Directions: Complete this form in Microsoft Word. Click on the boxes where applicable and provide your responses within the expandable grey-shaded boxes. Submit the form via email as directed in the last section. For information on the complete proposal process, visit <http://www.chabotcollege.edu/cool/>.

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| **Course Information and Delivery Format** | |
| Course Subject& Number: **CAS 88A-Word I**  Course Units: **3**Total Contact Hours: **8/18/2014 to 12/12/2014** | Course Delivery Method (check one):  Online (all instruction is online)  Hybrid (instruction occurs both online and on campus)  % online  % on campus  Other. Please Specify: |
| Faculty Name: **Jane S. Wong**  First Semester To Be Offered: **Fall 2014** |

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| **Need/Justification/Benefits to Students** |
| How will the online/hybrid delivery of this course meet student needs? Are there learning opportunities made possible in an online or hybrid online course that might not be available in a traditional course?  Students can use Myitlab at home remotely to learn:  Basic word processing techniques using Microsoft Word to produce business letters, memos, reports, tables, and other documents. |

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| **Preliminary Research andInput from Colleagues and Administrators** |
| Reviewed online teaching resources& tools at <http://www.chabotcollege.edu/cws/onlineteaching/>. |
| Met with Division Dean and subdivision colleagues to secure preliminary support for offering this course in online/hybrid format. |
| Reviewed similar courses at other colleges (CVC Distance Education Catalog <http://www.cvc.edu/>) |

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| **Develop Proposal and Consult with Colleagues** |
| Consult with other faculty experienced teaching online. If this course has previously been offered at Chabot in this delivery method, what are some of the recommendations from prior instructors that will influence your instruction in this course?    This course was offered as online class Spring 2013 and other semesters. Prior instructors used Myitlab. |
| Review your completed proposal with your subdivision colleagues (if required). Please provide a summary of those recommendations:  This class will use Myitlab web site and Blackboard plaform to teach Word I.  Upon completion of the course the student should be able to:  1. demonstrate basic word processing skills to create, edit, save, and print documents;  2. apply paragraph formatting, margins, and tabs to documents;  3. use move and copy features;  4. use print features;  5. create tables and columns;  6. demonstrate MOUS certification skills;  7. use the Internet to research computer-related topics. |

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| **Course Content Delivery - Contact Hour or “In-Class” Activities** | | | | |
| In the following section, explain how each instructional/contact hourwill beimplemented throughout each week of the proposed online or hybrid course. Contact hours are usually 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. The total number of contact hours in your course should approximate the equivalent number of hours required in an on-campus setting. For example, a 3-unit course typically meets on campus for 54 contact hours of instruction, assessment, discussion, and group activities.  The following list illustrates some sample “in-class” activities for an online class. These are suggestions and each instructor would use whichever activities are best suited to the course. | | | | |
| * Reading lectures/content. * Viewing presentations from the instructor. * Reading another student’s blog or presentation. * “In class” reading of scenarios or quick discussion questions. | | * Participating in discussion board forums. * Reading students posts and posting feedback. * Peer reviewing other student’s papers on the discussion board or group forum. | * Group problem solving. * Group projects that include multiple posts to each group member within their designated group forum space. * Assessments – quizzes, tests, exams, surveys. | |
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| **Delivery Mode**  ***(online or***  ***in-person)*** | **Activity and Description**  ***(For hybrid courses, please be sure in include in-person activities)*** | | | **Hours or %** |
|  | Course Content:  1. Opening, creating, saving, and printing documents  2. Selecting, editing, and formatting characters  3. Writing tools  4. Tabs and tabbed columns  5. Moving and copying text  6. Find and replace  7. Page numbers, headers, and footers  8. Tables and columns  9. Internet research | | |  |
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| TOTAL CONTACT HOURS: | | | |  |

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| **Course Content Delivery - Preparatory or “Outside of Class” Activities(not part of contact hours)** | | |
| For each contact hour, students should be expected to spend two preparatory hours “outside of class” on reading, studying, preparing assignments, and other homework. Note that these additional hours are not considered to be “contact hours.”Thelistbelow reflects sample instructional, preparatory “outside of class” activities. | | |
| * Reading textbooks * Research * Preparing assignments * Viewing internet sites * Individual reflective writing * Writing/composing a blog * Journaling | * Analyzing another student’s ideas individually * Using a wiki for posting ideas to other class members in preparation for a group project * Reviewing class notes. | * Outside reading of additional texts pertaining to the course subject matter as homework preparation. * Preparing an individual class presentation. |
| **Activity and Description (note: each text box will expand as needed)** | | |
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| **Nature and Frequency of Student-Instructor Interactions** |
| How and how frequently will you interact with your students? This should include interactions with the entire class, providing feedback on assignments, and interventions when students are at-risk of dropping or failing due to poor performance or participation. For each type of interaction, describe why you believe it will be effective for this particular course.  This is online class and with Blackboard chats and emails and google voice if needed; by using those multimedia tools; the instructor will interact with students. |

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| **Nature and Frequency of Student-Student Interactions** |
| Describe opportunities in your course for student to student interaction. This may include discussions, group projects, peer review of assignments, and other approaches. Consider how students interact in this course when taught on campus; how can you build this type of learning community online?  Students can chat with other students at discussion chats in Blackboard. |

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| **Assessment of Student Learning** |
| How will you assess learning in this course?  Students need to do Trainings, Projects and Exams in Myitlab web site and submit results in Blackboard. |
| Given the nature of online courses, how does your assessment plan ensure a level of academic integrity with which you’re comfortable?  Based on CAS 88A course outline requirements, students will be assessed by doing trainings, projects and examinations in Myitlab. |
| Describe how your assessment plan is consistent with your stated goals in the student benefits and student-student interactions sections of your proposal. How will you provide feedback to students?  Upon completion of the course by doing projects; the student should be able to use Myitlab to learn:  1. demonstrate basic word processing skills to create, edit, save, and print documents;  2. apply paragraph formatting, margins, and tabs to documents;  3. use move and copy features;  4. use print features;  5. create tables and columns;  6. demonstrate MOUS certification skills;  7. use the Internet to research computer-related topics. |

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| **Technology and Accessibility** | |
| Indicatethe technology tools (software, web-based tools, etc.) and the plan for utilization in your course.Most commonly used are listed below; additional tools and information are available on the COOL website. | |
| CMS/LMS (Blackboard) | Blackboard |
| Presentations (PowerPoint) | PowerPoint |
| Publisher content/websites |  |
| Websites/links (Google Docs) | Myitlab |
| Screen recording (Camtasia, Jing) |  |
| Audio (Audacity, iTunes) | google voice |
| Video (YouTube, EduStream) | youtube videos or jing vides |
| Web conferencing (CCCConfer) | skype.com talk with many students at the same time |
| Other software (please describe) |  |
| **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). | |

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| **Verification of Content and Approval**  **Faculty**: Please email your completed proposal to your Division Dean for approval.  **DivisionDean**: Upon your approval of this proposal, please email this proposal to the COOL Co-Chairs. | |
| **Faculty(Enter Name):****Jane S. Wong**  **By entering my name above and checking this box, I verify that this proposal accurately reflects my plans for the proposed course.**  **Date:** **3-7-2014** | **Division Dean (Enter Name):** **Tom Clark**  **By entering my name above and checking this box, I approve this course proposal from the instructor as completed above.**  **Date:** **Emailed 3/10/14** |

**2013-2014 COOL Co-Chairs: Wanda Wong and Minta Winsor**