

LLC 2010-11

Self-Instruction Manual for Students in Spanish 200, OL Component of Course

Summary:

This proposal requests CD support from the tech fee to support the development of a student self-instruction manual for the Spanish 200 series (Span. 201-202-203).

No current course fees or other sources of funding.

The purpose of this initiative request is to enhance student access and use of the Spanish 200 level series online 'Supersite' component.

Description

The purpose of this initiative request is to enhance student access to the new Spanish 200 level series which includes an online 'Supersite' component. This site is of much higher quality than what is offered through other Spanish second language texts. It reinforces and integrates the content of the physical text as well as the video program that comes with it. Most importantly is the quality and quantity of ongoing, synchronous assessment and feedback to both the student and the teacher.

The site's uniqueness and inclusiveness, however, present a 'learning-curve' for the first time user and student feedback is that initially the supersite is overwhelming and challenging because of its many and varied features. They would benefit from a self-instruction manual they could refer to at any time they might find the need. Students who come into the series in the second or third term could more readily adapt to the text and its components. The manual would provide a very beneficial student support service to the second year Spanish language student relevant across all 3 courses. It would make not only self assessment for the student more accessible but also the activities, readings, recordings, and practices that enhance and reinforce the topics, themes and content of the related text and video component. The supersite offers many features that students can choose from according to their own personal and professional interests and needs as well as a Moodle-like course management component. These features can go overlooked if there is no clear, transparent way to draw the students' attention to their location on the site, one in which it is more evident than it is at present that the site does offer all of these elements.

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 new, multi-featured text and OL language learning series.

Describe the resources needed:

30 Hours of CD support for a faculty member to work with the ATC to create a student resource which allows them to navigate all the online richness of the publisher's website.

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 able to use all the features of the site; currently they are overwhelmed by it and use only a few of its functionalities.

Department Priority:

5

Unit Resources:

College resources = coordinate work with ATC support

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 201, 202, 203

Luke, Cusimano, Stefanovska, Florendo

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 201, 202, 203

Development of a self-instruction manual (perhaps online, perhaps hard copy--to be determined through work with ATC) so students at any point in the 200 sequence of Spanish courses could use the manual to mine the richness of the website associated with the text.

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

Spanish 201, 202, 203

Begin summer 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. Assist students with accessing a very rich, but new and somewhat confusing, set of language resources located on the publisher's website

2. Provide access to multimedia resources (videos, websites, Spanish language programs, exercises, etc.) through the use of the self-access handbook to take students through the site and show them how to engage with the multiple offerings.

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

Spanish 201, 202, 203

By providing the students with a self-instructional book, instructors will be freed from the procedural work/teaching they've been doing around the program and website, and thereby more able to engage with the students in meaningful learning.

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

Spanish 201, 202, 203

Approximately 130 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 201, 202, 203

Students will be able to take full advantage of a very rich resource that their new text series provides, but one that is very complex and not easy for them to access without special instruction--which is not comprehensible to them as developed by the publisher.

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.

Spanish 201, 202, 203

The learning of Spanish, especially in the second year, provides students with the tools and skills to engage in meaningful talk and literate acts in the second language of the US, enhancing their interactions with diverse Spanish speaking people.

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 201, 202, 203

Effective use of the OL component of the second year text, and effective instruction on how to use it mean that paper and pencil exercises are replaced by OL work.

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 201, 202, 203

Access to the website provides students a central location from which to access multiple resources, some in the world of Web 2.0. Students will increase their understanding of media and, perhaps, networking through the effective use of the site's resources.

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.

30

Can this initiative be partially funded?

No

Partially funded curriculum development HOURS requested:

Explanation of effect of partial funding:

Funding Request: Technology Fee