

## LLC 2011-12

### Developing support curriculum for new intermediate-level textbook “Imaginez”

#### Summary:

The French Department requests 100 hours of CD money to support the development and integration of a wide range of materials and assessments that will support student learning in the new textbook adopted for second year French, beginning Fall, 2011.

#### Description

Fall 2011 marks a change in our second year textbook and curriculum. Our current text, *A Votre Tour*, contains outdated content and materials; no new editions are planned, so it will soon be obsolete. We will adopt a new text (already in print), *Imaginez* (Vista Higher Learning)—a culturally rich and geographically diverse program that the University of Oregon's second-year program currently uses. The program features an online learning site (a “Supersite”) for students and instructors that includes the online communication tool WIMBA (instant messaging-style text chat, voice and video calls like Skype), and online workbook and lab manual with integrated audio and video components (no more paper workbooks or CDs!), streaming video, lab audio MP3s, digital slides for grammar explanations and film segments. As well as being a highly engaging program, adopting this textbook will also allow for a virtually seamless transition for transfer students applying to UO French classes at the 300-level, as the UO uses the same text. We are requesting 100 hours of CD to augment the text and complete the development of the new 200-level curriculum.

#### 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 new initiative provides a curriculum that engages students in online modalities and a comprehensive website from the publisher, instead of the old workbooks and CD/cassettes used in the programs it replaces. Because major elements of the curriculum are online and web-based, there are savings/efficiencies in the amount of paper and CDs used; furthermore, some types of assessment are built into the program, allowing the faculty to concentrate their productivity in other more learning-intensive areas; and finally, the online/web-based curricular elements and assessments will free up some of the work done in the Listening and Testing Lab (and transfer it to the Language Computer Lab and to students' individual computer access).

**Describe the resources needed:**

100 hours of CD money

**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.**

CD/Equipment Cost: There will be a substantial decrease in the number of CDs and cassettes bought by the Listening and Testing Center and reproduced for students each term;

Student access: The program will allow students to test online, at their convenience, instead of using the Listening & Testing Lab for some assessments. The Lab is only open from 8-4 daily and students are unable to attend hours outside of their scheduled classes to take tests.

Student Learning: This is an open question, but we will look at student scores on the STAMP test to compare scores using the old text and the new one.

**Department Priority:**

3

**Unit Resources:**

Listening & Testing Lab

Language Computer Lab

PT Faculty who are willing to work on this project

## 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**

French 201, 202, 203 (Second Year French)

Karin Almquist, Robert McLauchlin, Valerie Metcalf, Tim Rake

Yes, all courses have been through the curriculum approval process

### 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)**

French 201, 202, 203 (Second Year French)

Instructional goals aligned with new text series and revised as appropriate

Development of materials to allow students to work in the Supersite, take advantage of text chat, voice, and video features, engage the online communication tool for both classroom and independent practice; provide directions for students to use online workbook and lab manual with integrated audio and video components; provide support for

instructors to get up to speed with a very different set of modalities than they have been using in the past, e.g., streaming video, lab audio MP3s, use of film segments, etc.

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

French 201, 202, 203 (Second Year French)

Begin Spring 2011, complete December 2011.

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

1. Efficient and productive use of technology in support of learning;
2. Saving of paper, copying, P&G expenses;
3. Students and faculty will engage with a much more contemporary and comprehensive second year language program that uses technology seamlessly (we hope!), and one that aligns with the UO's French program.
4. Testing can take place in class or on student's own time instead of relying on Testing Center hours.

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

French 201, 202, 203 (Second Year French)

The principal value of this new curriculum is its embrace of current technology to help students learn second year French. Within that goal, instructors will benefit from a highly integrated program that allows common points of access through the online and integrated nature of the curriculum.

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

French 201, 202, 203: Approximately 110 students/year (increasing dramatically in the last 3 years)

201: 43

202: 36

203: 31

**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.**

French 201, 202, 203 (Second Year French)

1. Students will complete 2 years of French which allows them to both fulfill the admission and graduation requirement for the OUS, and also serves as the foundational courses for French majors;
2. Adoption of this second year curriculum allows Lane's French program explicit alignment with the UO's French program

3. Students will be using current technology for their language learning experience--which will be new for some students and easy for others

4. Students will participate in a highly integrated and comprehensive French program which takes advantage of online resources and will introduce them to information literacy in French.

**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.**

French 201, 202, 203 (Second Year French)

Students engage in readings, activities, and tasks that involve the Francophone world. Different worldviews, cultures, habits of mind, and linguistic features of French are part of learning experience in second year French.

**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.**

French 201, 202, 203 (Second Year French)

This new curriculum will move the entire second year program toward a sustainable, online learning environment. The program will no longer purchase and be responsible for making and distributing hundreds of CDs each year from the Listening & Testing Lab. Similarly, the workbook and audio practices are online, and are not tutor-dependent, freeing up human resources as well as paper resources.

**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.**

French 201, 202, 203 (Second Year French)

This curriculum will incorporate elements of DL through its website and through the supportive materials the faculty develop to engage students in the diverse modalities required. It will allow faculty to begin to gain the skills they will also need to move forward with their own professional development around DL.

**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