Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

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Faculty, Course, & Delivery Format Information

Faculty Name: Kirsten Olson Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): Fast Track Date of Initial Proposal Submission: 2/19/2018	Course: ANTH 2, Introduction to Archaeology Units: 3 Contact Hours: 52.5 Delivery Method: Fully (100%) Online (If Hybrid: online) First Semester To Be Offered: Fall 2018

Need/Justification/Benefits to Students

What learning opportunities might be made possible by offering THIS particular course in online or hybrid delivery format?

This course is a core requirement for both the Anthropology Associates Degree and Transfer Degree. It has never been taught online, and is otherwise only offered once or twice a year. An online offering will allow many Anthropology majors to complete their requirements in a timely manner, particularly if they are having scheduling difficulties affecting their ability to take the course in person.

Generally speaking, offering an online section of this course will make it possible for those with constraints on mobility or time to have the opportunity to benefit from this course offering. Furthermore, students are able to spend more course time in more self-directed exploration of wide-ranging course topics such as new archaeological methods and site investigations. This permits individual students to explore materials in ways most conducive to their own learning potential.

Develop Proposal and Consult with Colleagues

Comments, feedback & recommendations provided by colleagues (NOTE: If the faculty you consulted did not provide any feedback or recommendations, please note that below):

Mireille Giovanola suggested that this course be made available online due to needs within

Online/Hybrid Course Delivery Proposal

the major. The course is being developed upon her recommendation and with her full support. Javier Espinoza, relatively new to teaching online, iis supportive of additional anthropology courses being offered in this format.

(**REQUIRED**) Name(s) of faculty with whom you consulted: Giovanola, Espinoza

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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	Instruction: Reading course materials provided in written form or viewing through media. This will include original text addressing course topics, supplementary articles providing in-depth information on select topics, or short videos illustrating key concepts. These materials cover the key topics addressed in the course and are directly relevant to various assignments.	17 hrs/semester (1 hour per week)
online	Online discussion boards based on selected topics found in the textbook or through online course material. Students will compose original posts based on specific prompts and then respond to the posts of other students at least once. This dialogic exercise allows students to show their understanding of an issue and critically engage with others, focusing on evaluation and creative synthesis of materials.	10 hrs/semester (c.35 min/week)
online	Class assignments will require students to demonstrate ability to apply course knowledge using case studies, analyzing select video material, written information (text or data), or visual data. Assignments will be posted for feedback and assessment by other students to create specific opportunities to employ course knowledge in an interactive and constructive manner.	10 hrs/semester (c.35 min/week)
online	Weekly quizzes based on reading material, untimed (expect	6.5 hrs/semester (c. 20-30 minutes

Online/Hybrid Course Delivery Proposal

	no more than 30 minutes weekly). These short quizzes are meant to help students assess their own grasp of material presented in the textbook that will help prepare them for more substantial assessments (exams).	per week)
online	Three exams given over the course of the semester, including written portions. These timed exams (3 hours each) provide important assessment tools and ensure students are grasping key concepts emphasized in the course material.	9 hrs/semester (3 exams, 3 hours each, one every 5-6 weeks)
online lab	N/A	N/A
in-person	N/A	N/A
in-person	N/A	N/A
In-person lab	N/A	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)

Reading weekly required texts, taking notes, organizing notes from online course material.
Researching discussion topics using the text, notes, articles, videos, and outside materials.
Researching and writing assignments based on articles, videos and course topics.
Preparing for exams using provided study guides.

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.

My strategies for communication include regular announcements at the beginning of each week that highlight the content of material for the week as well as any upcoming assignments or exams. Additional announcements are sent to remind students when exams open and again when they close, when discussions are coming due, and when assignments are coming

due. If there is confusion over an assignment, I send out clarifying announcements to the class. At the start of the course, all students are encouraged to set their notification preferences to receive all Canvas announcements through their preferred email.

I participate in discussions by prompting the discussion and providing written feedback to each student's posting. Feedback is specific to each student, adding to information presented in the grading rubric. Feedback is also provided for any written portions of exams as well as written assignments. Students are encouraged to send drafts of material, should they want feedback before submitting assignments.

More generally, I am available through a general discussion forum where students can ask questions about material or assignments, or discuss them privately with students through Chabot College email or through Canvas Messages.

At-risk students will be identified by the frequency of their online participation, assignment completion rate, and grades. Those in danger of failure will receive notice of their status individually along with recommendations how to improve their performance. I may recommend students utilize campus resources such as the WRAC center or seek help with a campus tutor.

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 course will begin by students using Discussions to introduce themselves to one another and for those who have taken online courses before to share their strategies for success in online learning. I encourage students from the beginning to form study groups, on campus, off campus or online, for their mutual benefit.

Further discussions are geared to allow students to analyze key course topics and in many cases weigh in with their own course¬-informed opinions. Required response posts to others will allow students to interact in ways that would be similar to face to face classroom discussions, but in an asynchronous format.

Most assignments are similar to discussions, in that students will post their work and make it available to others to provide feedback. These interactions will be more formalized, as the assignments are more specific and student feedback must meet certain criteria as well.

Students will be encouraged to seek answers to basic questions about Canvas or course content through general student discussion boards. This provides a forum for students to share their "expertise" with others and encourage peer interaction regarding many types of questions (this board will be monitored).

Online/Hybrid Course Delivery Proposal

Assessment of Student Learning & Academic Integrity

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

Students will take short weekly quizzes based on reading material to test their reading comprehension and prepare them for longer exams.

Discussion boards will be topical, requiring students to contribute their own analysis or answering questions that expand upon primary course concepts. Students must also respond to at least one post as well. Instructions for overall discussion board etiquette and protocols will serve to guide students, as well as specific expectations outlined in each discussion prompt.

Course assignments will ask students to utilize specific course materials to assess various concepts or analyze case studies. Assignments will be completed individually. After posting assignments, students will be required to provide feedback on the assignments of others, serving to reinforce their knowledge and provide an exercise in giving constructive criticism.

Three exams will be given over the course of the semester. These timed exams will be available to take once and require that the student has adequately prepared by reading the text, reading and viewing module materials, and utilized the study guides to focus their pre-exam studies. Exams will be multiple format, including multiple choice and short essays.

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

The syllabus will have clear sections pertaining to academic integrity and the consequences of dishonesty, in accordance with school policy. Additionally, the initial class module has a section that defines academic dishonesty, describes what constitutes plagiarism, and lays out the consequences. Before accessing any further course material, students must pass a syllabus/plagiarism quiz with a score of 100% (students are given unlimited attempts to take this quiz).

All quiz and exam questions will be drawn from larger question pools, ensuring that students will have equivalent but not the same exam questions, reducing the likelihood that they will attempt to take exams together.

Given the asynchronous nature of online classes, due dates for assessments are available well in advance and assignments are available for relatively large windows of time. Hence, students are expected to submit their work in a timely manner and will receive scores of zero if they do not submit an assignment or exam within the specified time frame.

All written assignments will be checked for plagiarism with the Canvas plagiarism checker; any plagiarized assignment will receive a zero (consistent with course policies outlined in the syllabus).

Online/Hybrid Course Delivery Proposal

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.)

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

All materials are presented through Canvas, set up in the most streamlined and logical manner for students to be able to negotiate easily. In a few instances, SlideShare and PowerPoint presentations are integrated into Pages within weekly modules as a way to present materials in a lecture-like format. Pages regularly contain examples or illustrations of concepts, technologies, or other information from the course through embedded media, largely YouTube clips (all with Closed Captions).

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

2017-2018 COOL Chairs: Aldrian Estepa and Ryan Scherbart
COOL Website: http://www.chabotcollege.edu/cool/

Online/Hybrid Course Delivery Proposal

Timestamp	2/22/2018 7:00:08 AM
Name	Sara Parker
Division	Social Sciences
Proposal Reviewed	ANTH 2 by Kirsten Olson
Approval Selection	I approve this proposal as presented.
Comments (optional)	