Modesto Junior College

Interim Distance Education Addendum

Discipline Code COMM	Spring 2021	Prepared by Ryan Guy and Taure Shimp
DISCIPLINE:	EFFECTIVE TERM:	PREPARED BY:

Use of the *Interim DE Addendum* will **sunset** once eLumen's curriculum module is open to faculty. Then, discipline faculty will be responsible for ensuring that all DE addenda are complete and accurate in eLumen prior to submission for periodic curricular review.

DE Modality	Regular Local Process	Emergency Conditions Only (ECO)*	Not Requesting
Hybrid	◉	○	○
Online	◉	○	○
Teleclass	○	○	◉

1. Type of Review: Single Course Review (skip to #3)

2. Rationale for Batch Review (if "Batch Course Review" was selected on #1)

Please explain why the following courses should be reviewed as a group for the distance education modalities selected above (same MOI, similar REC for instructional modality - lecture, lab, etc.).

3. Courses:

COURSE ID	TITLE	COURSE ID	TITLE
COMM 105	Intercollegiate Speech & Debate		

* ***ECO--****Criteria for "an Emergency" may include mandates called by city, county, state, federal agencies and their affiliates (aka FEMA), and/or YCCD Administration.*

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4. Methods of Instruction:

- ☒ Asynchronous Discussion
- ☒ Synchronous Discussion
- ☒ Viewing and Listening to Videos
- ☒ Listening to Audio Materials
- ☒ Online Activities
- ☒ Facilitated Discussions
- ☒ Written Assignments
- ☒ Community Activities
- ☒ Reading Course Materials
- ☒ Field Trips
- ☒ Multimedia Presentations
- ☒ Collaborative Peer/Group Activities
- ☒ On-campus Orientation Sessions (hybrid)
- ☒ Group Meetings/Review Sessions (hybrid)
- ☒ Guest Speakers
- ☒ Interactive Activities
- ☒ **Other (Describe) :**

Video conferencing (Zoom)

5. Describe how the methods selected in #4 will allow students to **meet the course's learning outcomes**:

Students will learn and show proficiency in the course material in a hybrid or online format, which includes researching, writing and performing forensics events. Instruction will consist of student-centered approaches to online education. This involves the use of a wide range of tools and modalities to both deliver and assess understanding. This includes, but is not limited to instructional videos, embedded readings, discussion board assignments, synchronous and / or asynchronous group discussions, live streamed lectures / conferences, and tests / quizzes.

Below are the course learning outcomes and a description of how they could be assessed.
CLO#1: Create presentations using proper documentation and organizational techniques. Some of the methods that can assist students in achieving this goal are engaging with instructors using video conference sessions, viewing prerecorded video lectures and other multimedia material, asynchronous discussions, submitting written assignments on Canvas, and working with classmates in peer review sessions. Peer review opportunities encourage students to work collaboratively to analyze, evaluate, and apply course concepts and theories.
CLO#2: Deliver presentations using proper delivery techniques. This can be assessed using tools including (but not limited to) the following asynchronous tools: Canvas Discussions, Canvas Assignments, Flip grid, Voice Thread, etc. to practice events in the class. Students may also use synchronous discussion tools (Zoom, Google hangouts, Face-time, etc) to deliver live presentations and/or debates with classmates.
CLO#3: Demonstrate critical thinking skills. Students will exercise these skills in the preparation and delivery of their speeches/debates using the same methods described above. Additionally, students will demonstrate critical thinking skills by competing in speech and debate tournaments (in person and/or online).

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6. Describe how the methods selected in #4 will be presented in an **accessible way** (Title 5 §55206). For information about accessibility standards in online classes, see the **OEI Rubric, Section D:**

This course will be designed following principles of Universal Design. All documents and materials will be presented in line with the criteria presented in section D of the OEI rubric. This includes but is not limited to correct heading styles, the use of alt text for all images, captioned videos, correct contrast ratios, and the appropriately formatted reading order. All applicable materials will be assessed prior to the start of the course using the accessibility checker tools present in Canvas, Adobe Acrobat, and Microsoft Office.

7. Regular and Effective Contact (REC) Methods and Examples

Select the methods below that ensure regular effective contact (REC) will take place among students and among students and faculty (Title 5 §55204) by being initiated by the instructor, regular and frequent, and meaningful or of an academic nature. Click the drop down for method descriptions.

Announcements	*Among students and faculty*
Discussion Boards	*Both*
Q & A Discussion Boards	*Both*
Assignment Feedback	*Both*
Office Hours / Conferences	*Among students and faculty*
Third-Party Tools	*Both*
The Online Course Syllabus	*Among students and faculty*
Email	*Both*

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8. Other Methods of REC among students and among students and faculty. Please describe and provide example(s).

Synchronous team practices will take place using Zoom. Additional practice and scrimmage sessions will use Zoom, Discord, 8x8, and other video conferencing systems. These sessions can take place both among students and faculty as well as among students.

9. In hybrid or teleclass courses, describe what parts of the course are done face-to-face and what parts are done online.

The COMM 105 class when offered as a hybrid is capable of being conducted with a flexible ratio of online to face-to-face contact. For example, a hybrid version may hold weekly face-to-face meetings for content delivery and practice. However, a hybrid version may ALSO move the majority of content delivery and practice online, meeting in person for tournaments only.

In a typical hybrid we expect students to complete tournament preparation assignments (modules, discussion boards, and quizzes/ exams) asynchronously via the LMS. Face to face meetings would be reserved primarily for practice sessions (debate practice, speech run-throughs, etc). This would represent an approximate 60% online to 40% face to face split.

During times of emergency (natural disasters, epidemics, etc.) the course could be facilitated fully online (where all content from assignments to subject delivery would happen online, meeting physically only to travel to competitions outside of the affected area(s). This would represent an approximate 95% online to 5% face to face split (with face to face requirements only existing to travel to one or more speech and debate competitions).

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