

## LLC 2011-12

### Summer Intensive First-Year French (Hybrid)

#### Summary:

The French PT and FT faculty request partial funding to (1) develop a hybrid component (value of 1 credit) for the 2 of the 3 courses of the first year French program and (2) modify and create appropriate materials to develop an intensive French program for summer, in which French 101 and 102 courses could be taken in an 8-10 week program.

If the summer intensive program is successful, the French 103 course could be developed and taught the following summer.

#### Description

The French program's numbers have increased dramatically over the past two years. Offering first-year intensive French over the summer would give students the option of completing their language requirement for the Oregon transfer module in eight weeks (FR 101/FR 102). This could especially be an attractive option for the high number of students who are not able to complete FR 101 in the fall, either because they get overwhelmed by their course loads and/or find themselves under-prepared. In order to better meet the needs of students who work, we would like to offer this as a hybrid class that meets face-to-face just four days a week for 2.5 hours each day, with the fifth day requiring 2.5 hours of work online, off campus. The publisher of our first-year textbook, McGraw-Hill, provides a plethora of online material for this purpose in their newest edition we are using this year. We will use Moodle's online forum for required interaction among students and with the instructor. We are requesting 200 hours of curriculum development and will engage with the LETS program to develop this program. (The lead French instructor has completed a Quality Matters workshop.)

#### 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.**

French 101, 102: Intensive, Hybrid

This is a new initiative for French which will allow students to fulfill their OUS admission requirement in summer session. It is very much in line with Adelman's findings that providing summer session classes supports students' staying involved with their academic goals.

The 1 credit (of a 5-credit course) that will be taught OL is an efficiency, freeing up classroom and paper resources.

**Describe the resources needed:**

CD support for faculty to work on modifying the curriculum for an intensive teaching format and the integration of Moodle resources

**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.**

1. Offering an intensive summer French program consisting of FR 101 and 102 in Summer 2012; if successful, then adding
2. French 103 in the summer of 2013, allowing the full year of first year French to be taught in one summer session.
3. The addition of a hybrid format to all French 101 and 102 courses, whether taught in summer or the academic year.

**Department Priority:**

6

**Unit Resources:**

Language Computer Lab (with new highly supportive features for audio, MP3, webcams, USB headphones, etc in Spring 2011 upgrade)

Listening & Testing Lab

PT faculty willing to invest in this project and teach in summer

## 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 101, 102

Karin Almquist, Robert McLauchlin, Valerie Metcalf, Tim Rake

Yes, the 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 101, 102

Revision of instructional goals to align with intensive teaching/learning formats (from 11 weeks to 4), the addition of relevant materials and activities to support learning in an intensive environment, the development of appropriate assessment instruments for such a teaching format.

The development of materials and activities to engage students in the hybrid portion of the course, including forums, assessments, and instructions for working in Moodle.

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

French 101, 102

Begin spring 2011; complete December 2011 (although some adjustments and piloting will be happening through Spring 2012 to prepare for the summer 2012 launch of the intensive program).

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

1. Development of hybrid courses where students are supported in developing OL expertise, use of Moodle, and the publisher's supersite;
2. Use of current technology to approach language learning theory and opportunities;
3. Implementation of a summer intensive language program to support students who want to continue their education and also fulfill language admission requirements for the OUS

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

French 101, 102

The inclusion of a hybrid component and the implementation of a summer intensive French program provide the French faculty with a summer teaching opportunity, which hasn't existed, and with professional development opportunities, enhancing their OL and Moodle capabilities.

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

French 101, 102

During the academic year 2009-10, 312 students enrolled in French 101 (197 students) and 102 (115 students).

There are no figures for the summer enrollment, but if the 3 years of intensive Spanish are any indication, after 2 years, we filled 2 sections of 101 and 1 section of 102 with students who did not return to Lane, but entered the UO. Whether French will be as popular as Spanish remains to be seen and will require a concerted publicity effort.

**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 101, 102

At Lane, language courses are 5 credits. By making 1 credit of the French 101, 102 courses hybrid, students can anticipate 4 hours on campus instead of 5, adding some flexibility to their schedules.

With the offering of a summer intensive French program, students who do not meet the language requirement for admission to the OUS can be ready to begin their OUS study in the fall term.

As Adelman noted, students who take summer school are more likely to persist.

**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 101, 102

The content of all the French classes is based not just on France, but on the larger Francophone world. Thus worldviews, language differences, cultural differences, etc., are part of the every day elements in French classrooms. Students will gain a deeper understanding of cultural difference and its manifestations--crucial understandings for global citizens.

**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 101, 102

The hybrid element assures that quizzes, learning activities, assignments and speaking/listening work is done online, sustainably, and with fewer 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 101, 102

## **Funding Request: Technology Fee**