Regular and Effective Contact Practices

Establishing Expectations: Identify where or how expectations for frequency and timing of instructor initiated contact and feedback as well as expectations for student participation will be conveyed to students.

<table>
<thead>
<tr>
<th>Syllabus</th>
<th>Orientation</th>
<th>Other (please describe)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>How is the LAB graded, Rules in the LAB, New LAB requirements</td>
</tr>
</tbody>
</table>

Instructor-to-Student Contact: **Announcements and/or Email must be selected with a frequency identified. Then, at least one more type of instructor-to-student contact (choices 1-6) must also be identified. Keeping in mind that more than one instructor might teach this class, selections should reflect minimum requirements as determined by the department. Individual instructors can always add more.**

1. **Announcements** select any that may be used

<table>
<thead>
<tr>
<th>Scheduled Reminders</th>
<th>Current events related to content</th>
<th>Reactive and/or observational</th>
<th>Faculty absence</th>
<th>Other</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Describe “other”

**Frequency of Announcements (regular contact)**

<table>
<thead>
<tr>
<th>Daily</th>
<th>Weekly</th>
<th>Every other week</th>
<th>Other</th>
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<tbody>
<tr>
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</table>

Describe “other”

At the beginning of the semester, all the information about the LAB requirement is on Blackboard. Information about credit non credit, LAB hours, and LAB rules.

2. **Email:** Select any that may be used to demonstrate effective and substantive contact.

<table>
<thead>
<tr>
<th>Instructor to Student questions and/or responses</th>
<th>Reminders</th>
<th>Other</th>
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</thead>
<tbody>
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</table>

Describe “other”

**Frequency of email (regular contact)**

<table>
<thead>
<tr>
<th>Daily</th>
<th>Weekly</th>
<th>Every other week</th>
<th>Other</th>
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</table>

Describe other

We have a new requirement of .50 units, 32 hours of LAB work. 16 hours of LAB work ONLINE and 16 hours of Chinese films reports that are read by the instructor and account for 16 hours of the 32 hours required. The instructor receives film reports daily, answers the students, assesses the reports and send them to Lynda Gravesen, the LAB assistant to record the hours.

3. **Individualized Assignment Feedback**: Select any that may be used to demonstrate effective and substantive contact.

<table>
<thead>
<tr>
<th>Gradebook comments in LMS</th>
<th>Turnitin Comments</th>
<th>Emailed comments</th>
<th>Graded assignments returned to student</th>
<th>Rubrics with comments</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
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<td>☒</td>
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</tr>
</tbody>
</table>

Describe other
**Student-to-Student Interaction**

Select any type that may be used to demonstrate effective and substantive contact.

<table>
<thead>
<tr>
<th>Discussion ☐</th>
<th>Collaborative work (e.g. Wiki or Group Project) ☐</th>
<th>Synchronous communication opportunities ☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other (Describe) ☒</td>
<td></td>
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</tbody>
</table>

**None ☒**

Include a detailed explanation that describes an alternative opportunity for community building among students.

Students do not interact with each other. They do their LAB assignments that are self-corrected. For the other 16 of the 32 hours required LAB hours, students send movie research papers to the instructor about the culture presented in the films of the target language. Students receive feedback and lab hours credit from the instructor.

**Frequency of Student-to-Student Interaction**

Select frequency based on the combination of types chosen. In other words how often will student to student interaction be expected regardless of the type.

<table>
<thead>
<tr>
<th>Daily ☒</th>
<th>Weekly ☒</th>
<th>Every other week ☒</th>
</tr>
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</table>

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**Content Delivery** (Check all that might apply and all typical formats)

<table>
<thead>
<tr>
<th>Lectures</th>
<th>☒</th>
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<tbody>
<tr>
<td>Written Narrative</td>
<td>Electronic slide show</td>
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<tr>
<td>-------------------</td>
<td>-----------------------</td>
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<tr>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Other (Describe)</td>
<td>Film report send via email</td>
</tr>
</tbody>
</table>

**External Resources**

<table>
<thead>
<tr>
<th>Websites</th>
<th>Video</th>
<th>Journal Articles</th>
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<table>
<thead>
<tr>
<th>Handouts</th>
<th>Interactive Website/Lab</th>
<th>Pod-cast</th>
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</table>

Other (Describe) Learn Smart, Connect

**Lab**

<table>
<thead>
<tr>
<th>On Saddleback Campus</th>
<th>On location related to class (e.g. hospital or film location)</th>
<th>n/a</th>
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<tr>
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</table>

**Field Trip**

<table>
<thead>
<tr>
<th>Faculty led</th>
<th>Independent</th>
<th>n/a</th>
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**Supplemental Meetings**

<table>
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<tr>
<th>Scheduled reviews</th>
<th>Study sessions</th>
<th>None</th>
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Other (Describe)

**Course Quality Standards:**

The section below captures representative adaptations to assignments, methods of evaluation or grading criteria that might be utilized when the course is taught online. When there are no differences, the check box in the “same as traditional” area can be used. Keep in mind that this addendum applies to any instructor who teaches the course, so any adaptations described will be representative samples not required elements.

**Objectives** Copy each one from the Course Outline of Record

Use software appropriate to the material being taught in the Hebrew course.

<table>
<thead>
<tr>
<th>Assignment same as traditional</th>
<th>Assignment adaptations for online version (describe below)</th>
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MOEs same as traditional

Method-of-Evaluation Adaptations for online version (describe below)

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<th>Grading same as traditional</th>
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**Objectives** Copy each one from the Course Outline of Record

Generate solutions to a variety of problems and exercises dealing with vocabulary, expressions, grammar, pronunciation, listening, speaking, reading, and writing.

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Accessibility Standards (from AR 6112)

The following general principles should be followed to the extent possible to ensure that distance education courses are accessible to students with documented disabilities in compliance with Section 508

- Distance education courses are designed for all students to fully participate and benefit from an equitable college experience
- Instructional materials and textbooks permit maximum opportunity for access by students with documented disabilities without the need for outside assistance (i.e. Sign-language interpreters, aids, or other forms of human assistance).
- Distance education resources provide “built-in” accommodation where possible (i.e. closed captioning or descriptive narration) and /or interface design/content layout per best practices commonly used in support of persons with disabilities
- Alternative testing format and extended test taking time are provided which address the student’s documented disability and impact on his or her academic performance.