

LLC 2010-11

Development of Support Materials for OL Part of New Textbook in Spanish, Year 2

Summary:

The Spanish Department has adopted a particularly innovative text, Enfoques, that includes an excellent online component, its 'Supersite', and a three tiered video component as well. However, this innovative quality creates certain challenges with regard to constructing a cohesive and integrated curriculum. The challenges are worth the time it takes to develop curriculum because the text and its components do a very good job of addressing the five skills listed above, of addressing the Oregon State language standard of the five Cs (culture, communication, comparisons, community and connections), and it allows the Spanish faculty to effectively address Lane's strategic directions, especially the three related to transforming students' lives.

Description

Spanish faculty have adopted a new text for the program's three course second year language sequence (Span.201-3). At the one hundred and two hundred language level second language acquisition is the goal and, therefore, the courses must simultaneously address the five skills of language, reading, writing, listening, speaking, and culture. Typically these are addressed by combining them into learning modules of themes and functions. There is no set, prescribed manner to combine and order them; there are any number of possible combinations and order of sequencing. Because of this, when a new text is adopted it requires starting anew to develop course materials and strengthen the inevitable weaknesses and omissions that any text presents. Specific knowledge outcomes for each course must be rewritten to conform to the text's scope and sequence.

The text's supersite provides constant assessment and promotes a programmatic culture of assessment. The three main tabs of the site are the web-sam (workbook), practice and assessment. All three offer immediate, synchronous feedback to both student and teacher. The assessment provided by the supersite is just one layer of overall assessment that is a part of language learning and language programs. The supersite is not a proctored venue and Spanish faculty still need to author tests that can be proctored and that go beyond what can be assessed through the computer. Unfortunately, the computer is as yet not as flexible and adaptive as real world spoken and written language is. Our language tests assess both knowledge and proficiency. They include more open ended components and ones that address our program outcomes (rather than just the course by course knowledge goals). Our past tests cannot be recycled or readily adapted to conform to the current text. They are not normed to the order of presentation of vocabulary, topics, themes and functions of Enfoques.

Enfoques is unique and innovative in that it presents culture in a much more diverse and inclusive way than other texts. Students can more readily transfer information covered in their Spanish class regarding science, politics, literature, etc in the Spanish speaking world to their other courses and/or their personal and professional experience and circumstance. The inclusiveness of the text is very desirable, but requires a lot of time and thought on the part of the instructors to review, understand weave into classroom activities, materials and tests, and to lesson plan for. The text offers a multilayered approach to the presentation of the Spanish speaking world and the diverse nature of its speakers. In addition to the physical text and the supersite is the three tiered video component (for which activities are woven into each of the former elements). The video program includes a travelogue, television sit-com, and short film cinematic series. All three deal with culturally relevant topics while reinforcing the five skills and presenting language use in a variety of situations and social register. They promote an understanding of Spanish speaking cultures (including the U.S.) that can assist students both professionally and personally in this increasingly international, diverse and global economy. This text and its components allow Spanish faculty to actively meet Lane's strategic directions, but we need support to create and renew our curriculum in order to accomplish this.

Questions and Answers

How is the initiative linked to the Unit Plans most recently submitted?

- 1. How does it continue the achievement of those goals?**
- 2. If this is a continuation of an initiative started last year, make sure that relationship is clear.**

How is this initiative linked to the efficiencies and productivities plans you had last year?

- 1. How does it continue the achievement of these plans?**
- 2. If this is a continuation of an efficiency or productivity plan started last year, make sure that relationship is clear.**

This is a new initiative, based on a first year's pilot of a new text series and student problems with the publisher's website and OL section of the course.

Describe the resources needed:

Faculty request the maximum allowable number of hours for CD support, 100 hours. Faculty have already spent more than this amount to make the first term of the course, Spanish 201, workable and responsive to students' needs. The 100 hours would help support work for the second and third terms of the new materials development, helping students understand how to use the publisher's website and its multiple features, as well as providing supplementary materials to help students meet the course expectations and goals.

What specific measurable program outcomes do you expect to achieve with this initiative? The outcomes should be specific enough to be measurable. Also, outline the method that will be used to determine the results.

Students will be better able to understand the materials and participate in the online section of the text. In addition, the faculty are engaged with the publisher directly, and are recording errors and suggesting changes to the website. They are also dealing with students who do not have the technical skills to work with the online materials, and so part of their work is helping students access the site and supporting the work with clearer directions and examples.

Department Priority:

2

Unit Resources:

NA, but faculty can work with the ATC

Funding Request: Carl Perkins

Funding Request: Curriculum Development

1. List the following information

- **Course Numbers (titles if not currently offered)**
- **Instructor Name(s) who will work on the curriculum development**
- **Whether each of the courses is in, or has been through, the curriculum approval process**

Spanish 202, 203

Spanish Faculty will share the award and produce the materials as a team: Matt Luke, Sylvie Florendo, Roma Cusimano, Bojana Stefanovska

All courses have (long) been approved

Work in Spanish 201 is mostly completed, funded by another office summer 2009, so this work will occur for Spanish 202 and 203.

2. List each course number (or title) and the materials to be created for each class

- **Instructional goals, objectives, syllabi and outlines**
- **Lab instruction packets**
- **Practice, quiz, presentation &/or demonstration materials**
- **Other (specify)**

Spanish 202, 203

Creation of a set of directions/explanations for navigating the OL website;
Development of complementary classroom activities and relevant materials which need to be woven into the new curriculum to enable students to work with the new text series and its website;
Creation of tests for the new Enfoques textbook and website adopted;
Development of materials to support the video component of the materials, make it more accessible to the students.

3. List each course number (or title) and give your timeline for beginning and completing each course curriculum development.

Spanish 202:
Begin Spring 2010, complete December 2010

Spanish 203:
Begin Spring 2010, complete December 2010

4. What are up to 3 departmental instructional goals that are met through the development of curriculum in each class?

1. This work will enhance the comprehensibility of the materials for the students, allowing them to follow the lessons and work with the language in a meaningful way;
2. The work will also allow students access to the materials which most have found challenging in both content and operation.

5. List each course number (or title) and give the value of the development of curriculum in each course to other faculty members.

Spanish 202, 203

Other faculty members in which discipline(s)? Across the college or within Spanish?

Working within the Spanish sequence, the development of these materials will allow students to meet outcomes and progress well-prepared to the next course in the sequence--making instructors happy.

6. List each course number (or title) and say how many students will be served by the development of curriculum in each class.

Spanish 202: between 80-100 students/year

Spanish 203: between 80-100 students/year

7. List each course number (or title) and give the specific benefits to students that you expect from the development of curriculum in each class.

Spanish 202, 203
Explained in narrative

8. List each course number (or title) and give the specific benefits for diversity that you expect from the development of curriculum in each class.

The development of materials for the online portion of Spanish 202 and 203 will allow students to access their online educational program with a better understanding and more support than is currently possible. Some students, especially first-generation in college, need the extra support for success as they may not have much computer experience.

9. List each course number (or title) and give the specific benefits to sustainability that you expect from the development of curriculum in each class.

Spanish 202 and 203 will have extensive online exercises, tests, and assignments, so there is no single big textbook, nor are there papers to grade, as the program assesses students online and reports the grades to instructors.

10. List each course number (or title) and give the specific effects on distributed learning that you expect from the development of curriculum in each class.

Spanish 202 and 203 will allow students asynchronous access to material and free the instructors from being the center of all their language instruction.

Hours requested for Curriculum Development funding:

Please enter the amount of one of the following:

- **100 hours maximum for new development.**
- **70 hours maximum for course revision**
- **50 hours for 3-4 credit conversion**
- **other (use if multiple courses addressed in one initiative**

Do not enter any characters other than numbers and a decimal.

How many hours are you requesting? If there are multiple courses addressed in the initiative, please list each course number (or title) and give the number of hours requested for each course.

100

Can this initiative be partially funded?

No

Partially funded curriculum development HOURS requested:

Explanation of effect of partial funding:

Funding Request: Technology Fee