

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: [Jason Ames](#)

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

Date of Initial Proposal Submission: [2/12/2018](#)

Course: [COMM 11, Intercultural Communication](#)

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 will allow more students to take the class as we hope to include this in the OEI. Comm. 11 is currently only offered once a semester and this will give students more flexibility in taking a class that meets the "American Cultures" requirement and is part of the Comm. Studies AA-T. It also provides "non-traditional" students another option to take this course. This will give students the ability to investigate Communication and Culture more in depth because of the assignments and mediated discussions through Canvas. Students will be able to practice conflict management skills in-depth due to the individual assignments. In a traditional classroom, practicing skills are confined by the number of students in the class and time constraints. In an on-line setting, all students have work seen by the Instructor, allowing for better development of Learning Objectives. Students will be able to participate in discussion on culture and communication in a mediated forum that includes more voices and more in depth discussion. Additionally, mass media has a plethora of examples of Intercultural Communication and controversies and issues surrounding the discipline. Students will have easier access to these examples through this mediated forum.](#)

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):

Online/Hybrid Course Delivery Proposal

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There was a discussion of the value of "face to face" classes versus on-line. We also discussed success numbers of face to face courses versus on-line courses. Reading material and examples for the course were also discussed.

(REQUIRED) Name(s) of faculty with whom you consulted: [Veronica Martinez](#), [Christine Warda](#), [Stephanie Eisenberg-Todd](#)

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	Review of video lecture by Instructor as uploaded to Canvas. These lectures will be done either through audio recording with a slidedeck (most likely Powerpoint) or through computer screen recordings using Quicktime.	18 hours (1 per week)
online	Discussion Groups/Forums/Responses to other students on Canvas	18 hours (1 per week)
online	Watching and responding to Mass Media clips loaded into Canvas	10 hours total
online	On-line examinations	6.5 hours total
online		
online lab		
in-person		
in-person		
In-person lab		
TOTAL CONTACT HOURS: (Total Contact Hours According to the Course Outline: 52.5)		52.5

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

(Note: These are NOT part of Contact Hours)

Reading assignments, reviewing notes, researching, finding mass media examples.

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.

Need assessments/evaluations early in the semester, monitoring and providing feedback to discussion board posts and forums, on-line lectures, evaluation of written assignments and examinations through Canvas, scaffolded assignments that allow for instructor intervention along the way (i.e. review rough drafts), study guides, digital office hours (1 per week), and prompt responses to e-mail questions from students.

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.

Discussion groups, posts and responses regarding critical questions from the readings/mass media, group work/presentations, peer-to-peer responses, and anonymous classroom assessment techniques.

Assessment of Student Learning & Academic Integrity

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

I will perform “Need assessments” early in the semester to establish student educational goals/learning styles/competencies, the use of anonymous classroom assessment techniques, Quiz/Exams based on lecture and readings, essays based on course material, uploaded group presentations on specific chapters or readings through PowerPoint/Prezi/Google slides, or other presentation software, discussion group/responses

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

to posts.

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

Use of plagiarism software when presenting essays/short answers, sources using the APA format will be mandated for assignments, duplicate answers in posts/forums will be evaluated and monitored by instructor.

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.

Much of this was mentioned previously.

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.

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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/>

Timestamp	5/3/2018 12:13:35 PM
Name	Jason Ames
Course Proposal	COMM 11 by Jason Ames
Course Site Name	Communication Studies 11 ON1 (23373) Fall 2018
Course Site Status	The site is now ready for review.
LMS	Canvas