Foreign Languages Grants Collections   Foreign Languages

Spring 2018

Elementary Spanish I (UNG)

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UNIVERSITY SYSTEM
OF GEORGIA

Mariana Stone, Elizabeth Combier, Kristi Hislope, Valerie Hastings, Rosaria Meek, and Alvaro Torres-Calderon

Elementary Spanish I

Affordable Learning Georgia

Georgia's Virtual Library
GALILEO
An Initiative of the University System of Georgia

Grants Collection

Affordable Learning Georgia Grants Collections are intended to provide faculty with the frameworks to quickly implement or revise the same materials as a Textbook Transformation Grants team, along with the aims and lessons learned from project teams during the implementation process.

Each collection contains the following materials:

- Linked Syllabus
    - The syllabus should provide the framework for both direct implementation of the grant team's selected and created materials and the adaptation/transformation of these materials.
- Initial Proposal
    - The initial proposal describes the grant project's aims in detail.
- Final Report
    - The final report describes the outcomes of the project and any lessons learned.

Initial Proposal

Manage Application: ALG Textbook Transformation Grants

Award Cycle:	Round 6
Internal Submission Deadline:	Monday, August 1, 2016

Application Title:	234
Application ID:	#001139
Submitter First Name:	Mariana
Submitter Last Name:	Stone
Submitter Title:	Language Lab Director
Submitter Email Address:	mariana.stone@ung.edu
Submitter Phone Number:	706-864-1978
Submitter Campus Role:	Proposal Investigator (Primary or additional)
Applicant First Name:	Mariana
Applicant Last Name:	Stone
Co-Applicant Name(s):	Valerie Hastings, Elizabeth Combier, Kristi Hislope, Rosaria Meek, Alvaro Torres-Calderon
Applicant Email Address:	mariana.stone@ung.edu
Applicant Phone Number:	706-864-1978
Primary Appointment Title:	Language Lab Director
Institution Name(s):	University of North Georgia
Submission Date:	Monday, August 1, 2016

Team Members (Name, Title, Department, Institutions if different, and email address for each):

Mariana Stone, Director of Language Labs, Spanish department, mariana.stone@ung.edu

Dr. Valerie Hastings, Assistant Professor of French, Modern and Classical Language department, vthastings@ung.edu

Dr. Elizabeth Combier, Full Professor of Spanish, Spanish Department, elizabeth .combier@ung.edu

Dr. Kristi Hislope, Full Professor of Spanish, Spanish Department,
kristi.hislope@ung.edu

Sponsor, (Name, Title, Department, Institution):

Dr. Elizabeth Combier, Department Head, Spanish Department

Proposal Title: 234

Course Names, Course Numbers and Semesters Offered:

Elementary Spanish I, 1001 (offered in the Summer, Fall, and Spring every year.)

Final Semester of Instruction:	Fall 2017
Average Number of Students per Course Section:	21
Number of Course Sections Affected by Implementation in Academic Year:	146
Total Number of Students Affected by Implementation in Academic Year:	3066
List the original course materials for students (including title, whether optional or required, & cost for each item):	Required: Vistas 5th ediction ·Required: Textbook with Companion site (Supersite + Websam)Total Cost $255
Proposal Category:	No-or-Low-Cost to Students Learning Materials
Requested Amount of Funding:	$30,000
Original per Student Cost:	$255
Post-Proposal Projected Student Cost:	$30
Projected Per Student Savings:	$255
Projected Total Annual Student Savings:	$D781,830

Creation and Hosting Platforms Used ("n/a" if none):

n/a

Project Goals:

1.To lower overall costs for degree completion for students by lowering textbook costs.

2.Utilize authentic L2 (Second Language) materials relevant to the culture and language they are studying that align with the linguistic goals and competencies of a lower division Spanish 1001 student.

3.Provide an open source free textbook that will put an emphasis on interactive ways of learning and the use of technology (an open source free textbook online with active links to online videos and articles).

4.Allow students to have access to course materials that are very current and can easily be updated.

5.Compare and contrast the effect on learning outcomes between the students using a traditional textbook and those using the open source free online textbook . We will align this free resource to the current used textbook giving the option to students and faculty to continue using Vistas if they so chose or go with the free option and still be on track to continue with SPAN 1002 with a different textbook.

6.Assess student preferences with a survey on the group trialed with the new online learning resource.

7.Encourage a switch to new online learning resources for other faculty working with other languages as well.

Statement of Transformation:

UNG serves a large and widespread population of low-income students. The rising cost of tuition and textbooks creates financial barriers that negatively affect degree completion. Making no-cost-to students learning materials available allows college to become more affordable and accessible to our population therefore increasing retention and graduation rates.

The textbook currently required is rather expensive and some students often decide not to purchase or wait too long to acquire the material required or recommended at the cost of their success in the class. Students often fall behind by postponing the purchase of their textbook, lose their confidence and sometimes even drop of the course or withdraw from college completely.

Also, most textbook material becomes dated rather quickly and even if they are updated with

each new edition justifying an increase in price, the new editions are never able to embrace all the cultural and linguistic changes in real time. The new no-cost online learning material will allow to incorporate authentic online resources from the culture studied and will permit instant updates and the malleability necessary when it comes to teaching languages and culture, especially in a lower division Spanish course.

Access to the most current information available will allow the students to make connections between what is happening in the Spanish speaking world currently and the material studied, keeping them informed and interested. Also, an improved and easier access to the required and recommended materials for the course will allow the students to feel more confident and improve their overall performance.

Transformation Action Plan:

Mariana Stone: 1001 courses and syllabus redesign with a new sequence and a redefinition of the materials to be mastered after each level.

Mariana Stone: Two student surveys (an experience survey to get feedback on the perceived efficiency and ease of use of the new resource and a final assessment survey to measure the impact on learning with the new resource compared to the old one).

Mariana Stone, Dr. Valerie Hastings, Dr. Elizabeth Combier and Dr. Hislope: Design interactive activities (to practice reading, writing, listening and speaking in class) and create quality videos and other audio materials to be embedded into the new online resource. All materials will be available on a freely accessible textbook (with active links to videos and audio material). The text will be available for downloading in Adobe Acrobat Format and will be freely accessible under the Creative Commons Attribution- NonCommercial- ShareAlike licence. A new web site will be created with a publishing platform available online (https://wix.com), to supplement and host the pdf version of the new textbook.

Quantitative & Qualitative Measures:	Compare ABC rates and DFW rates for SPAN 1001 the new online resource to those using a commercial textbook. Assess students performance using a uniform final exam for 1001 those using a commercial textbook. Assess speaking, writing, listening and reading skills using the ACTFL proficiency guidelines and compare to those using a commercial textbook. Measure the impact on student experience with an online Survey on D2L for students who are using the new online resource. Suggestions for improvements will be solicited. Survey of the faculty to get their feedback on the new online resource.

Timeline:

Fall 2016: Material Development and curricular alignment, each project member will develop a chapter as well as be responsible for all supplementary materials that accompany the chapter.

Spring 2017: Partial implementation in 4 1001 classes to compare the use of the new online resource with the group using a commercial textbook.

Fall 2017: Make some adjustments and/or changes based on the first surveys and exam results. The results will be shared with the rest of the faculty.

December 2017: Final experience survey and final assessment survey (Final exams).

January 2018: Full implementation: All sections of Spanish 1001 will have a free access textbook.

March 2018: Survey of the faculty to get their feedback on the new online resource.

April 2018: Experience survey and Assessment survey. Final report submitted including qualitative and quantitative outcomes.

Budget:

	Requested Funds
Personnel	*$30,000*
Mariana Stone	$5,000.00
Dr. Valerie Hastings	$5,000.00
Dr. Elizabeth Combier	$5,000.00
Dr. Kristi Hislope	$5,000.00
Dr. Rosaria Meek	$5,000.00
Dr. Alvaro Torres-Calderon	$5,000.00
Contractual	*$800.00*
Travel expenses for grant recipients	$800.00

Sustainability Plan:

The courses for SPAN 1001 will be offered in the spring, summer and fall of each year using the free online resource on all UNG campuses.

The faculty will review all materials available with the free online resource annually and updates and/or changes will be made as appropriate.

Final Semester of Spring 2017
Instruction:

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COLLEGE OF ARTS & LETTERS

Department of Spanish

Dear Members of the Review Board:

As Head and Associate Head of the Department of Spanish at the University of North Georgia, we write to enthusiastically support our department's application for the Affordable Learning Georgia Textbook Transformation Grant led by Ms. Mariana Stone. Other working members of the grant group are Drs. Elizabeth Combier, Valerie Hastings, Kristi Hislope, Rosaria Meek, and Alvaro Torres-Calderón. This group is a collaboration of the Department of Spanish and the Department of Modern & Classical Languages. All are eager to develop online materials for a textbook that will address the language-learning needs of our students and help them to become more proficient in Spanish in a cost-effective manner. We are also motivated by the idea of developing our own curriculum instead of following the traditional sequencing of concepts by major textbook publishers.

Mariana Stone is our Lab Director for all languages and campuses of UNG. She develops all activities for one of our four-credit hours for Spanish 1001 as well as working closely with our other ten languages to assist them in developing activities for their classes too. She teaches two Spanish classes every semester, so she knows our current curriculum well. Mariana earned a M.A. in Spanish Applied Linguistics with a specialization in Second Language Acquisition and is finishing coursework for her Ed.D. in Instructional Technology at Georgia State University. Her expertise in technology and in language acquisition are extremely beneficial in this endeavor and to being the leader of our group. Under her vision and leadership, along with the experience of Dr. Hastings in French, we hope to develop a fully online textbook and ancillary materials for our SPAN 1001 course.

Dr. Valerie Hastings is an Assistant Professor of French at our university. Last year she won this grant to develop online resources for our French 1001 & 1002 courses. She will be a valuable member of our group with her knowledge of developing the online resources. From her work this past year she has a plethora of information on open-sourced pictures and videos so that we do not violate any copyright laws.

The other members of the group have various backgrounds. Dr. Elizabeth Combier, Professor of Spanish and Department Head of Spanish, has a specialty in Golden Age literature and theater and has conducted research in cultural issues of language learning. Dr. Kristi Hislope, Professor of Spanish and Associate Department Head of Spanish, is a second language acquisition specialist and researches different dialects of Spanish. Dr. Rosaria Meek, Assistant Professor of Spanish, is a specialist in Argentinean and Italian literature, was a Governor Teaching Fellow and researches new teaching approaches, especially in Spanish for the Professions. Finally, Dr. Alvaro Torres-Calderón, Associate Professor of Spanish, is a Colonial, XIX and XX Century Literature specialist. His interests are study abroad and internship programs for students.

The prospect of combining our many years of language-teaching experience into this innovative project is exciting and appealing to us. Our university is well-known in the state for having exemplary language programs. We are one of the nation's six senior military colleges which has allowed us to work with the military to teach our cadets and civilian students critical and strategic languages and Spanish, important to the U.S. as well as abroad. In fifteen years we have progressed from offering three languages to now offering eleven languages in Fall 2016. In academic year 2015-2016 we offered 143 sections of SPAN 1001 with an enrollment of approximately 3,000 students who each spent an estimated $200 for their textbook and online workbook codes. This project will create a $600,000 savings and has the potential to affect many students. After we are successful with this project we will undertake the same approach for an online textbook in our SPAN 1002 course.

Our Dean, Dr. Chris Jespersen, is fully supportive of this initiative and of our efforts and the time to achieve our goals. With a membership including the Department Head, the Associate Department Head, the Language Lab Director, a previous grant winner for a similar project in French, and two more enthusiastic faculty members, we are devoted to this project and to our students.

Should you require more information on this proposal or wish to speak to any members listed above or to the dean, please feel free to contact us. We thank you for your time and consideration.

Sincerely,

Elizabeth Combier, Ph.D.
Department Head of Spanish
Professor of Spanish

Kristi Hislope, Ph.D.
Associate Department Head of Spanish
Professor of Spanish

Cumming   Dahlonega   Gainesville   Oconee

322 Dunlap Hall | Dahlonega, Georgia 30597 | 706.864.1683 | ung.edu

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Syllabus

Beginning Spanish 1001
Dr. Kristi Hislope
Spring 2018
University of North Georgia

Dr. Kristi Hislope kristi.hislope@ung.edu	Office Location: Dunlap Hall 306B, Dahlonega Office Hours: MWF 11:00-11:45 TR 9:00-10:00, 2:00-3:00	Course: SPAN 1001 Class location: MWF 9-9:50 Dunlap 320 MWF 10-10:50 Dunlap 320

Note: <u>It is the student's responsibility to read this syllabus and to follow the policies of the class</u>.

Textbook

Free textbook available in D2L and the course website (TBA). This is an experiment available to only six sections of SPAN 1001 this semester.

In order to do the homework, you will need to purchase an account from TopHat for $26.00. If you already have a TopHap account you do not need to purchase it again, or if you have another course this semester that uses TopHat, you only need to make one purchase for all classes.

Course description

There is no prerequisite for this course.
This is a basic language course with emphasis on developing listening, speaking, reading and writing skills. Classroom instruction is conducted in Spanish and consists primarily of oral and listening activities that put into practice vocabulary and grammatical structures. Lab attendance is required throughout the course. Assessment instruments include short written quizzes, homework, 2 in-class compositions, tests, lab work, oral and written final exams.

Course objectives
<u>Oral proficiency</u> will be promoted from the outset through the use of Spanish in class and the language lab. The student must demonstrate in class and lab activities, simple conversations, and the oral exam an ability to employ the vocabulary and grammar studied. The student must demonstrate <u>oral and written mastery of basic vocabulary and grammatical structures (communicative goals) introduced in the textbook</u>. <u>Awareness and sensitivity to the Spanish speaking culture</u> will be promoted through the viewing of videos, and the reading and discussion

of dialogues, paragraphs, short essays and online materials that introduce culturally authentic elements.

Methods of Instruction:
Active practice and use of Spanish will be emphasized in the classroom. Pre-reading is an important component of this course. Grammar explanations are presented in English in our textbook and teaching materials. Students are expected to read these sections and assignments given by the professor as indicated on the Course Calendar. The professor will provide additional explanation and students will have the opportunity to ask questions about the reading. In class, however, the focus will be on practicing vocabulary and applying key grammar concepts through individual and group work, and through conversation with classmates and with the professor. Homework assignments are found in TopHat.

Academic Integrity:
You are expected to be familiar with and follow the academic integrity policy of the university as outlined in the UNG Student Handbook under Student Code of Conduct. Putting your name on work that was produced or written by someone else including translators available on the internet or through computer software is a violation of this policy. You should do your own work. You may study together but may not turn in the same work. Violations of this policy will result in a zero for everyone involved for the assignment, test, etc. in question and the possibility of additional disciplinary action at the institutional level including an F or WF in the course and/or suspension from the university.

Students with Disabilities:
UNG is committed to equal access to its programs, services and activities for people with disabilities. If you believe that you have a disability requiring an accommodation, reasonable prior notice needs to be given to the instructor and the Office of Student Disability Resources. Contact Student Disability Resources.

Attendance
6 permitted absences for MWF class and 4 for T/TH class. Student athletes (and others on university-sponsored events) do not get free absences in addition to the days they miss for events. The permitted absences include those events. If there are more than 6 events with the university or military, etc., then official documentation must be presented for all events (all 6 plus the additional ones).

On the 7th (for MWF) or 5th (for T/TH) absence you will be dropped with a WF. At the discretion of the professor, and under extreme circumstances, you *may* be allowed to remain in the course but will have 5% deducted from your final course grade for each additional absence over 6 (for MWF) or 4 (for T/TH), and the professor may still drop you at any point past the allowed absences.

Use of electronic devices in class is for class work only and requires the permission of the instructor. Use for non-classroom related things will count as an absence. (ex: cell phone, computer, ipad, etc.)

Arriving late, leaving early, and bathroom breaks are disruptive. 2 offenses will count as one absence.

Make-up policy
• If a student misses a test, the next test or written exam grade will count twice. At the discretion of the professor, a student is allowed a make-up oral or written exam (only for valid and **documented** reasons, *e.g.* sickness). **If a student misses an exam without a documented excuse, the student will receive a grade penalty (usually a "0").** Foreseeable problems must be discussed with the instructor **before** the absence.

 No late homework is accepted.

COURSE GRADE

Grade distribution	Grading scale (%)
Tests (3) 30%	90 – 100 = A
Compositions (2) 10%	80 - 89.9 = B
Actividades Pre-Clase. 5%	70 - 79.9 = C
Actividades Post-Clase. 10%	60 - 69.9 = D
LAB (4th hour) 15%	0 - 59.9 = F
Oral exam 10%	
Written final exam 20%	

Tests (30%)

There will be three (3) tests. Tests will include listening comprehension, reading comprehension and/or writing components, and they will reflect material covered in class and in assignments. Test dates are listed on the Course Calendar. If you miss a test the next written test or written exam will count twice.

Compositions (10%)

There are two in-class compositions. Your instructor will give you the topic the day of the composition. It is a closed-book composition.

Homework: Actividades Pre-clase & Actividades Post-clase (5% + 10%)

There are two types of work that you will turn in this semester. A set of activities that you complete before we begin the chapter which are called actividades pre-clase and a set of activities you complete when we have finished the chapter which are called actividades post-clase. The homework is found in TopHat. **Late assignments will not be accepted**.

Lab (15%)

The Language Lab is located in Dunlap Hall 317 in Dahlonega, in Nesbitt 4201 in Gainesville, and in room 512 in the 500 Building in Oconee**.** To satisfy the 4th credit hour you have to complete 6 LABS: 3 of those can be completed from home and 3 of them have to be completed IN THE LAB. Each one has its own due date (see class calendar). The main difference between them is that you have to come to the lab for 3 of the 6. All the lab assignments have to be submitted via D2L and although they are completed in pairs each member of the pair has to submit the activity. Your first task is to watch the **orientation video** under the orientation module of the lab in D2L. All of the lab assignments are listed in the "lab" folder in D2L. You have two weeks to do each lab, so plan accordingly. Unless it's an extreme circumstance (not that your computer crashed near 10pm when you were trying to submit it), I do not accept late labs. If you still have questions the lab personnel will be happy to help you.

Oral Final Exam (10%)

The oral exam will be an interview in the professor's office during exam week or as a whole class in the language lab. It will be based on topics we covered during class discussions and/or activities you completed in the lab and/or information in the compositions you wrote. You will be asked to respond to a series of questions and elaborate on your answers. You will receive a general description of its content beforehand.

Written Final Exam (20%)

The exam will focus on the last chapter but will include components from other chapters. The professor will give you a list of items to review before the exam.

ADDITIONAL INFORMATION

Behavioral Issues / Disruptive Behavior. Such behavior interpreted by the professor as disruptive will not be tolerated toward the professor nor toward other students and will be reported as Academic Misconduct ("Disruptive behavior in an academic setting").

Use of Electronic Devices. All electronic devices must be silenced and put away before coming to class. Using electronic devices during testing will result in failure of the assessment and possibly the course. Using electronic devices during a normal class is an absence unless the professor requires it for a specified activity. In this case, if you are using your device for other purposes, you will be counted absent for that day.

Extra Credit. There will be no extra credit to make up for missed coursework, however, extra credit for attending departmental and/or university events may be offered at your professor's discretion. Normally there are bonus questions on tests but no extra credit.

Food and Drinks. Please refrain from eating during class. Drinks are fine.

Breaks while class is in session. You are asked to remain in class until its conclusion. The habit of leaving the room for walks or breaks is disruptive to class activities and to the learning environment. Every two times you leave class will count as an absence.

Supplemental course information. Refer to the Supplemental Syllabus for information common to all your UNG courses. Topics include: Academic Exchange, Academic Integrity Policy, Academic Success Plan Program, Class Evaluations, Course Grades and Withdrawal Process, Disruptive Behavior Policy, Inclement Weather, Smoking Policy and Students with Disabilities.

Spanish 1001 contributes to the development of the following ACTFL (American Council of Teachers of Foreign Languages) standards and sub-standards: **Communication** - 1.1, 1.2 and 1.3; **Cultures**- 2.2; **Connections** - 3.1and 3.2; **Comparisons** - 4.1 and 4.2. A detailed list of ACTFL standards is on file in my office.

SPAN 1001 – M/W/F

(subject to change)

Fecha	Actividades Pre-Clase	En Clase	Actividades Post-Clase	Lab
JAN 8		Intro y Cap. Introductorio		
10		Cap. Introductorio		
12		Cap. Introductorio		
15		NO HAY CLASE – DIA DE MLK		
17		Cap. Introductorio	Post-clase Intro	
19	Pre-clase cap 1	Cap 1		
22		Cap 1		
24		Cap 1		
26		Cap 1		**LAB 1**
29		Cap 1	Post-clase cap 1	
31	Pre-clase cap 2	Cap 2		
FEB 2		Cap 2		
5		Cap 2		
7		Cap 2		
9		Cap 2	Post-clase cap 2	**LAB 2**
12		**Test #1**		
14	Pre-clase cap 3	Cap 3		

16		Cap 3		
19		Cap 3		
21		Cap 3		
23		Cap 3		**LAB 3**
26		**Composición en clase**	Post-clase cap 3	
28	Pre-clase cap 4	Cap 4		
MAR 2		Cap 4		
5		Cap 4		
7		Cap 4		
9		Cap 4		**LAB 4**
MAR 12-16		VACACIONES de PRIMAVERA		
19		**Test #2**	Post-clase cap 4	
21	Pre-clase cap 5	Cap 5		
23		Cap 5		
26		Cap 5		
28		Cap 5		
30		Cap 5	Post-clase cap 5	
APR 2		**Test #3**		
4		Cap 6		

6	Pre-clase cap 6	Cap 6		**LAB 5**
9		Cap 6		
11		Cap 6		
13		Cap 6		
16		Cap 6		
18		Cap 6	Post-clase cap 6	
20		**Composición en clase**		**LAB 6**
23		**Examen Oral**		
25		**Examen Oral**		
27		**Examen Oral**		

Final Report

Affordable Learning Georgia Textbook Transformation Grants

Final Report

Date: December 28, 2017

Grant Number: 234

Institution Name(s): University of North Georgia

Team Members: Mariana Stone, Elizabeth Combier, Kristi Hislope, Valerie Hastings, Rosaria Meek, and Alvaro Torres-Calderón

Project Lead: Mariana Stone

Course Name(s) and Course Numbers: SPAN 1001, Elementary Spanish I

Semester Project Began: Spring 2017

Semester(s) of Implementation: Fall 2017

Average Number of Students Per Course Section: 21

Number of Course Sections Affected by Implementation: 112

Total Number of Students Affected by Implementation: 2352

1. **Narrative**

    A. There were several positive take away but some hard lessons learned too. Overall the project was a lot more time consuming than expected and required what we perceived as the equivalent a 2-course load (per person) which we didn't get. Unlike other disciplines, Spanish does not have a textbook available as an OER for us to adapt our curriculum. We had to create the entire resource. Many of the different ALG gran recipients find an OER, make the necessary changes to their course, maybe add more resources and voila, their course is good and ready for implementation. We on the other hand had to write piece by piece, and then adapt our course to it.

    Now for the positive outcomes, the process of writing and rewriting this led us to explore a more proficiency based language teaching approach that is guided by a resource heavy on tasks and lighter on grammar. Another positive side effect of this project was the conversation it encouraged among the faculty in terms of teaching approaches. We, teachers, tend to be very protective of our teaching space and we share but in a very guarded manner. Having to create this resource and put it out there for other tea members to critique, opened us for a conversation in which we were forced to reflect on our teaching.

B. One important lesson we learned that I would like to share to future grantees is spend a lot more time in the pre-planning stage. We were eager to get things going and started working independently in each chapter without establishing clear formatting guidelines. These guidelines are just a matter of preference (font uses, bolding here, underlining there, etc.). Not giving enough thought to this at the beginning created a lot more work in the end.

2. Quotes

- I loved that it was free but I wish it had an answer key to go with it, like the traditional books.
- We need the homework to be electronic, paper homework is to cumbersome to keep up with.
- You can tell they put a lot of thought into the course.

3. Quantitative and Qualitative Measures

3a. Overall Measurements

Student Opinion of Materials

Was the overall student opinion about the materials used in the course positive, neutral, or negative?

Total number of students affected in this project: __2352___

- Positive: __82_____ % of ___1981_____ number of respondents
- Neutral: __12_____ % of __1981_____ number of respondents
- Negative: ___6____ % of _1981_____ number of respondents

Student Learning Outcomes and Grades

Was the overall comparative impact on student performance in terms of learning outcomes and grades in the semester(s) of implementation over previous semesters positive, neutral, or negative?

Student outcomes should be described in detail in Section 3b.

Choose One:
- _X__ Positive: Higher performance outcomes measured over previous semester(s)
- ___ Neutral: Same performance outcomes over previous semester(s)
- ___ Negative: Lower performance outcomes over previous semester(s)

Student Drop/Fail/Withdraw (DFW) Rates

Was the overall comparative impact on Drop/Fail/Withdraw (DFW) rates in the semester(s) of implementation over previous semesters positive, neutral, or negative?

Drop/Fail/Withdraw Rate:

__2.5___% of students, out of a total _____ students affected, dropped/failed/withdrew from the course in the final semester of implementation.

Choose One:

- _X__ Positive: This is a lower percentage of students with D/F/W than previous semester(s)
- ___ Neutral: This is the same percentage of students with D/F/W than previous semester(s)
- ___ Negative: This is a higher percentage of students with D/F/W than previous semester(s)

3b. Narrative

The most noticeable impact of the implementation of this resource has been in the D/F/W rate. By comparison between Spring 2017 and Fall 2017 the D/F/W rate went from 7.5% to 2.5%. We would have to look at those percentages and see if they are sustained over time to truly have an idea of whether the lower number of D/W/F is due to the new curriculum implementation or some other factor.

In terms of grades, the grade distribution was not all that different but given the difference in the number of people that dropped the course (at the beginning of the semester) or withdrew at mid point, there is still an improvement.

With _Vistas_ Spring 2017

A – 10.8%

B – 45.9%

C – 35.1%

D – 2.7%

F – 5.4%

With _Hola a Todos_ Fall 2017 – 3 sections, 63 students total

A – 19.0%

B – 41.3%

C – 31.7%

D – 6.3%

F – 1.6%

4. Sustainability Plan

We will continue working together maintaining public and open access to the materials as well as updating the content as well as the links to audio and video content. In the future we want to work on developing an accompanying homework resource to support this textbook. As it stands right now we incorporated quizzlet activities and paper homework but we would like to move towards developing an online option either using the quiz options in D2L or another open source one.

5. Future Plans

Our goal is to write an actual textbook beyond the resources we developed for this ALG grant. Since we didn't get the ALG we submitted for SPAN 1002 we will work on it independently and decide what to do with it whether submit it to a publisher or not. Getting rejected from ALG for the SPAN 1002 portion of this project ended up somewhat energized us because we felt we have done way more than other groups that simply adapted a written textbook so our future plans are very much outside of ALG at the moment.

6. Description of Photograph

Mariana Stone – Project Lead

Valeria Hastings – Technology Integration

Elizabeth Combier – Content Specialist / writer

Kristi Hislope - Content Specialist / writer

Alvaro Torres Calderon - Content Specialist / writer

Rosaria Meek - Content Specialist / writer