Online Course Addendum to Course Online of Record

Date: 10/11/2018
Cat ID (from COR): 794085.00
Course Number and Name: SL 4 American Sign Language IV
Submitted by: Rita Tamer
Email: rtamer@saddleback.edu

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. (Select all that apply. If you select Other, please describe.)

Syllabus, online videos, email and discussion board

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. Announcement: Scheduled Reminders, Current events related to content, Faculty absence
   Frequency of Announcement (regular contact): Weekly

2. Email: Instructor to Student questions and/or responses, Reminders
   Frequency of email (regular contact): Weekly

3. Individualized Assignment Feedback: Gradebook comments in LMS, Emailed comments, Rubrics with comments, Graded assignments returned to student


5. Office Hours: In Person, Virtual
Student to Student Interaction:

1. **Interaction**: Discussion, Collaborative work (e.g. Wiki or Group Project)
2. **Frequency of Student-to-Student Interaction**: Weekly

Content Delivery:

1. **Lecture**: Written Narrative, Electronic slide show, Video
2. **External Resources**: Websites, Video, Journal Articles, Handouts
3. **Lab**: On Saddleback Campus, None
4. **Field Trip**: Independent
5. **Supplemental Meetings**: Scheduled reviews

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.

How many course objectives do you have? 1-7

**Objective 1:**
Analyze social issues as they relate to the Deaf community.

1. **Assignment same as traditional**: No
   **Assignment adaptations for online version**: Submission will be online
2. **MOEs same as traditional**: Yes
   **Method of Evaluation Adaptations for online version**: Same as traditional
3. **Grading same as traditional**: Yes
   **Rubric/Grading Method of Adaptations for online version**: Same as traditional

**Objective 2:**
Demonstrate advanced comprehension of advanced grammar.

1. **Assignment same as traditional**: No
Assignment adaptations for online version:
Viewing student videos.

2. MOEs same as traditional: No
   Method of Evaluation Adaptations for online version:
   Faculty will view online submissions

3. Grading same as traditional: Yes
   Rubric/Grading Method of Adaptations for online version:
   Same as traditional

Objective 3:
Demonstrate advanced production of advanced grammar.

1. Assignment same as traditional: No
   Assignment adaptations for online version:
   Online student submission

2. MOEs same as traditional: No
   Method of Evaluation Adaptations for online version:
   Faculty will view online submission

3. Grading same as traditional: Yes
   Rubric/Grading Method of Adaptations for online version:
   Same as traditional

Objective 4:
Demonstrate advanced ability to successfully participate in non-directed group discussions on student generated topics

1. Assignment same as traditional: No
   Assignment adaptations for online version:
   Online discussion boards

2. MOEs same as traditional: No
   Method of Evaluation Adaptations for online version:
   Faculty response via discussion boards

3. Grading same as traditional: Yes
   Rubric/Grading Method of Adaptations for online version:
   Same as traditional

Objective 5:

Commented [1]: Every objective states “Yes” on assignment same as traditional, however several of the objectives have adaptations listed. If these are adaptations for online, please change the yes to no. If they are the same, please remove the assignment, MOE and grading narrative.
Demonstrate advanced competence for relatively short narratives, stories, in ASL that are told by the instructor and by other Deaf users of ASL

1. **Assignment same as traditional:** No  
   **Assignment adaptations for online version:**  
   Students will view videos instead of live

2. **MOEs same as traditional:** No  
   **Method of Evaluation Adaptations for online version:**  
   Faculty will quiz based on the students understanding of video

3. **Grading same as traditional:** Yes  
   **Rubric/Grading Method of Adaptations for online version:**  
   Same as traditional

**Objective 6:**  
Demonstrate advanced use of formal and informal sign combinations.

1. **Assignment same as traditional:** No  
   **Assignment adaptations for online version:**  
   Student online video submission

2. **MOEs same as traditional:** No  
   **Method of Evaluation Adaptations for online version:**  
   Faculty will view online submission and give feedback

3. **Grading same as traditional:** Yes  
   **Rubric/Grading Method of Adaptations for online version:**  
   Same as traditional

**Objective 7:**  
Integrate advanced sign combinations in discussions

1. **Assignment same as traditional:** No  
   **Assignment adaptations for online version:**  
   Students can post videos of themselves for discussion board

2. **MOEs same as traditional:** No  
   **Method of Evaluation Adaptations for online version:**  
   Faculty will view online submissions for discussion board videos

3. **Grading same as traditional:** Yes
Rubric/Grading Method of Adaptations for online version:
Same as traditional