LLC 2011-12
Audioscripts for First Year Spanish

Summary:

The Spanish Department requests 100 hours of CD support for the authoring of 27-30 audioscripts aligned with the current curricula, materials, and outcomes of the Spanish First Year sequence (Spanish 101, 102. 103).

Description

The audio component of the first-year Spanish program was authored and produced by faculty over fifteen years ago. The audioscripts were developed to match the weekly in-class lessons and materials of that time. They were then produced on a very low budget and cannot deliver the listening quality that present day students expect. The Spanish program continually edits, updates, revises and fine tunes the course curricula and materials in response to the changes in language usage and cultural trends, and to better address course outcomes, Oregon State language standards and the five language skill areas: reading, writing, listening, speaking and culture. However, we have not had the necessary resources to develop and produce updated audio materials. The ones produced fifteen years ago no longer adequately align with the other course components. Weekly sequencing has changed, the vocabulary used has been updated, page numbers referenced in the listening exercises no longer apply and themes and topics have been revised.

An audio component is crucial to, and expected of, a second language program. Listening skills are essential to successful communication (communication being one of the "five Cs" of Oregon State language standards.)

The exercises and activities provided by the audio component allow us to appropriately address and assess several of our course outcomes, the most obvious being the ability to hear and appropriately respond to Spanish when spoken by a native speaker. The texts listened to and the tasks performed can also be used to further writing and spelling skills (i.e. via dictation), to improve pronunciation and to receive, and practice with, a variety of cultural topics.

The successful completion of this initiative in the 2011-2012 cycle is an essential step to our future fulfillment of our Goal # 7: the technical production of the scripts needed to provide an appropriate level of quality of instruction and their means of delivery.

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 initiative is the latest component to the First Year curriculum which will come out as a McGraw-Hill text (using many of the department's materials) in fall 2011. Previously designed and used materials were produced on a low budget, are quite old, and are of inadequate quality. This initiative will bring the audio portion of the curriculum up to par with the revised materials.

Describe the resources needed:

100 hours of CD to write 27-30 scripts.

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 (approximately 2000 in First Year Spanish)

Department Priority:

1

Unit Resources:

Language Department Computer Lab

Reassignment time for lead instructor (Matt Luke)

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 101, 102, 103

Matt Luke, Sylvie Matalon-Florendo, Bojana Stefanovska, Roma Cusimano

Curriculum approval process is not applicable to the development of replacement audioscripts.

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 101, 102, 103

Authoring the scripts (this intiative) is the first step of a process that involves:

1. Scripts written

2. Native Spanish speakers hired to read scripts

3. Use of high quality audio closet for recording

4. Digitize recordings and make them available to the Spanish 101, 102, 103 students.

Upon completion of the 4 steps, outcomes of self-pacing, integrated curriculum, and enhanced speaking and listing would be realized.

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

Spanish 101, 102, 103

Begin scriptwriting Summer 2011, complete scripts December 2011.

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

1. The curricular and instructional goals are long-term, and will follow after the audioscripts are written; at that time they will include:

a. self-paced listening/speaking materials

b. enhanced speaking and listening

c. coherent and integrated first year curriculum

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

Spanish 101, 102, 103

The audioscripts are a first step in the development of electronic listening materials, an important element of a comprehensive Spanish curriculum which is undergoing revision and being rolled out Fall 2011.

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

Spanish 101, 102, 103 (First Year): Approximately 2000 students

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 101, 102, 103

The benefits to students would accrue later, following the authoring and digitizing of the audioscripts.

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 101, 102, 103

The first year curriculum in Spanish provides a window on a number of Hispanic cultures, individuals, holidays, and countries. The program reflects the diversity of the Spanish speaking world.

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 101, 102, 103

The First Year audioscripts can eventually be digitized and used in Moodle and other OL environments.

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 101, 102, 103

No effects on distributed learning at this time, but working with digitized materials is a small step in the DL direction.

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 for Spanish 101, 102, 103

Can this initiative be partially funded?

No

Partially funded curriculum development HOURS requested:

Explanation of effect of partial funding:

Funding Request: Technology Fee