

LLC 2011-12

Summer Intensive First-Year French (hybrid)

Summary:

This initiative proposes a hybrid component to the three 5 hour first-year French classes: 1 hour hybrid and 4 hours of face to face/traditional instruction for French 101, 102, and 103. This hybrid would operate for our proposed summer intensive French program in 2012 and for all first year classes taught during the academic year.

Description

The French program's numbers have increased dramatically over the past two years, from 34.5 FTE in 07-08 to 59.5 FTE in 09-10 (72%) during the academic year. By adding first-year intensive French over the summer, Lane can give students the option of completing their language requirement for the Oregon transfer module in 8-10 weeks (FR 101/FR 102). This could be an especially 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 or find themselves under-prepared. In order to better meet the needs of students who work, we would like to offer this first as a summer hybrid class that meets face-to-face 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 CD from the general fund and 100 hours from the student technology fund to develop this. (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.**

This new initiative takes advantage of technology to allow an intensive 5-credit class to meet one of those 5 hours through hybrid modality. In addition, the modality would support a more intensive summer program of 10 weeks of first year French, thus allowing students to fulfill their language requirement for OUS admission in one summer, an offering that proved very popular with the summer students who participated in the intensive Spanish program. The change in modality will ease our crowded computer lab, allow more flexible teaching formats, and provide students options in their schedules.

Describe the resources needed:

200 hours of CD support ($\$29.44 \times 200$) = \$5,888.00

200 hours of CD work divided among 4 instructors to revise the French 101 and French 102 curriculum to include a hybrid component with appropriate digitized materials, and intensive instructional formats, including Moodle support, and advanced training on French language-appropriate materials for Moodle (videos, movies, captures of native speakers, etc.)

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. The development and implementation of a curriculum for an intensive summer session of French 101, 102. The plan is to add French 103 in 2012;
2. The improvement of academic year French classes such that first year French students benefit from more flexible schedules while still earning 5 credits. The reduction of classroom hours for French first year, from 5 hours/week in a traditional face to face classroom to 4 classroom hours + 1 online component; credit load of 5/class remains unchanged. The hybrid nature of the course also frees up a bit of language classroom space.
3. The summer offering of first year French will require appropriate publicity, but will meet the needs of students for a summer program that fulfills the language requirement for admission to schools in the OUS.

Department Priority:

6

Unit Resources:

Computer lab support (CEN 451)

Moodle instruction (through ATC)

LETS support for digitizing relevant files

Administrative Office Support

myLane messaging for publicity

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 (100 hours)

French 102 (100 hours)

French 103 (to be determined; perhaps request in 2012)

Instructors: Karin Almquist, Tim Rake, Valerie Metcalf, Robert McLauchlin

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, 103: integration of existing materials into digital form; development of new materials to support an intensive French class in which students meet the one term outcomes in 4 weeks. Hybrid materials will be put on Moodle, with forums, quizzes, videos and tests developed.

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

Begin summer 2011, completed December 2011.

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

1. Increased summer school offerings/opportunities
2. Allow students to attend school without interruption

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, 103: All faculty will enhance their own professional development in technology through working with the hybrid class, developing materials and courses for it.

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

Most likely the enrollment pattern would include full sections of 101 and 102, which students take to enroll in OUS schools, with a typical drop off of enrollment in 103 (a pattern across all language courses).

French 101, 102, 103 = est. 30 students (without attrition) added in summer 2012.

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, 103: Students can complete the first 2 courses in an intensive summer session, thus allowing them to meet admission requirements to UO in a single term. The (summer) intensive learning format and the addition of the hybrid hour allow students more flexibility in scheduling their on campus time as well as their worklives. As a result, learning may be enhanced and student motivation increased.

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, 103: These courses emphasize the diversity of the French language and culture, and include the study of Francophone countries, where cultural differences and diversity will be clearly marked.

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, 103 (First Year French): Students have one fewer class hour on campus, thus saving room space, driving time, and other 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, 103: Students will be able to share and cooperate in their learning through both face 2 face and online modalities.

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 French 101, 100 for French 102

Can this initiative be partially funded?

No

Partially funded curriculum development HOURS requested:

Explanation of effect of partial funding:

Funding Request: Technology Fee

1. Category of request

- **Maintain existing technology**
- **Increase student access to technology**
- **New technology**

Please type in the category of the request in the field below.

Increase student access to technology

2. Campus location

- **Main Campus**
- **Downtown Center**
- **Florence**
- **Cottage Grove**
- **CLC (list specific locations)**

Please type in the location of the request in the field below.

Main Campus

3. Names of the person(s) with more information (if needed):

Karin Almquist, lead French instructor

4a. Budget ORGN

4b. Budget PROG

5. How many students will benefit per year?

Summer 2012 could handle 30-60 new French students

6. Describe the benefit?

Intensive French classes will be available in summer for the first time, augmenting the academic year offerings and allowing students access to the OUS for Fall 2012 through the fulfillment of the language requirement.

COMPUTER HARDWARE \$

COMPUTER SOFTWARE \$

STAFFING \$

100 hours

INSTALLATION \$

LICENSING \$

Can this initiative be partially funded?

Yes

COMPUTER HARDWARE \$

(CH) Explanation of effect of partial funding:

COMPUTER SOFTWARE \$

(CS) Explanation of effect of partial funding:

STAFFING \$

75 hours

(S) Explanation of effect of partial funding:

INSTALLATION \$

(I) Explanation of effect of partial funding:

LICENSING \$

(L) Explanation of effect of partial funding: