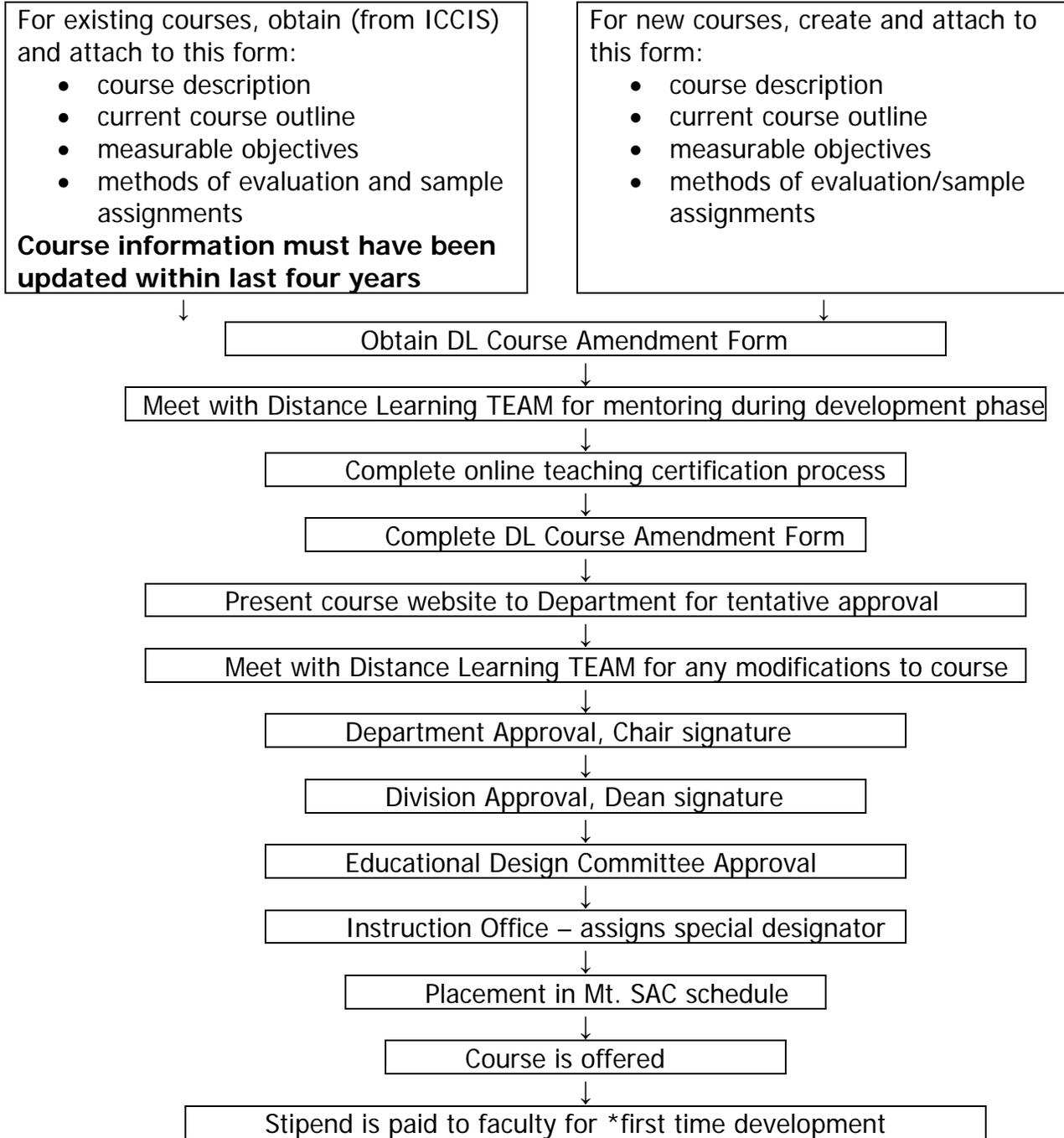


Mt. San Antonio College DISTANCE LEARNING COURSE AMENDMENT FORM (REQUIRED)

Process Flowchart

(for new DL courses or amendment of existing traditional courses)



*The first DL course that is developed by a faculty member results in a stipend being paid to the faculty member in the amount of \$1000 after the course is offered and taught by that faculty member. Subsequent course(s) and web development does not result in any further stipend. Training, workshops, and resources are available for faculty from Online Learning Support Center and Staff & Organizational Learning.

Mt. San Antonio College
DISTANCE LEARNING COURSE AMENDMENT FORM
(REQUIRED – fill in blanks only)

Course Title Critical Thinking

Prefix/Number English 1C

Developer Tamra Horton

Date May 9, 2006

Department English

Course Content:

Course content of this Distance Learning course must match the approved curricula (course topics, measurable objectives) for the regular course, currently on file. The faculty member submitting this amendment and his/her Department are responsible for reviewing the Distance Learning course content to see if the course outline and measurable objectives may be achieved in the Distance Learning mode selected. To achieve this match, obtain a copy from ICCIS of the current curriculum for the regular course (or create a new curriculum for a new course). Attach that information to this document. In addition, all distance learning course content must be accessible to students with disabilities. For aid in developing accessible course materials, contact Disabled Students Programs and Services.

Delivery:

Any Mt. SAC course that replaces seat time with online learning must have this Form completed and approved. The State of California defines a Distance Learning course as one in which the student's seat time has been replaced at least 51% of the time by distance learning. Mt. SAC's distance learning courses (online and hybrid) are courses that have regularly scheduled replacement of seat time, and are published accordingly in each Mt. SAC Schedule. What percentage of seat time will be replaced by distance learning in this course?

51 – 95 %

Meet with the Online Learning Faculty Mentor (x6614) in order to begin the process of adapting traditional course components for online delivery. Some measurable objectives may not be feasible in the DL mode, and the developer may then plan for a hybrid delivery instead of a strictly online delivery mode. Use the tables provided in **Supplemental Information on the Methods of Instruction** and the **Course Weekly Schedule of Activities** below to begin the transformation to online learning components and their delivery. Also, begin development of a course web site to deliver the course materials to students. After the course web site is developed, the new course delivery and web site can be presented to the department for their approval.

Course Information:

Develop a course web site for your distance learning students to use during the course. If you need help in creating web pages, contact the Online Learning Support Center at x5016 or the Online Learning Faculty Mentor (x6614) for assistance. A well-developed course web site should include:

- Course outline (of record)
- Learning objectives/outcomes
- Syllabus
 - Schedule of weekly activities(assignments and deadlines)
 - Instructor contact information

- Grading policy
- Attendance policy
- Make-up policy for missed work
- Campus policies – add/drop, academic dishonesty, repeating courses
- Departmental intervention plan for repeating of courses
- FAQs
- Student and instructor expectations
- Accommodations for disabled students
- A variety of web-based learning materials
- Discussion forum (within or out of course web site)
- Interactive and relevant links to assignments or activities
- Site map
- Course web site organized around themes or chunks of information

Course web site address: <http://elearn.mtsac.edu/thorton/engl1c/>

(If a UserID and Password are required to view your web site, please provide that information to Kerry Stern, Dean of Library and Learning Resources, x5658)

Student – Instructor Contact:

Title 5 Regulations, and the California Board of Governors for the California Community Colleges, require that course quality standards are met (same as applied to traditional courses) and that regular, effective contact between the student and instructor are included in the design of the course. Please complete the following **Supplemental Information on the Methods of Instruction** and the **Course Weekly Schedule of Activities**, being as descriptive and specific as possible.

Past Training and Certification:

Web design workshops: (Mt. SAC Other Frontpage_____software)

Course management training: (Mt. SAC Other Blackboard_____System)

Online courses: (Mt. SAC Other Into to Online Learning_____Course)

Date of Certification for online teaching (required): 12/04_____

Other experience: Have taught a hybrid version of ENGL 1C repeatedly since fall 2002

Do you have a computer that you will use to manage this course? Yes No _____

If yes, tell us about your computer: PC Mac _____ Year '05 Mt. SAC Yours _____

What additional equipment or software do you need to manage this course most effectively?

_____ Computer _____ Printer _____ FAX _____ Other_____

Software _____

Course Management and Tools:

How will your course be delivered, managed, and maintained?

- | | |
|---|---|
| <input checked="" type="checkbox"/> FrontPage Web on Mt. SAC server | <input type="checkbox"/> Web pages on another server |
| <input type="checkbox"/> WebCT | <input type="checkbox"/> Blackboard |
| <input type="checkbox"/> eCollege | <input checked="" type="checkbox"/> Other <u>WebBoard</u> |

Instructional Design:

Some questions to consider, in the design of your course:

1. How will interaction(s) with the instructor and among the students be accomplished?

Interactions with the instructor and among the students will be accomplished with one or more of the following: INSTRUCTOR TO STUDENT—introductory mandatory meeting, face to face meetings, website, announcements, instructions for activities, web lecture notes, discussion forum, e-mail correspondence, real office hours, virtual office hours; STUDENT TO INSTRUCTOR—attendance at introductory mandatory meeting, face to face meetings, discussion forum, completed assignments, e-mail correspondence, attendance at real office hours, attendance at virtual office hours; STUDENT TO STUDENT—face to face meetings, group assignments, e-mail correspondence, study groups, discussion forum replies to one another

2. What will make this interaction effective?

Clear standards given to the students by the instructor will make these interactions effective. With a distance learning class, it is important that the students have the ability to be self-driven. With clear standards, the students will know their requirements and be able, then, to meet them. With specific tasks, the interactions made via the computer will be effective, for they will allow students in English 1C to write daily. Not only will the students communicate in writing with the instructor, but they will communicate in writing with one another. Face to face meetings will also be effective. Students will be able to receive comments about their writing from both the instructor and the students. This will allow for them to “talk out” their weaknesses and will lead to stronger writing.

3. What problems do you expect to encounter with these interactions?

One type of problem that the instructor may encounter with these interactions is technological. If this type of problem does occur, the instructor can assist his/her students by advising them to contact the appropriate person at Mt. SAC to rectify the problem. In addition, the instructor can advise students of computer labs on campus that can be used as a “back-up” for unforeseen technological problems that may take some time to solve. Another problem that the instructor may encounter is that the students may lack effective study skills and time management skills that will be needed for the course. If this occurs, the instructor can then advise the students of resources that are available on campus and via the internet that will assist the students in gaining more effective study skills and time management skills. A final problem that the instructor may encounter is that students lack the motivation that is needed to keep up with an online course. One way to assist students with this problem is for the instructor to articulate clear expectation both during the mandatory meeting and on the course website. Also, once the class has begun, the

instructor can enhance student motivation by maintaining interaction with all of the students and providing encouragement to all of the students.

4. How will you enhance student learning through the use of the Internet?

One of the main ways in which the instructor will enhance student learning through the use of the internet is to provide links on the course website to various websites that will assist the students in the course. The instructor will provide links to the Mt. SAC Library website so that students can access databases that will assist them in the research needed to complete their research paper assignment. Links to the Mt. SAC home page and the Mt. SAC English Department will also be included. Other examples of links that can be provided are links to publishers' websites, to online dictionary websites, and to online writing lab websites.

5. How will you handle assessments (exams, quizzes, etc.)?

The writing of the students in this class will be assessed in "exam" situations as essays that need to be written on campus. For these "exams" and for any quizzes that the instructor chooses to give, the instructor may use the testing center in the Learning Assistance Center or on-campus, face to face meetings for this purpose.

6. How will you handle students who need more attention?

The instructor will handle students who need more attention with one or more of the following methods: encourage the students to e-mail the instructor and attend either his/her real or his/her virtual office hours more frequently, help the students to formulate effective study groups and encourage their participation in the groups, give the students information on the resources, locations, and hours of both the Tutoring Center and the Writing and Reading Assistance Center that are on campus, and advise the students of resource websites that will assist them.

7. How do you plan to evaluate the effectiveness of this course?

One way to evaluate the effectiveness of this course is to compile and study statistics for the retention rates and the success rates for the course and to compare and contrast them with the retention rates and the success rates for face to face courses of the same course title. Another way to evaluate the effectiveness of this course is to formulate specific student learning outcomes for this course and to assess those outcomes, either with embedded assessments or with other assessment tools. Using both statistics and student learning outcomes will allow the professor a holistic look at the effectiveness of this course.

8. How do you plan to provide "alternate media" for students with disabilities?

The instructor will provide "alternate media" for students with disabilities with one or more of the following methods: advise students to contact him/her for accommodations if accommodations are needed, give students the contact information for Disabled Students Programs and Services, assign alt tags to all images that are used on the course website, use universal design principles in creating the course website, and all audio materials will be closed-captioned upon the request of a student.

Mt. SAC Student Resources:

What campus resources will you or your students need for this Distance Learning course?

SOLAR: Skills for Online Learning – Assessment of Readiness
(<http://elearn.mtsac.edu/olsc/readiness>)

Learning Resources (Library – <http://library.mtsac.edu>)

LTC/Learning Assistance Center (tutoring – <http://ts.mtsac.edu>)

Placement/Assessments (English, Math, Chemistry, etc.)

DSP & S accessibility adaptation

Other _____

Future Support and Certification Needed:

What additional training or technical support will be needed to create this Distance Learning course?

Updated training as new versions of Microsoft FrontPage are released. Further training on course management system adopted by Mt. SAC.

Supplemental Information on the Methods of Instruction in a Distance Learning Course

Please use the table below to describe each method of instruction/learning that is to be used in this Distance Learning course. Use a unique abbreviation for each method listed, that later can be placed in the **Course Weekly Schedule of Activities** (following this table). Provide a detailed description of each method or activity, and clearly explain how a student will use this method. Also, indicate whether this activity is an active or passive learning method for the student. An example is provided. **This information will become a part of the official course information, so include all methods that may be used.**

Abbreviation	Detailed description of method/activity	Active or Passive? (A or P)
DF	Discussion Forum – Questions from the instructor will be posted in a Discussion Forum in the course web site. Students will be directed in their weekly schedule of activities in the course web site to the Discussion Forum questions, where there will be instructions for creating and posting an original message and a reply to at least two other students' original postings. Instructions will include the suggested topic(s), research and reflection required before posting the original message, expected length of message, posting deadline, amount of credit for the posting, and instructions regarding late or missed postings.	A
WK	Workshop – Student will participate in a peer editing workshop of a draft essay. Instructor provides evaluation questions to be answered by the writer's peers. This workshop can be conducted in a variety of ways including online and in-class.	A
LO	Library Orientation – Student will attend a library orientation delivered either by a librarian or by the instructor. The orientation will guide the student through the research process including—evaluating websites, using library databases and stacks, media resources.	P
IC	Instructor Conferences – Student will participate in a one-on-one conference with the instructor in preparation for the final research paper.	A
SM	Supplementary Material – Student will be provided a variety of instructor-created supplements to the reading and class discussions. This material can come in the form of hand-outs, website postings, etc.	P
WD	Word Document Files – Informative handouts, assessment criteria, reading lists, resource list, and contact information are linked to the website to be downloaded as students need them.	P
EM	Email Communication – Emailing the instructor and other students with any questions that may come up during the course of the course is a significant part of the course.	A
A	Assignments – Several assignments are given during the semester. The main assignments are essays. Additional assignments may include a group project researching MLA format, interactive activities that address various learning styles, and journal entries about the readings. Deadlines, instructions, and amount of credit will be provided on the class website.	A
R	Reading textbook – Students will read the textbook according to the schedule contained in the syllabus and posted on the class website. Any modifications of the reading schedule will be posted on the class website.	P

Abbreviation	Detailed description of method/activity	Active or Passive? (A or P)
G	Group work – Several opportunities for group work may be provided. One discussion posting/comment may be done in a group. Students will do paired peer evaluations of their essays. Students may also be given the opportunity to do one of the journal entries as a group exercise. Deadlines are given on the discussion page, announcements page, or assignments page. Student introductions and contact information will be posted on the class web page, based on introductions students write during the first week of class. Students are also encouraged to share names, email addresses, and phone numbers at the mandatory orientation.	A
I	Instructor contact – Online students are welcomed and encouraged to contact the instructor at any time regarding the class. This is usually done via email, but phone calls and office visits are also welcomed. Instructor office hours, email addresses, and phone numbers are posted on the class web page and also in the class syllabus.	A
AN	Announcements – Class announcements will be posted on the announcements page of the website. The announcements will include reminders of deadlines; details regarding essays, assignments, and the research papers; clarifications of confusing topics; grading information; directions to pick up graded work at the LAC; and information regarding technical problems.	P
F2F	Face to Face meeting time – This is to provide students with F2F meeting times. Instructor will provide materials and information needed for successful completion of assignments. Tests will be given. Progress will be monitored.	A
M	Mandatory Orientation – Students must attend a 1.5 – 2 hour orientation, on campus, in a computer classroom, during which the instructor will orient the students to the class. The orientation will include going over the syllabus (both hard copy and online), taking a complete tour of the class website, answering student questions, taking attendance, and adding new students.	A
J	Journal – Students will write weekly journal entries that will reflect their critical thinking about each week's reading. While most of these entries will be done individually, students may be given the opportunity to do one of the journal entries as a group exercise.	A

Course Weekly Schedule of Activities

Enter the information from ICCIS, the traditional method of course content delivery, and the abbreviations used from the above table on the DL course delivery in the appropriate box below. Estimate a student's time on task expected for each activity listed.

Week	Topic(s) Covered (matches ICCIS)	Traditional Course	DL Course	Estimated time on task (hrs)
1	Reading for argument: identifying premises, conclusions and unstated premises; developing a clear, focused thesis statement from assigned readings	Reading, writing, lecture, in-class discussion, group activities, handouts, exercises	G, I, AN, F2F, M, J, EM, WD, R, DF, SM,	8
2	Identifying inductive and deductive arguments; selecting details, examples, and quotations from the readings to support the students' well-developed thesis	Reading, writing, lecture, in-class discussion, group activities, handouts, exercises	DF, WK, LO, WD, EM, A, G, R, SM, AN, F2F, J, I	8
3	Judging arguments for validity and soundness; organizing logical support for a well-developed thesis to explicate supporting evidence for a well-developed thesis	Reading, writing, lecture, in-class discussion, group activities, handouts, exercises	DF, WK, WD, EM, A, R, SM, AN, F2F, J, I	8
4	Debating claims; constructing logical expository paragraphs to explicate supporting evidence for a well-developed thesis	Reading, writing, lecture, in-class discussion, group activities, handouts, exercises	DF, WK, WD, EM, A, G, R, SM, AN, F2F, J, I	8
5	Classical divisions of rhetorical appeal: ethos, logos, and pathos Practical application: evaluating the rhetoric of mass media	Reading, writing, lecture, in-class discussion, group activities, handouts, exercises	DF, WK, WD, EM, A, R, SM, AN, F2F, J, I	8
6	Drawing inferences from available data; revising for integrated use of quotations and proper documentation and for grammar and mechanics	Reading, writing, lecture, in-class discussion, group activities, handouts, exercises	DF, WK, WD, EM, A, G, R, SM, AN, F2F, J, I	8
7	Recognizing denotative and connotative language; writing a final draft with a convincing conclusion and which demonstrates clarity and coherence in supporting and explaining a well-developed thesis	Reading, writing, lecture, in-class discussion, group activities, handouts, exercises	DF, WK, WD, EM, A, R, SM, AN, F2F, J, I	8

Course Weekly Schedule of Activities

Enter the information from ICCIS, the traditional method of course content delivery, and the abbreviations used from the above table on the DL course delivery in the appropriate box below. Estimate a student's time on task expected for each activity listed.

Week	Topic(s) Covered (matches ICCIS)	Traditional Course	DL Course	Estimated time on task (hrs)
8	Evaluating diction; midterm exam	Reading, writing, lecture, in-class discussion, group activities, handouts, exercises, exam	DF, WK, LO, WD, EM, A, G, R, SM, AN, F2F, J, I	8
9	Exploring rhetorical devices of satire and irony	Reading, writing, lecture, in-class discussion, group activities, handouts, exercises	DF, WK, WD, EM, A, R, SM, AN, F2F, J, I	8
10	Exploring rhetorical devices of overstatement, understatement, and paradox	Reading, writing, lecture, in-class discussion, group activities, handouts, exercises	DF, WK, WD, EM, A, G, R, SM, AN, F2F, J, I	8
11	Identifying fallacies in texts	Reading, writing, lecture, in-class discussion, group activities, handouts, exercises	DF, WK, WD, EM, A, R, SM, AN, F2F, J, I	8
12	Constructing sound arguments	Reading, writing, lecture, in-class discussion, group activities, handouts, exercises	DF, WK, IC, WD, EM, A, G, R, SM, AN, F2F, J, I	8
13	Avoiding fallacies	Reading, writing, lecture, in-class discussion, group activities, handouts, exercises	DF, WK, IC, WD, EM, A, R, SM, AN, F2F, J, I	8
14	Supplying sufficient support for claims Refuting the opposition	Reading, writing, lecture, in-class discussion, group activities, handouts, exercises	DF, WK, IC, WD, EM, A, G, R, SM, AN, F2F, J, I	8
15	Utilizing research methods, outside sources, and documentation	Reading, writing, lecture, in-class discussion, group activities, handouts, exercises	DF, WK, IC, WD, EM, A, R, SM, AN, F2F, J, I	8
16	Final Exam	Final Exam	DF, WK, WD, EM, A, R, SM, AN, F2F, J, I	8

DISTANCE LEARNING COURSE AMENDMENT FORM

Verification of Process

The following steps must be signed and approved in this order.

1. Distance Learning Team (faculty from Distance Learning Committee / OLFM)

Date: _____

Signature: _____

Recommendations: _____

2. Presentation to Department

Department: Approval _____ Denial _____ Date _____

Signature(s) _____

Recommendations: _____

3. Division: Approval _____ Denial _____ Date _____

Div. Dean Signature _____

Reason for denial _____

4. Educational Design Cmte: Approval _____ Denial _____ Date _____

EDC Co-Chair Signature _____

Reason for denial _____

5. Date Received in Instruction Office: _____