



San Bernardino

Valley College

## DISTANCE EDUCATION ADDENDUM

|                        |                                   |
|------------------------|-----------------------------------|
| <b>COURSE ID:</b>      | <b>THART 105: Script Analysis</b> |
| <b>DEPARTMENT:</b>     | <b>Theatre Arts</b>               |
| <b>SUBMITTED BY:</b>   | <b>Melinda Fogle</b>              |
| <b>DATE SUBMITTED:</b> | <b>10/02/20</b>                   |

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

[www.valleycollege.edu/onlinefacultyresources](http://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 THART 105 online will provide increased student access to the course, as well as fills a gap from an Equity perspective in offering another General Education course online which can be taken by students who prefer or need online classes.

- 3. Will this course require proctored exams?**

- No
- Yes - If yes, how?

- 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.



San Bernardino

Valley College

## DISTANCE EDUCATION ADDENDUM

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.)**

Office Hours will be provided at least once-a-week in synchronous format, either through Zoom, telephone, or in-person. It should be noted that instructor preference is not limited to these three options, as they may use comparable alternative tools with the advisory being "in real time." Email is not considered synchronous in this context.

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 in this course include the use of weekly threaded discussions that are moderated regularly by the instructor with timely feedback, weekly announcements of upcoming content and deadlines sent by the instructor with comments by students enabled in threads, at least one hour of synchronous commitment by the instructor in office hour form or webinar, timely feedback on exams and projects, and other scenarios made by the instructor.

<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.)**

The course will utilize synchronous online full-class meetings, threaded discussions for students to engage and learn with each other, Zoom discussions as a class and through Breakout Rooms, and other methods the instructor sees fit for students to communicate with each other.

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.**

Students will attend Zoom meetings during which they will learn about and discuss dramatic literature. Students will read scripts and class materials, participate in weekly discussions, take quizzes, and submit written responses.

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.**

Instructor will post weekly assignment checklists, provide timely input on threaded discussions, and provide individual feedback on exams, written work and discussions in a timely manner. Students may message the instructor directly through LMS messenger or email questions or concerns, which will be responded to within a 24-hour period.

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



## DISTANCE EDUCATION ADDENDUM

Students will interact with each other in threaded discussions. Students will also interact with each other in Zoom discussions and Zoom feedback sessions.

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

Faculty will provide timely feedback on written work and exams. Faculty will interact with students during Zoom meetings and discussions. Students may participate in online office hours via Zoom.

**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?**

**Student Learning Outcomes:**

Upon successful completion of the course, the student should be able to:

1. Apply an analytical framework to several model plays.  
Online students will learn about dramatic structure through lectures, class readings, and discussions. Students will read and analyze several play scripts and share their analyses in class discussions, written submissions, and in Zoom meetings.
  
2. Respond creatively and analytical to a chosen play.  
Students will read and respond to play scripts creatively and analytically in class discussions, written submissions, and Zoom Meetings.

**Course Objectives:**

Upon successful completion of the course the student should be able to:

- A. Develop greater comprehension and satisfaction when reading a play  
Students will learn about dramatic structure, elements, and styles in class lectures and readings. Students will apply their knowledge as they read several play scripts.
- B. Evaluate the patterns common to most dramatic storytelling  
Students will learn about dramatic structure, elements, styles in class lectures and readings. Students will apply their knowledge as they read several play scripts.
- C. Practice applying an analytical framework to several model plays  
Students will learn about dramatic structure, elements, styles in class lectures and readings. Students will apply their knowledge as they read several play scripts.
- D. Write academically about dramatic literature  
Students will read play scripts and write responses and critiques using an academic lens.
- E. Write personally from one's own cultural perspective about dramatic literature  
Students will read plays and write responses from a personal, cultural perspective.
- F. Respond to a chosen play production both creatively and analytically



## DISTANCE EDUCATION ADDENDUM

Students will view a play production and respond from both a creative and analytical perspective in class discussions and written work.

- G. Identify the major playwrights, together with each artist's contribution to the art  
Students will study the major playwrights and their works. Students will demonstrate their knowledge in class discussions, Zoom meetings, quizzes, exams, and written work.

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:**

|   |                   |   |
|---|-------------------|---|
| <b>CURRICULUM CHAIR REVIEWED:</b>                             |                   | <input type="checkbox"/> YES <input type="checkbox"/> NO            |
| <b>DE REVIEW:</b>   | <b>M. Worsley</b> | <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO |
| <b>CURRICULUM COMMITTEE DIVISION REPRESENTATIVE REVIEWED:</b> |                   | <input type="checkbox"/> YES <input type="checkbox"/> NO            |

Note from Maggie:

This is not the latest version of the DE Addendum, but is approved by the DE Leads.