# Online/Hybrid Course Delivery Proposal

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| Faculty, Course, & Delivery Format Information | |
|---|---|
| Faculty Name: <<Ramona Silver>> <br><br> Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): <<Fast Track>> <br><br> Date of Initial Proposal Submission: <<4/17/18>> | Course: <<Business 14>>, <<Business Communications>> <br> Units: <<3.75>> <br> Contact Hours: <<54: 3 Hours lecture; .75 lab>> <br> Delivery Method: <<Online>> <br>    (If Hybrid: <<Percentage Online>> online) <br> First Semester To Be Offered: <<Summer 2018r>> |

| Need/Justification/Benefits to Students |
|---|

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

<<The need for courses in an online format is based on three main issues.  First, students who attend community colleges often have to work at more than one job and thus they need a flexible schedule to juggle both their jobs and their courses.  Second, it has been my experience in teaching online for the past ten years, that many of my students are mothers who have more than two small children at home with no help from outside agents.  This particular demographic would most benefit from having any online course available to them, so that they can still meet requirements for transfer to universities and yet still provide care for their children.  Third, there are a certain amount of students who find a traditional classroom setting a daunting for their learning needs and a distance education/online format of instruction may offer them a different interface that would alleviate their anxiety. Finally, offering an English course in an online format most definitely allows for a greater use of resources that would otherwise not be available in a traditional classroom setting. While it is certainly the case that a face-to-face modality may be ideal, our current post-post modern environment presents barriers for many students to be successful in a face-to-face course. Online courses enable our students to put together schedules that include both face-to-face courses and online classes that give them greater flexibility for their everyday lives. It may also be argued that an online course offer to both students and instructors certain types of instructional experiences that are not necessarily available in a face-to-face modality. For example, most of the discussion assignments require every student to participate in each

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activity, whereas in a large face-to-face class not every student will feel comfortable speaking or presenting their ideas.  If we consider our overall agenda of a free and real democracy, which is so significantly imperative in our current socio-political arena, online courses provide full access on a twenty-four hour basis to all of our learners which fosters a means for them to be fully educated in critical analysis—a much needed skill for a liberated and free thinking society!

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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):

<<I was not given any recommendations>>

(**REQUIRED**) Name(s) of faculty with whom you consulted: <<Wanda Wong; Dmitriy Kalyagin; Melissa Patterson>>

## 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 | <<2 cooperative learning exercises per week, that address the course topics including peer responses (30 minutes class time per activity): These exercises will be asynchronistic and will take place on the discussion board in small groups. (16 Hours) >> | <<16>> |
| online | <<6 Peer Review Exercises: These are asynchronistic exercises that will take place in small groups using the discussion Canvas tool. Each peer review will pertain to one of the skill-based assignments that are required in the course | <<5>> |

| | | |
|---|---|---|
| | outline. (50 minutes class time per exercise) (5 Hours)<br>>> | |
| online | <<1 short reflective and or transformative learning writing exercise every other week that addresses the critical themes and ideas that apply directly to course skills and concepts and peer responses. (20 minutes class time per exercise)  (5 Hours)<br>>> | <<5>> |
| online | <<2 presentations per week that explain key concepts and methods that pertain to the main topics for the course for each week of class. (20 minutes each). (10 Hours)<br>>> | <<10>> |
| online | <<Quick assessments on the Discussion Board that are geared toward engaging learners in a topic for metacognition in reference to the skills that are addressed in the course outline, including peer responses. (5 Hours)<br><br>• Full Class asynchronistic discussions on the Discussion Board that enable the students to post their own discussion questions regarding textbook concepts; skills; and process questions. (5 Hours)<br>• Group Project exercises that require the students to meet in their group space every week starting the 6th week of the semester in order to work on their final projects for the class. (30 minutes each) (5 Hours)<br>• Web presentations that complement the theme of the course and the required texts: (3 Hours).<br><br>Sorry I ran out of places for the additional items!<br><br><br>>> | <<5>><br><br><<5>><br><br><<5>><br><br><<3>> |
| online lab | <<McGraw Hill Lab assignments >> | <<.18> |
| in-person | <<IN-PERSON Contact Hour Activity #6>> | <<N/A>> |
| in-person | <<IN-PERSON Contact Hour Activity #7>> | <<N/A>> |
| In-person | <<Lab IN-PERSON Contact Hour Activities>> | <<N/A>> |

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| lab | | |
|---|---|---|
| **TOTAL CONTACT HOURS:**<br>**(Total Contact Hours According to the Course Outline: <<Contact Hours as per Course Outlines>>)** | | <<72<br>54 Regular<br>18 Lab:>> |

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

<<Textbook Reading; homework, assignment preparation; outside library research, and additional reading of case studies:>>

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### 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 use the following methods of interaction with my learners:

·     E-Mail communication: I always respond to each student e-mail query within 8 hours. Additionally, I also frequently offer individual help via e-mail in all of the online courses I teach.

·     Texting: I always provide my students a number for which they can text me. I find that this particular modality is highly effective for immediate problem solving.

·     Phone access: I offer my students the option of speaking with me on the phone; especially during office hours. They are encouraged to make an appointment, but they are also able to call me during regular hours for help.

·     Canvas has a feature that enables instructors to send emails directly to students who have not been able to post on time or who are not posting their assignments. I use it frequently!

·     Live Chat: Canvas: Canvas provides a live chat function. And students are informed that they can have a live chat conference with me during office hours.

·     Daily Announcements; I send and post announcements in all courses on the average: 7 days per week.

·     Discussion Forums/ Asynchronous discussion mediated by the instructor in which I post direct feedback to each learner in the course.

·     Collaborative learning activities in which I participate with the learners in small groups on the discussion board to offer help and suggestions for better learning.

Many experienced online educators and distance education specialists have cited the above instructional modes as ways to improve student to teacher interaction.  For example with

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reference to collaboration, asynchronous discussion and use of e-mail see (Ko and Rosen 2004); for pacing and student learning forms see (Olgren 2000).

Most especially in the Business 14 course I intend to be accessible and participate fully on the discussion section of the course for the asynchronistic discussions; including helping in the small group cooperative learning activities.  Additionally I intend to provide feedback for all written assignments.  Also, I frequently send e-mail announcements throughout the week to remind students regarding assignments that are due.  For example in my current classes I send out at least a minimum of 6-7 or more mass e-mails and announcements per week.  I track students and their frequency of logging into the class site and when I see that they are not logging in or completing assignments I e-mail them personally.  On the discussion board, I also have a general forum for course questions.  But, I also have forums for students to ask questions about the reading and forums for them to ask questions about assignments.  I check these forums throughout the day to be sure I see all questions and concerns.

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## 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 students will interact with each other in the following methods:*
- Cooperative learning assignments using the discussion tool.
- Group exercises that require problem solving and brainstorming.
- Peer review of some of the writing assignments.
- Whole Class discussions where students can post threads with discussion questions and offer peer responses.
- Quick responses to key course concepts using the discussion tool.
- Case Studies where students respond with their own critical analysis and solutions with peer responses.
- Project groups where students work together at forming presentations and reports.

Because Business 14 is a skills based course, it is essential to facilitate student-to-student interaction.  For more general course exercises students are placed into small groups of 5-6 people.  For more in-depth or personal sharing of responses and peer editing smaller groups of 3 or 4 will be more appropriate.  Millis (2006) recommends keeping small groups together for an extended amount of time to give learners a chance to develop good learning relationships.  Additionally, it is important to note that online learning must be extremely learner centered.  Thus an online course, especially, a course like Business 14, requires that the instructor be sure to create an online learning environment that encourages students to

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interact with each other, in order to help students learn to work in teams, as preparation for project based work, for productive results.
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## Assessment of Student Learning & Academic Integrity

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

<<*Business 14 Online Assessments:*
1. Cooperative learning assignments using the discussion group feature where students are asked to solve a problem, discuss a case study, brainstorm in reference to skill based assignments, and to engage in both intrapersonal and professional communication exercises. (20 %)
2. Whole class discussions for students to post their own discussion questions in reference to course topics and short transformative learning assignments. (10 %)
3. Assignment/Assessments: Writing Good News & Bad News Messages; Constructing effective email messages; Writing persuasive communications; Research; Constructing a prospectus; Creating a Resume; Writing a Cover Letter. (50%)
4. Final Project (20%)

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

<<To promote academic integrity, I will have a plagiarism discussion assignment at the beginning of the course in order to have the learners explore and evaluate what it is that is defined as plagiarism. Additionally, authentic assessment in an online learning requires that the instructor develop methods of assessment in order to measure how students evolve as learners through the course.  Therefore it is important to require different types of assessments that target different kinds of learning.  Also, these assessments must directly address the course concepts and relate to the overall learning outcomes of the course. Moreover, the assessments must also compel the learner to demonstrate the required skills. In order to make sure that authentic assessment is evident, I intend to use the Canvas Vericite plagiarism software for all course assignments. Additionally, I will monitor students' progress through having them participate in scaffolding assignments to track their progress and to monitor the authenticity in their responses. These types of assessments will include, presenting topic choices and a rationale for them, outlines, and rough drafts of the class assignments.
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## 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.)

<<Mc Graw Hill Lab
Youtube
Powerpoint
Websites
Vericite Plagiarism software
Adober

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

<<I use Youtube videos to demonstrate some of the course concepts--only if they are close captioned. I use Powerpoint for presentations of grammar rules and syntax rules; I use websites as supplemental material for my students if it is appropriate to illustrate some of hte course concepts; I use Vericite to verify and check for plagiarism for all written assignments and adobe for PDF files. >>

**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 have had experience teaching a class at Ohlone College where half of the learners were deaf. This was an extraordinary learning experience for me, and I had to adjust all of my presentations, and materials to accommodate their needs. Thus, if I use a Youtube video, it must be close captioned, if I use any images they must be described.

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## Record of Approval, Comments, & Feedback
A record of approval, & comments, & feedback will be automatically recorded directly below

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