages and cultures to develop analytical skills
- Communities: learning a foreign language while reaching to outside classroom resources

## 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 be able to interact online with other students by using Canvas (Discussion Boards), VoiceThread, and Google docs. In Canvas they can participate in discussion boards, group activities, chats, and upload conversations in VoiceThread. In Google Drive they are able to work in groups and peer review by creating documents and sharing compositions and readings. In Google Drive they can interact virtually. These resources are a great substitute for oral communication, sharing thoughts, ideas, or concerns, and for asking/answering questions to the professor and one another as happens in a regular Spanish classes.

## Assessment of Student Learning & Academic Integrity

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

Each assignment will be explained in detailed in Canvas. Links to files and picture with instructions will be provided as well rubrics. The students will get the information of when to complete assignments on Canvas (modules and calendar).

Cultural presentations (in-class)	= 10%
Participation and attendance (in-class)	= 5%
Participation on discussion boards (online)	= 5%
Lab (online)	= 10%
Homework, assessments, and quizzes (online)	= 15%
Compositions and recordings (online)	= 15%
Exams (online)	= 20%
Final Exam (in-class)	= 20%

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100%

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

Students are not allowed to use translation tools and Internet sources to copy other authors' thoughts, ideas, and work. They should quote if they use other people's ideas. Students cannot copy and plagiarize. If that happens, students will be banned from the class.

When teaching online it is easier to detect plagiarism and in the syllabus I will warn my students that plagiarizing will not be tolerated.

The following statement will be included in my syllabus:

"I pledge on my honor as a student, I have neither given nor received any unauthorized aid on this assignment/exam."

## 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.), Publisher Content (examples: Pearson, Cengage, etc.), Recording: VoiceThread, QuickTime, and Explain Everything.

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

Learning management system = Canvas

Presentations and lectures = Explain Everything and PowerPoint slides.

Audio/Video = VoiceThread, YouTube, QuickTime

Web Conferencing = N/A (office hours, on campus)

Publisher Content = Cengage

**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).

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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

<b>Timestamp</b>	11/28/2017 6:23:04 PM
<b>Name</b>	Clara V. Valdano
<b>Course Proposal</b>	SPA 1A by Clara V. Valdano Lopez
<b>Course Site Name</b>	SANDBOX-VALDANO LOPEZ-CLARA
<b>Course Site Status</b>	The site is now ready for review.
<b>LMS</b>	Canvas

<b>Timestamp</b>	11/29/2017 11:37:28 AM
<b>Name</b>	Marcia Corcoran
<b>Division</b>	Language Arts
<b>Proposal reviewed</b>	SPA 1A by Clara V. Valdano Lopez
<b>Approval Selection</b>	I approve this proposal as presented.
<b>Comments (optional)</b>	