

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

Course Title: *Logic in Practice*
Prefix/Number *Phil 3*
Developer *Darryl Henry* Date: *3/06/2005*
Department *Sociology and Philosophy*

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?

Range of 51-99% (online & hybrid versions)

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/dhenry/phil3>

(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 _√ Frontpage)

√ Course management training: (_Mt. SAC √_Other Blackboard, Web CT)

Online courses: (Mt. SAC)

*Date of Certification for online teaching (required): **Spring 2005 (pending)**

Other experience:

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 _____ Mt. SAC √ Yours √

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

_____ Computer _____ Printer _____ FAX _____ Other_____

Software UPDATES_____

Course Management and Tools:

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

- Front Page Web on Mt. SAC server Web pages on another server
 WebCT Blackboard
 eCollege Other: **Publisher-generated site: Thomson, ilearn CMS**

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?

The interactions with the instructor and between the students will be handled through Power Point lecture notes in the course web site, face to face meetings, office hours, cell phones, email, class listserves, discussion forums, group work and reviews

2. What will make this interaction effective?

Student learning regarding the chapter assignment for each week will start with the Power Point lecture notes and the reading assignments in the textbook and will proceed to interactive assignments at the publisher's web site that provide immediate feedback to the students. Then the students will continue their discussion on a group discussion forum on the topics they have been learning and will publish a summary report of the discussion before a required deadline. The instructor will then review their summary and provide feedback to the students. Feedback by the instructor should take place within 48 hours.

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

As in any course, students are often reticent of participating due to the fact that they are concerned about "saving face" and "not looking/sounding dumb". There is a certain amount of negative peer pressure. Procrastination is another issue that students must overcome. It might be easy to put off important interactions until deadlines are too near. Also, the teacher cannot read body language, such as a glazed look when the student is not paying attention or not comprehending the material. As well, some ESL students may not be able to type and this is, typically, an important mode of communication in an on-line course.

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

The students will learn by Power Point, the publisher's web site and group discussion forums. The publisher's web site provides immediate feedback to the answers that students provide to text exercises. The students will continue their work at the publisher's web site and may achieve mastery of the topics by repeating exercises. Students who are slower learners may take as long as they desire to learn the material at the publisher's web site. The students will carry that information learned in these on-line exercises to the group discussion forum and integrate this knowledge with others in their group by means of summary presentations.

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

Assessments will be completed in one of the following forms: on campus, on the course

website, or through a link to the publisher-generated web site. Each student will have a unique user name and password together with college identification to authenticate their identity.

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

Students who require more attention from the instructor are encouraged to make contact via e-mail, post questions to the class listserv, appointments in chatrooms, visits during office hours, or cell phone calls.

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

Retention, success rates, student evaluations, and student's questions will be used to assess the effectiveness of this course.

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

Most of the course is offered as text-based. For those who use videos, these should all be available with closed-captioning. All pictures on the course web site will have alternative text descriptions. Any students with disabilities will be advised to get assistance from DSPS. If students are not able to access the information at the publisher's web site, then the instructor will provide an alternate format for that information.

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?

Updates and upgrades

Course Management training and help with moving site to new CMS system if adopted.

To start the certification process for online teaching, contact the Online Learning Faculty Mentor at x6614.

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 one other student’s original posting. 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
PP	Power Point Lecture Slides – Information will be given on Power Point files that students can read for information regarding a variety of projects, activities and concepts.	P
WD	Word Document Files —containing lectures, informative handouts, study guides will be linked to the course website to be downloaded as students need them.	P
EM	E-mail communication —E-mail will be a way that projects can be submitted and graded. It will also be a vital part of how students communicate with the instructor.	A
Q	Quizzes —students will take bi-weekly quizzes based on assigned reading material. The quizzes are provided on the textbook publisher’s web site. The course web site provides a link to publisher site to take the quizzes. The quizzes consist of multiple choice questions based on assigned reading material. After selecting the answer for each question, students submit their quizzes, and then immediately receive feedback regarding their answers. The course web site provides a schedule of quizzes and all necessary information.	A
X	Exams —a midterm and a final exam will be provided on the textbook publisher’s web site. The course web site provides a link to publisher site to take the exams. The exams consist of multiple choice questions based on assigned reading material.	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 e-mail, however office visits and scheduled appointments are also welcomed. Instructor office hours and email address are posted on course website and also in course syllabus.	A

Abbreviation	Detailed description of method/activity	Active or Passive? (A or P)
R	Reading textbook —Students will read the textbook according to the schedule contained in the syllabus and posted on the course web site. Any modifications to the reading schedule will be posted as an announcement to course web site.	P
AN	Announcements —Class announcements will be posted on the announcements page of the web site. The announcements will include reminders of deadlines; details regarding exams, assignments, and papers; clarification of assignments if necessary, and grading information.	P
M	Mandatory Orientation --Students must attend a 1– 2 hour orientation, on campus, in a computer classroom, during which the instructor will orient the students to the class. The orientation will include taking going over the syllabus, both hard copy and online, a complete tour of the class web site, distribution of the first brief, answering of student questions, attendance, and adding of new students.	A
EX	Exercises —various exercises will be assigned to give students further study and knowledge of particular subjects presented in text. Students will be given specific instructions and web links if necessary to complete these exercises. Student may obtain clarification via the discussion board or by e-mailing instructor directly.	A
L	Lecture – Reading textbook in accordance with class schedule posted online and in class syllabus. Visiting chapter PowerPoint slides provided on textbook CD and also posted free on publisher’s web site. Using other feature present on textbook CD: chapter outlines, mini-videos, practice tests; taking online quizzes.	A/P
C	Classmate contact – Online students will contact each other in their group discussion forums in order to help each other learn the material and succeed in the course (without cheating). Their first-week introductions, along with their email addresses, are posted on the Student Groups/Introductions page to facilitate student contact. In the mandatory orientation the students are instructed to exchange names, phone numbers, and email addresses (and a form is provided for this purpose). Several assignments are to be done in groups (see above).	A
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. Test will be given. Progress will be monitored.	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	Introduction to languages uses or functions. Cognitive and emotive meanings.	Review syllabus, add/drop students, introduce course, lecture, assignments, in-class student discussions, exams quizzes, videos, student presentations, or etc.	I, R, AN, M, EX, L, C, F2F, WA, DF, PP, WD, EM	9 hrs.
2	Intention and extention of terms. Definitions (types) and their purposes	Reading textbook, lecture, assignments, in-class student discussions, exams quizzes, videos, student presentations, or etc.	I, R, AN, EX, L, C, F2F, WA, DF, PP, WD, EM, Q, X	12 hrs.
3	Definitional techniques. Criteria for Lexical definitions.	Reading textbook, lecture, assignments, in-class student discussions, exams quizzes, videos, student presentations, culture fair, or etc.	I, R, AN, EX, L, C, F2F, WA, DF, PP, WD, EM, Q, X	12 hrs.
4	Uses of language and definition.	Reading textbook, lecture, assignments, in-class student discussions, exams quizzes, videos, student presentations, or etc.	I, R, AN, EX, L, C, F2F, WA, DF, PP, WD, EM, Q, X	12 hrs.
5	Arguments, premises and conclusions. Recognizing arguments.	Reading textbook, lecture, assignments, in-class student discussions, exams quizzes, videos, student presentations, or etc.	I, R, AN, EX, L, C, F2F, WA, DF, PP, WD, EM, Q, X	12 hrs.

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Week	Topic(s) Covered (matches ICCIS)	Traditional Course	DL Course	Estimated time on task (hrs)
6	Deduction and induction. Validity, soundness, strength, cogency.	Reading textbook, lecture, assignments, in-class student discussions, exams quizzes, videos, student presentations, or etc.	I, R, AN, EX, L, C, F2F, WA, DF, PP, WD, EM, Q, X	12 hrs.
7	Analyzing arguments.	Reading textbook, lecture, assignments, in-class student discussions, exams quizzes, videos, student presentations, or etc.	I, R, AN, EX, L, C, F2F, WA, DF, PP, WD, EM, Q, X	12 hrs.
8	Evaluating arguments.	Reading textbook, lecture, assignments, in-class student discussions, exams quizzes, videos, student presentations, or etc.	I, R, AN, EX, L, C, F2F, WA, DF, PP, WD, EM, Q, X	12 hrs.
9	Introduction to fallacies. Fallacies of relevance.	Review for midterm, reading textbook, lecture, assignments, in-class student discussions, exams quizzes, videos, student presentations, midterm exam, or etc.	I, R, AN, EX, L, C, F2F, WA, DF, PP, WD, EM, Q, X	12 hrs.
10	Fallacies of weak induction. Fallacies of ambiguity.	Reading textbook, lecture, assignments, in-class student discussions, exams quizzes, videos, student presentations, or etc.	I, R, AN, EX, L, C, F2F, WA, DF, PP, WD, EM, Q, X	12 hrs.

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Week	Topic(s) Covered (matches ICCIS)	Traditional Course	DL Course	Estimated time on task (hrs)
11	Fallacies of presumption.	Reading textbook, lecture, assignments, in-class student discussions, exams quizzes, videos, student presentations, or etc.	I, R, AN, EX, L, C, F2F, WA, DF, PP, WD, EM, Q, X	12 hrs.
12	Detecting fallacies. Avoiding fallacies.	Reading textbook, lecture, assignments, in-class student discussions, exams quizzes, videos, student presentations, or etc.	I, R, AN, EX, L, C, F2F, WA, DF, PP, WD, EM, Q, X	12 hrs.
13	Introduction to symbolic/formal logic. Symbols and translation.	Reading textbook, lecture, assignments, in-class student discussions, exams quizzes, videos, student presentations, or etc.	I, R, AN, EX, L, C, F2F, WA, DF, PP, WD, EM, Q, X	12 hrs.
14	Operators or connectives. Truth functions	Reading textbook, lecture, assignments, in-class student discussions, exams quizzes, videos, student presentations, or etc.	I, R, AN, EX, L, C, F2F, WA, DF, PP, WD, EM, Q, X	12 hrs.
15	Definitions of the logical operators. Truth Tables for Propositions.	Reading textbook, lecture, assignments, in-class student discussions, exams quizzes, videos, student presentations, or etc.	I, R, AN, EX, L, C, F2F, WA, DF, PP, WD, EM, Q, X	12 hrs.

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Week	Topic(s) Covered (matches ICCIS)	Traditional Course	DL Course	Estimated time on task (hrs)
16	Classifying statements. Comparing statements.	Reading textbook, lecture, assignments, in-class student discussions, exams quizzes, videos, student presentations, or etc.	I, R, AN, EX, L, C, F2F, WA, DF, PP, WD, EM, Q, X	12 hrs.
17	Truth tables for arguments. Introduction/deduction and the scientific method. Problem solving. Rules of implication/replacement.	Reading textbook, lecture, assignments, in-class student discussions, exams quizzes, videos, student presentations, or etc.	I, R, AN, EX, L, C, F2F, WA, DF, PP, WD, EM, Q, X	12 hrs.
18	Final Examination	Final Exam/Papers	I, R, AN, EX, L, C, F2F, DF, WD, EM	6 hrs.

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: _____