Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

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Faculty, Course, & Delivery Format Information	
Faculty Name: Javier Espinoza Barajas Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): New Date of Initial Proposal Submission: 04/07/2018	Course: ANTH 3 Social/Cultural Anthropology Units: 3 Contact Hours: 52.5 Delivery Method: Fully (100%) Online (If Hybrid: Fully 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? An online course offers an alternative for students that have difficulty being present in the classroom due to medical or personal reasons. In contrast to the traditional learning in a classroom, students can take the course from a more convenient location. By taking this online course students avoid commuting, which represents an economic benefit by saving money on transportation. This course can also represent a more comfortable learning environment for some students. The course gives students convenience and flexibility, since it provides the opportunity to plan their study time around the rest of their day, instead of the other way around. This online course can also increase interaction, since it offers shy students the opportunity to participate in class discussions or chats that can be less intimidating than face-to-face class sessions. This course also offers career advancement; students can complete their degrees while working, while in-between jobs, or while taking time to raise a family.

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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): No recommendations provided at this time   (**REQUIRED**) Name(s) of faculty with whom you consulted: Sara Parker

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	Reading through written course lectures, and media posted on Canvas, which will be divided in weekly modules. I will resource to a variety of films, and PowerPoint presentations as well. These written lectures, book chapters or media will be used to inform students about the different elements and contents of the class, and will always relate to an assignment posted on Canvas.	22.5 hours total
online	Online threaded discussion via the Discussion Board. The expectations for each post will be explained in detail for each forum. I will also require students to respond to the post of at least two other students per forum. Each Discussion Board post will be graded according to a posted rubric.	22.5 hours total
online	Online assessments will incorporate biweekly assignments in which students will have to answer twelve multiple-choice questions and write short essays. Brief weekly quizzes will help students reflect on the material covered and their reading assignments. These assessments allow for important material to be emphasized and evaluate their knowledge of	7.5 hours total

	the material.	
online	<<Contact Hour Activity #4>>	<<Hours #4>>
online	<<Contact Hour Activity #5>>	<<Hours #5>>
online lab	<<LAB ONLINE Contact Hour Activities>>	<<Lab Online Hours>>
in-person	<<IN-PERSON Contact Hour Activity #6>>	<<Hours #6>>
in-person	<<IN-PERSON Contact Hour Activity #7>>	<<Hours #7>>
In-person lab	<<Lab IN-PERSON Contact Hour Activities>>	<<Lab In-Person Hours>>
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)

Students will be required to read the textbook for the course, and conduct research to write their papers. Student will receive a study guide for all quizzes, which will incorporate questions from the textbook.

Several interactive class assignments will require students to spend time "outside of class", such as conduct interviews or visit local stores. Students will conduct participant observation on the relationships between individuals and their thought on culture, ethnicity and religion. A document stating guidelines and instructions will be available to students.

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.

I plan on interacting with students by remaining available through phone and e-mail. Students will also be welcome to visit me during office hours. I plan on providing my feedback/comments/opinions to their posts, and reaching out to students at risk of dropping through e-mail.

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I will also make myself available through conference calls during office hours. In addition, I will interact with students by regulating their participation on the Discussion Board assignments, posting regular announcements, and sending out emails.

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 interact with each other by providing feedback, comments and sharing their opinions to each other students'' posts. Participation in the Discussion Board are required.

Assessment of Student Learning & Academic Integrity

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

I will assess students by grading their essays and quizzes and providing feedback, a rubric will be available to students. In order to catch plagiarism, I will request for students to submit their essays through SafeAssign on Canvas

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

I will submit students' essays through electronic programs (SafeAssign, Copyleaks) that check the percentages of compatibility with texts and literature sources online. In addition, I will require for all essays to include in-text citations and a reference page to support arguments. A statement will also be available on the syllabus.

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.), Publisher Content (examples: Pearson, Cengage, etc.), REVEL and cellphone REVEL app

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

I will use PowerPoint and videos to deliver my lecture on Canvas, and students will read their textbook through REVEL. Web Conferencing will be used to remain accessible to students' questions and increase interaction with students. Canvas will be used to create discussions through the Discussion Board, essays will be submitted through SafeAssign, announcements will be posted through the Announcement Board. Prompts and instructions will be available through the Course Materials. All materials will be accessible to students with disabilities, and closed-captions and transcription will be provided for all videos.

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/