



DISTANCE EDUCATION ADDENDUM

COURSE ID:	ESL 941 - Composition Based ESL Level 4: Advanced
DEPARTMENT:	English
SUBMITTED BY:	Dr. Dirkson Lee, Elena Kellogg, Pamela Ellis
DATE SUBMITTED:	6-14-2020

For additional resources on completing this form, please visit the DE Website:

www.valleycollege.edu/onlinefacultyresources

1. Please select the distance education method that describe how the course content will be delivered.

Check ALL methods that will be used for offering this course, even if previously approved.

- FO – Fully Online
- PO – Partially Online
- OPA – Online with In-Person Proctored Assessments
- FOMA – Fully Online with Mutual Agreement

2. In what way will this course, being offered in distance education format, meet the needs of the campus?

(Ex: Student Access, Campus Strategic Plan, Campus Mission Statement, Online Education Initiative (OEI), Student Equity, Student Needs). Please be specific.

Offering credit ESL 941 in a distance education format will meet the needs of the campus and the campus community in the following ways:

- Offering credit ESL classes in a distance education (DE) format will align with the Campus Strategic Initiative of “Improve[ing] access to classes for students who need a flexible schedule” (1.10.1) Since a large population of ESL students are nontraditional in that they are adult learners; many have children; and a significant portion of them work, offering online courses will allow these students the flexibility they need to balance their personal and educational responsibilities. Furthermore, DE will allow students without the means of transportation to take classes online/remotely.
- According to data provided by the America Community Survey for 2015-2016, in San Bernardino City Unified School District, close to 40% of students were in ESL programs. This indicates that there is a great community need for ESL classes.
- It aligns with the Campus Mission Statement of providing high-quality education via “innovative instruction” to prepare students with the skills necessary for them “to improve the quality of life in the Inland Empire and beyond.” One of the goals of the credit ESL program is to help English language learning students to gain the language skills needed to help them to be competitive not only in the workforce but to help them gain the confidence and skills needed to advance academically to mainstream college level courses. Offering ESL courses in an online format will help students who otherwise would not be able to take the courses needed to help them advance in various aspects of their lives.



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3. Will this course require proctored exams?

No

Yes - If yes, how?

This course may require proctored exams in the following ways:

- Instructors may meet with students at the onset of the semester to provide an informal assessment of the students' language skills to provide additional guidance and advisement for the student.
- Instructors may require students to take proctored assessments/exams at various times throughout the semester.
- Instructors may require students to meet in person at various times throughout the semester to present projects/presentations.
- Tests may be proctored through applications such as Proctorio in Canvas.

4. How will the design of this course address student accessibility? Are you including any of the following?

Captioned Videos

Transcripts for Audio Files

Alternative Text for Graphics

Formatted Headings

Other – If other, please explain.

In a hybrid format, initial student contact with students may be face-to-face. The focus of these initial sessions will be on topics such as to familiarize students with the use of computers, accessing and navigating Canvas, using the college email to send and receive information, and basic document formatting. The instructor can show the types of digital presentations that students can expect in distance education.

In a fully online format, the aforementioned sessions can be made into instructional video clips to be posted on Canvas or sent to students' emails for them to access and be familiar with the expectations of the course.

Textbook(s) required for the course can be made available via Open Education Resources (OER).

Third party online subscription services such as BurlingtonEnglish may be acquired for the ESL course. This online service in particular is tailored to a wide range of students' levels of preparedness in listening, speaking, reading and writing. It is responsive to level-sensitive instruction in multi-level groups. It supports standardized assessments and reporting.

Types of alternative text for graphics can include PowerPoint presentations as well as online Slideshare presentations that are pertinent to the topics being covered.

For students with disabilities, online support such as ConferZoom and captioned videos can allow interpreters and DSP&S support services to provide assistance to the instructor when presenting information such as lectures, discussions, etc.



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5. **Provide a specific example of how the instructor will provide synchronous office hours for distance education students? (Ex: Online Conference Tool, Cranium Classroom, Zoom, Pisces, Skype, etc.)**

Instructors can provide flexible schedules to meet with students using online platforms such as ConferZoom or Microsoft Teams. For instance, times in which the instructor will be available for synchronous meetings will be clearly stated on the course syllabus. Flexible time offerings can be offered such as meeting twice a week: morning and/or afternoon/evening. Meeting times will depend on factors such as the instructors' and students' availability. Other platforms that can be used to deliver synchronous meetings such as teleconferencing or Skype.

6. **Provide a specific example of how this course's design ensures regular and effective instructor-student contact? (Ex: Threaded discussion forums, weekly announcements, instructor prepared materials, posting video and audio files, timely feedback on exams and projects, synchronous online office hours, synchronous online meetings, synchronous online lectures, etc.)**

Specific examples of regular and effective instructor-student contact can include synchronous online meetings/lectures, on platforms such as ConferZoom or Microsoft Teams, 2 to 4 times per week that are recorded for students who are not able to attend the synchronous sessions. This is supported by synchronous online office hours in which students can talk with the instructor to receive clarification on the week's lessons. Weekly Canvas announcements can also be sent to the students' email. Instructors will provide timely feedback on assignments and respond to student emails within 24 to 48 hours of receipt. Homework submissions can be done by students via Canvas Assignments and/or campus email by attaching documents and sending them to the instructor for feedback, and by participating in discussion threads in which the instructor can provide comments and/or feedback to the student.

For instance, instructor-student contact can come in the form of a synchronous online lecture which would involve modeling the revising/editing stages of the writing process to students on a platform such as ConferZoom. Using the Screen Share function in ConferZoom, the instructor will choose three papers to revise in order to model how students can revise a paper. The students will submit their paper to the 1st submission link in Canvas that has already been set up by the instructor, and the instructor will choose the papers to revise at that time. The instructor will use the students' writing to present the objective/activity for the day (e.g. how to properly paraphrase). This allows other students to see their peers' writing and model their own writing accordingly as well as ensures that instructor-student contact and engagement is effective.

<https://www.valleycollege.edu/online-classes/faculty-resources/reg-effective-contact.php>

7. **Provide a specific example of how this course will ensure regular and effective student-student contact?**

(Ex: Threaded discussion forums, assigned group projects, threaded discussions, Notebowl, peer-to-peer feedback, synchronous online meetings, etc.)

Specific examples of regular and effective student-student contact can include synchronous online meetings, on platforms such as ConferZoom or Microsoft Teams, in which students will know the days and times that the meetings will take place. These meetings can serve as a forum for students to interact with each other as well as allow them to discuss concepts and ideas in the lessons that were covered in the course. Canvas resources and tools can also be utilized to ensure student-student contact such as Canvas mailbox and threaded discussion



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forums for peer-to-peer feedback. In addition, ConferZoom's Break-out room function can be used to allow students to exchange ideas on topics discussed in the class.

For instance, in the course syllabus, it can be stated that students will be required to engage in discussion posts by responding to a topic presented by the instructor. The topic can be on a lesson learned in class or a topic on one of the assigned readings for the course. Students will then be required to not only submit their response to the instructor's topic but positively add/contribute to another peer's response.

Another example of student-student contact may be through assigned group projects such as a peer review session on one of their papers in which students will be assigned a day and time for them to meet with their group partners on an online platform such as ConferZoom in which the instructor will be available and serve as a mediator/advisor. Using the Break-out Room function in ConferZoom, the students can meet with their group members to discuss and complete their project/peer review. Furthermore, their instructor can be available to address any questions/concerns that the students may have.

8. Describe what students in this online version of the course will do in a typical week on this class. Include the process starting after initial log in.

The class sessions will typically take place synchronously on specified days and times on a platform such as but not limited to ConferZoom or Microsoft Teams. Recordings of the sessions/meetings will either be posted in Canvas or emailed to students for future viewing and/or for students who were not able to attend the sessions/meetings. An example of the activities that may take place in a typical week in an online version of the course entails the following:

After initial log-in, students will be greeted by the instructor. This may be followed by a screen share of the lesson plan for the day. For example, the instructor may begin the online session by reminding students to submit their assignment(s) via Canvas or campus email. This may be followed with a review of the previous lesson. The instructor may use PowerPoint and screen share to provide students with a visual aid of what the instructor is covering. The instructor then may ask students to use the Chat feature in ConferZoom to make comments or ask questions, or students may follow an established protocol on how to indicate that the student wishes to speak. For instance, using the raise hand function in ConferZoom may be a way to have the instructor direct the class to what the student wishes to share with the class. The instructor may present the lesson for the session by using a variety of methods, such as lecture, closed-captioned videos, or PowerPoint slideshow to present the subject matter. An example of this would be the instructor using screen share to let the students see a list individually numbered sentences that have grammatical errors. The students can take turns to correct the sentences either via the chat function, or students may verbally inform the class of the answer. Students will typically engage in one or two activities to reinforce the concepts being taught. These activities may include quizzes that can be taken via Canvas, Google Docs, or email. The instructor may also group students to work in Break-out rooms in ConferZoom to engage in activities that let them practice what they learned in the lesson such as working on their papers with their peers during different stages of the writing process. The instructor can continue with the session by reviewing a new topic and introduce the next lesson with the class which can be followed with an explanation of what is expected when completing the homework assignments for the week. The session can end with a question and answer session in which questions can either be shared by the student verbally or via the Chat feature.

A recording of the class session(s) can be posted in Canvas or a link to the recording can be shared via campus email.



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9. Provide a sample statement that could be included in the syllabus for this course that communicates to students the frequency and timeliness of instructor-initiated contact and student feedback.

This course will be held online through ConferZoom twice a week for one hour and fifty minutes. If you are not able to attend a class, you will be responsible for reviewing the video recording of the class session that will be posted in Canvas.

You will receive weekly announcements in Canvas. Announcements will list the activities for the week. Generally, you can expect to receive instructor comments/feedback on submitted assignments within 48 hours of the submission unless otherwise noted. In addition, you will receive information about resubmission options on certain assignments. In the event that you need to contact your instructor, your instructor may be reached at: XXXXX@valleycollege.edu or through Canvas.

10. Provide a specific example of how regular and effective student-student interaction may occur in this online course.

An example of how student-student interaction may occur in this online course is as follows. In the course syllabus, it can be stated that students will be required to engage in weekly discussion posts by responding to a topic presented by the instructor about a novella that is assigned for the students to read. Students will be required to post discussion answers about a novella to a threaded discussion. In addition, students will be required to comment on their peers' posts, thereby encouraging peer-to-peer interaction.

Another example of student-student contact may be through assigned group projects and/or peer review of papers that they have written in which students will be assigned a day and time for them to meet with their group partners on an online platform such as ConferZoom in which the instructor will be available and serve as a mediator/advisor. Using the Break-out Room function in ConferZoom, the students can meet with their group members to discuss and complete their project and/or work on the peer review process to discuss the papers that they have written. Furthermore, their instructor can be available to address any questions/concerns that the students may have.

11. Provide a specific example of how regular and effective instructor-student interaction may occur in this online course.

The instructor can post announcements during the week as well as participate in the threaded discussion forums. The instructor will greet the students, discuss any class matters that need to be addressed, and then present the lesson(s) for the day. Regular office hours will be clearly posted in a number of areas, such as the course syllabus (e.g. located in Canvas or emailed directly to the student(s), and on Canvas. Office hours offered synchronously via platforms such as ConferZoom, Microsoft Teams, telephone, or Skype will be used as means of providing instructor-student interaction and contact. Information about the lessons can be imparted in a number of ways including, but not limited to, lectures, closed-caption videos, slideshow presentations, required readings, and other materials to explain and illustrate the subject matter. Students will be required to submit assignments, papers, projects, quizzes, and tests on time for timely feedback.

For example, after a class is held synchronously on a platform such as ConferZoom, the instructor can post an office hour with a reoccurring ConferZoom invite link for students who either had questions after attending the class, or it may be available for students who were not able to attend the class and would like to get clarity of the information presented in the session after watching the recording of the session.

Other examples of instructor-student interaction can include the instructor commenting on a student's assignment submissions via Canvas, email, or ConferZoom in which the instructor can provide feedback on the digital format of



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the assignment and/or submit the assignment back to the student with an invitation for a teleconference call or ConferZoom meeting to discuss questions that the student may have about the instructor's feedback.

12. Does this course include lab hours? No Yes – If yes, how are you going to accommodate the typical face to face activities in an online environment?

13. How will you accommodate the SLO and Course Objectives in an online environment?

- To accommodate the Course Objectives in an online environment, instructors can inform students at the beginning of the class, either synchronously or asynchronously via video or reading material, what the objective of the lesson is, so the students will know what to expect and work on.
- For hybrid versions of the course, students may be required to attend the class in person to fulfill requirements of the course such as projects, presentations, and/or exams. These activities may be used to assess SLOs for the course.
- For fully online versions of the course, students may be evaluated on mastery of SLOs and course objectives based on students' activities during synchronous sessions, asynchronous sessions (e.g. recorded presentations), submitted assignments and/or projects, quizzes, and exams (i.e. via timed exams in Canvas or out-of-class/untimed exams).

14. Are modifications needed to SLOs or Course Objectives in order to teach this course in the online modality?

No Yes – If yes, please explain the changes needed.

(It is advised that if you are changing course content or objectives that you speak with the Curriculum Co-Chair or Articulation Officer for guidance moving forward.)

To be completed by a member of the Curriculum Committee Review Team:

CURRICULUM CHAIR REVIEWED:		<input type="checkbox"/> YES <input type="checkbox"/> NO
DE REVIEW:		<input type="checkbox"/> YES <input type="checkbox"/> NO
CURRICULUM COMMITTEE DIVISION REPRESENTATIVE REVIEWED:		<input type="checkbox"/> YES <input type="checkbox"/> NO