

Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

Faculty, Course, & Delivery Format Information

Faculty Name: [Sarah Earl-Novell](#)

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

Date of Initial Proposal Submission: [2/15/2018](#)

Course: [SOC 4, Marriage and Family Relations](#)

Units: [3](#)

Contact Hours: [54](#)

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?

[Additional online sections will provide increased access for students who work jobs with rotating schedules. It will benefit students who have mobility or transportation challenges, and/or those who have caregiving responsibilities that make traveling to campus difficult. Online instruction can facilitate a more individualized pace of instruction. Student-to-student discussion is a major and central component of the SOC 4 course I am proposing and since the discussions will be written, students will get a lot of writing practice. I believe this extra writing will benefit many Chabot students who may have avoided practicing writing in the past.](#)

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):

[From my discipline colleague I learned that I should be very clear in the organization of the course and give students various avenues to find the information that they need for success in the course.](#)

(REQUIRED) Name(s) of faculty with whom you consulted: [Mona Abdoun](#)

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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>The course will consist of 6 modules, each 2 or 3 weeks long. Each module accounts for 9 contact hours. Six modules total: 54 hrs</p> <ul style="list-style-type: none"> • Instructor's written module Intro <p>Module Introduction Students will familiarize themselves with the module Introduction. Each module will include an introduction that will not only introduce the module topic in general, but also connect it to current events and/or case studies. I will also connect the topic to me. For example, I'll describe how I got interested in the topic, research I've done in the area, or what part of the topic I find most interesting. The introduction allows me to be present in the framing of each major topic area.</p>	.5 hours per module
online	Rubric-guided Original Discussion Board post with reasons and evidence, and two thoughtful rubric guided replies.	2 hours per module
online	Sociology Project. These vary some but may include a combination of posting a critique of a reading or web-based video, reporting/sharing of documented out-of-class observations/interview results/data analysis, posting responses to the assigned readings, posting a position with reason and evidence for support, responding to classmates' posted positions to create and further discussion using thoughtful reflection, and posting creative work (for example, posting ad copy for myth debunking).	4 hours per module
online	Review of PowerPoint Lecture slides.	1 hour per module

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online	Exam, 90 minute, random, one at a time.	1.5. hours per module
online lab		
in-person		
in-person		
In-person lab		
TOTAL CONTACT HOURS: (Total Contact Hours According to the Course Outline: 54)		54

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

(Note: These are NOT part of Contact Hours)

Readings

Students will read at least 1 chapter each week from the assigned textbook and/or reader.

Sociology Project

Each Sociology Project will include an introduction setting the tone, scope, and expectations for the project. Projects will vary, but may include a combination of posting a critique of a reading or web-based video, reporting/sharing of documented out-of-class observations/interview results/data analysis, posting responses to the assigned readings, posting a position with reason and evidence for support, responding to classmates' posted positions to create and further discussion using thoughtful reflection, and posting creative work (for example, posting ad copy for myth debunking).

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 will provide module Introductions. Each module will also include a discussion board I will I I I will provide module Introductions. Each module will also include a discussion board prompt written by me that will communicate the focus and parameters of the discussion. Students will receive feedback from me on each of their discussion posts. At minimum each student will

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receive a graded score derived from a rubric that is shared with each student. In addition, a mix of individual email, class email, instructor discussion posts, and class announcements will be used to communicate with students about their discussion posts.

Each module will include a Sociology Project. Each Sociology Project will include an introduction setting the tone, scope, and expectations for the project. This introduction will include insights and encouragement. I will provide feedback on each student's Sociology Project. At minimum each student will receive a graded score derived from a rubric that is shared with each student. A mix of individual email, class email, and class announcements will be used to communicate with students about their Sociology Projects.

In addition, I will regularly post announcements with encouragement, due date reminders, and information about college events. I plan to regularly individually email students whom I identify as falling behind or performing poorly.

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.

Each module includes a structured student-to-student discussion. Students are required to respond to their classmates' posts, typically a minimum of two replies. Students are provided with a detailed discussion prompt and a rubric describing required evidence and reasons.

Assessment of Student Learning & Academic Integrity

Exam for each module. Exams will test students on the material from the assigned chapters of the Textbook. The exam will be timed and administered through the course Canvas site. Sociology Project entries (rubric guided). Students will post their work (see full description above under "Course Content Delivery").

Discussion Board posts and peer-response posts (rubric guided). Each module includes a Discussion requiring both a post written by each student on the topic provided and 2 replies to two different student posts.

Describe the strategies you plan to use to promote academic integrity in your course. Setting timed, random, no backtrack, one-question-at-a-time exams to increase assessment integrity.

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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 (example: Canvas), Presentations (examples: PowerPoint), Audio/Video (examples: YouTube, 3CMedia, etc.)

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

- Canvas will be the primary tool used to communicate with students, provide feedback on student work, administer exams, and provide course material and instructions.
- PowerPoint will be used for lecture material.
- YouTube and Publisher Content will be used for videos (any required video will be close-captioned).
 - Reminders/Announcements

I will regularly post announcements with encouragement and due date reminders. I plan to regularly individually email students whom I identify as falling behind or performing poorly. I will also announce college events to students.

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

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COOL Website: <http://www.chabotcollege.edu/cool/>

Timestamp	2/19/2018 8:58:27 PM
Name	Sara Parker
Division	Social Sciences
Proposal Reviewed	SOCI 4 by Sarah Earl-Novell
Approval Selection	I approve this proposal as presented.
Comments (optional)	

Timestamp	4/30/2018 1:40:16 PM
Name	Sarah Earl-Novell
Course Proposal	SOCI 4 by Sarah Earl-Novell
Course Site Name	SANDBOX-EARL-NOVELL-SARAH-SOC-4
Course Site Status	The site is now ready for review.
LMS	Canvas