

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

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Faculty, Course, & Delivery Format Information

Faculty Name: [Noureddine Lalami](#)

Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): [Fast Track](#)

Date of Initial Proposal Submission: [04/13/2018](#)

Course: [BUS 50K, Listening Skills](#)

Units: [One Unit](#)

Contact Hours: [18](#)

Delivery Method: [Online](#)

(If Hybrid: [100 percent 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?

[Most adult students are working full-time jobs and managing a full household with children. Being able to take online classes can help them take more units and complete their degree faster.](#)

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 asked last minute to complete and turn in the proposal as soon as possible and I did not get a chance to consult with colleagues. Normally I would. I can still do so if given enough time.](#)

(REQUIRED) Name(s) of faculty with whom you consulted: [<<Faculty Consulted>>](#)

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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	<p>Discussions: Each week there will be a discussion on a specific chapter.</p> <p>Students will be required to read the chapter and/or any posted reading materials. They will then read the weekly discussion prompt and post an original reply. They will then respond to at least 2 other student's posts.</p> <p>Because students are expected to spend about one to two hours outside of class studying and preparing for the course, I did not factor those in the total hours. This is a one unit course with only 18 contact hours and I tried to divide those between discussions, assignments and quizzes.</p>	6 Hours
online	<p>Students will complete weekly quizzes: 10 questions each.</p> <p>Response: The six hours, have to do with the fact that students have six quizzes to complete (one a week.) They are given one hour for each quiz, hence the six hours total. However, I realize that ten quiz questions can be taken in less than one hour. In any case I made a slight adjustment to the hours allowed for the quizzes.</p>	3 Hours
online	Students will be read through PowerPoint lectures and	3 Hours
online	Students will complete weekly assignments. These could be response to cases, step by step scenarios outlining specific ways to solve issues, etc...	6 Hours
online		
online lab		
in-person		

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in-person		
In-person lab		
TOTAL CONTACT HOURS: (Total Contact Hours According to the Course Outline: <<18 as per Course Outlines>>)		18 Hours

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

(Note: These are NOT part of Contact Hours)

Each week outside of class, students will be required to read the chapters. They will also watch short videos or read brief articles if those are available and posted in Canvas .

Because students are expected to spend about one to two hours outside of class studying and preparing for the course, I did not factor those in the total hours.

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.

Since all instruction will be asynchronous, the instructor will provide students with e-lectures, handouts, and PowerPoint presentations based on chapter readings.

The instructor will use email and the announcement section to remind students of weekly assignments and deadlines.

The instructor will monitor and participate in the online discussions by providing relevant and accurate feedback to students' postings.

The instructor will update the grades on a weekly basis so that students are able to keep track of their progress and make adjustments as necessary.

Students at-risk of dropping or failing due to poor performance or participation will be contacted individually by the instructor via email and or phone (if available) to discuss their lack of progress and will be provided with an opportunity to improve before failing or being dropped from the course.

The instructor will provide a variety of resources that will be incorporated into this course as needed so that there is a variety of learning tools available to different types of learning styles. These resources will come in the form of added readings, news articles, and publisher provided resources.

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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 and the instructor through the online discussion board, email, and during the scheduled synchronous online sessions. A rubric will be provided to show students how their postings will be graded. The students will participate in the discussion board according to the following rules:

Each student will have to log in to the class website and post an introduction within the first three days of class.

Each student will have to post once to every discussion topic and reply to the posting of at least two other students.

The postings must be of significant learning value and relevant to the topics discussed.

Assessment of Student Learning & Academic Integrity

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

Each chapter will be followed by a quiz to help students assess their understanding of the material.

Exams will consist of short answers, Multiple Choice and True/False questions.

The Discussion Board will be used as an interactive tool between students and their peers and between the students and instructor. The students will post questions, engage in chapter discussions, and improve their communications skills.

Throughout the course and following every chapter, students will have to prepare and complete several assignments, critical thinking cases and quizzes.

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

I read and review all assignments. Additionally, all assignments are checked and reviewed by Unicheck, a plagiarism checking app that can be integrated with Canvas. Discussions are also reviewed and checked for plagiarism. Quiz questions are randomized for each student.

Chabot College's Academic Integrity policy will be listed on Canvas as well as the class syllabus.

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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.)

Learning Management System (Canvas), Presentations (examples: PowerPoint, Prezzi, etc.), Audio/Video (examples: YouTube, etc.), Publisher Provided Content.

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

Canvas has a variety of tools that I plan to use to help students stay on track including the announcements section, calendar, chat, etc.

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).

Canvas meets the basic requirements for accessibility for students with disabilities. The basic development of the course materials will also follow such requirements. Every effort will be made to accommodate students with special needs. If students with disabilities require additional assistance, they will be referred to DSRC

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/>

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