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# Application Summary

## Competition Details

| | |
|---|---|
| **Competition Title:** | Textbook Transformation Grants, Round Fourteen (2019-2020) |
| **Category:** | University System of Georgia |
| **Award Cycle:** | Round 14 |
| **Submission Deadline:** | 04/09/2019 at 11:59 PM |

## Application Information

| | |
|---|---|
| **Submitted By:** | Edward Whitelock |
| **Appplication ID:** | 3380 |
| **Application Title:** | 462 |
| **Date Submitted:** | 04/09/2019 at 8:25 AM |

## Personal Details

| | |
|---|---|
| **Institution Name(s):** | Gordon State College |
| **Applicant First Name:** | Darren |
| **Applicant Last Name:** | Broome |
| **Applicant Email Address:** | dbroome@gordonstate.edu |
| **Applicant Phone Number:** | 678-359-5335 |
| **Primary Appointment Title:** | Professor of Spanish and French |
| **Submitter First Name:** | Edward |
| **Submitter Last Name:** | Whitelock |
| **Submitter Email Address:** | e_whitelcok@gordonstate.edu |
| **Submitter Phone Number:** | 678-359-5050 |
| **Submitter Title:** | Deparrtment Head, Humanities and Programs in Fine & Performing Arts |

## Application Details

**Proposal Title**

462

**Final Semester of Project**

Summer 2020

**Requested Amount of Funding**

$10,800.00

**Type of Grant**

No-or-Low-Cost-to-Students Learning Materials

**Course Title(s)**
SPAN 1001 Elementary Spanish I and SPAN 1002 Elementary Spanish II

**Course Number(s)**
SPAN 1001 and SPAN 1002

**Team Member 1 Name**
Darren Broome

**Team Member 1 Email**
dbroome@gordonstate.edu

**Team Member 2 Name**
Karen Guffey

**Team Member 2 Email**
k_guffey@gordonstate.edu

**Team Member 3 Name**

**Team Member 3 Email**

**Team Member 4 Name**

**Team Member 4 Email**

**Additional Team Members (Name and email address for each)**

**Sponsor Name**
C. Jeffery Knighton

**Sponsor Title**
Provost

**Sponsor Department**
Academic Affairs

**Original Required Commercial Materials (title, author, price)**
Plazas: Lugar de Encuentros 5th Edition, Robert Hershberger, Susan Navey-Davis, and Guiomar Borras, Cengage Learning: $141.08

**Average Number of Students per Course Section Affected by Project in One Academic Year**
30

**Average Number of Sections Affected by Project in One Academic Year**
16

**Total Number of Students Affected by Project in One Academic Year**

480

**Average Number of Students Affected per Summer Semester**
60

**Average Number of Students Affected per Fall Semester**
270

**Average Number of Students Affected per Spring Semester**
150

**Original Total Cost per Student**
$141.08

**Post-Project Cost per Student**
$0.00

**Post-Project Savings per Student**
$141.08

**Projected Total Annual Student Savings per Academic Year**
$67,718.40

**Using OpenStax Textbook?**
No

**Project Goals**

Language teaching that occurs throughout the world today arguably could not take place without the extensive use of commercial textbooks. At the college level, foreign language textbooks are commonly available in entry-level and core courses. A primary reason foreign language instructors in entry-level courses teach from textbooks is that they cover the same grammar/vocabulary, and the students who continue studying a foreign language will be able to make a smooth transition to the sequel of the course. It is disturbing to discover how much students spend on textbooks, and how little they receive when they attempt to resell the books. Some foreign language instructors are opting not to use textbooks, and other professors are still using commercial textbooks.

Currently, at Gordon State College our two foreign language instructors do not teach from the same textbook for Spanish 1001 and Spanish 1002. One instructor teaches from a publisher textbook while the other insturctor makes use of a personal website. Consequently, when students continue with the sequel of the course, they possibly will be required to purchase a textbook for Spanish 1002, while possibly not having purchased anything for Spanish 1001. Additionally, many have to adjust to a completely different kind of learning platform and process. Both class consistency and financial burden are integrally tied to the project goals for this Affordable Learning Georgia grant.

1. Our initial goal, of course, is to reduce the costs of our Elementary Spanish courses (SPAN 1001 and SPAN 1002) for our students, but this project will also serve a number of other important goals.
2. The creation of the open source textbook will also guarantee that the material and teaching are consistent in all sections of SPAN 1001 and its sequel SPAN 100
3. Making course materials both more affordable and consistent among instructors and class sections will improve student retention and progression towards their degrees.
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6. Material created for this project would be shared across departments and programs throughout the institution.
7. This project will allow for all future full- or part-time instructors at GSC to adopt this open resource for all Spanish 1001 and Spanish 1002 sections and adapt it to face-to-face, hybrid, or on-line, maintaining consistency of cost and instruction for our students.
8. The open source textbook can be designed to be specific to Gordon State College, featuring useful information in its examples (for instance, exercises that introduce the college president or explain how a particular campus resource works while also teaching lexical and grammatical lessons): this will help students better engage with the campus culture.

**Statement of Transformation**

Most students at Gordon State College enroll in Spanish 1001 or Spanish 1002 to complete one of the courses that fit Area C of the USG core curriculum; additionally, several AA degree or Area F transfer programs (including English, History, Foreign Language, and Communication) require completion of a two-course foreign language sequence. Due to the high-cost, many students do not purchase the current textbook. GSC serves a high number of students who are Pell-Eligible: almost 66% of all students met the criteria. Naturally, the rising cost of tuition as well as rising textbook costs creates obstacles for completing degrees. Any positive adjustment to the affordability of textbooks should facilitate an increase in retention and graduation at our campus.

According to a survey conducted by U.S. Pirg Education Fund, "65% of students said that they had decided against buying a textbook because it was too expensive. The survey also found that 94% of students who had foregone purchasing a textbook were concerned that doing so would hurt their grade in a course. More than half of the students felt a significant concern for their grade, and 82% of students felt they would do significantly better in a course if the textbook was available free online and buying a hard copy was optional" https://uspirg.org/reports/usp/fixing-broken-textbook-market .

Many GSC students have addressed their concerns about both the high cost of the Spanish textbook and the lack of relatability they feel regarding the textbook exercise and examples in their faculty evaluation comments. One such student said, "Not a huge fan of the online assignments, particularly the audio portions. We are hearing a native speaker talk very rapidly in Spanish. The online platform and textbook are a little expensive--a better and more affordable textbook would be more cost-effective."

We can see this challenge reflected in the ABC% for the SPAN 1001 course. Our overall three-year ABC% for the course is 60%, meaning four in ten students do not successfully complete the course. This number is even more troubling for our online sections which, over the same period between fall 2016 and today have an ABC% of 43%. We feel that one of the primary causes for this low pass rate is challenges related to textbook affordability and use for our students. An important goal of our work in providing an open access, more relatable textbook option for our Spanish language students is to bring the overall pass rate up to 70% and to raise our online rate to approaching 60%.

Another issue with the current textbook is the learning management system (LMS). The instructor is only able to make assignments with corresponding due dates from the LMS. However, if a technical issue arises with assignments on the LMS, the instructor has little chance of resolving the issue on his own since the LMS is housed by third-party software. That is, the instructor does not have full autonomy of the LMS. For the current textbook, customer and technical support has been average at best. Further, reaching the support line has been a challenge for both instructors and students since phone support has limited hours, often placing students/instructors on extensive holds.

Students at the college have the option of purchasing a hard copy with access to the textbook platform, or they can opt for the textbook platform which provides an e-version of the textbook. While selecting the electronic textbook, students save substantially. (The ebook is $83 while the hard copy textbook is $141.) However, the ebook arrives with its obstacles. While teaching from the classroom with the electronic textbook, the instructor displays the textbook on the overhead screen, or the instructor can ask the students to view the textbook from their electronic device. Projecting the textbook on the screen or asking students to view from their electronic devices is detrimental to time management in class. Many students have expressed their aversion to the ebook, pointing out they would prefer a hard copy of the textbook. Additionally, we have learned that, while all of our students tend to own smart phones, a significant portion cannot afford full service plans, and rely on the most basic wifi services provided on campus. Their access to the publisher electronic resources are, thus, severely limited. A hard copy of the textbook can provide visual appeal such as the physical feel of the cover, paper, and binding of the original printed work.

The proposal for this on-line textbook will make use of readily available technology such as ReadSpeaker Spanish language, VoiceThread, and Kalutra while also taking material from Open Educational Resources such as Galileo, Gordon State College library, and YouTube. Further, students who prefer owning a hard copy will have the option to purchase a copy of the textbook at an estimated cost of $7.50 from a printing press such as Lulu.

A goal of this open-access textbook is that the book is suitable for the needs of the students and compatible with Gordon State College's access mission. Many of the students who enroll in our elementary language courses arrive with a weak foundation in English grammar, creating obstacles for second language acquisition. The team of faculty members will provide supplementary materials for students who may be deficient in grammar in their native tongue. Further, a goal of the textbook is that students will be encouraged not only to learn Spanish but also to continue their studies in Spanish.

Some key goals for the electronic textbook development include:

- Four chapters/lessons for each course (breaking a full semester into four quarters and adapting to the four-week summer class schedule)

- Tangible text (not just a bunch of power points and YouTube links); for face-to-face courses, possibly have shared copies available for in-class use (produced through Lulu, inexpensive printer press)
- Make it relatable/personal and designed to be specific to Gordon State College, featuring information about school/town in examples (for instance, exercises that introduce the college president, local restaurants, Hightower Library, the aquatic center, college Student Activities and Recreation Center (SARC), bookstore, college athletics and athletic facilities, administration building, different schools at the college, photos of students/professors) with the goal of helping students be engaged with campus/American culture but in Spanish
- Grammar: will cover, at minimum, all grammar presented in first ten lessons of standard textbooks, such as Vistas
- Standardized syllabus/calendar: so all instructors are covering the same material/goals/outcomes while making the making a smooth transition to sequel; would allow adjuncts minimal preparation for course, in particular, if the adjunct is hired last minute
- Culture: beginning chapters in English with later chapters transitioning to Spanish; Goal to have students compare contrast American culture to Hispanic culture; number of countries: possibly two to three (Spain, Mexico, Costa Rica
- Literature: select short stories or poems from public domain resources
- Dialogues: chapters should be heavy with dialogues/spoken language; provide dialogues in Spanish about topics/themes/activities that mirror conversations of our students (Instead traveling to Mexico City, for instance, the students is traveling to Thomaston or Griffin, GA, local towns of interest to our students; sports references to Falcons, Braves, UGA football, etc.)
- Vocabulary: use other texts to determine appropriate vocabulary; we will utilize the Frequency Dictionary of Spanish (a great resource!; even categorizes vocabulary-food, sports, clothes, travel)
- Template: textbook, Que va! An Introduction to Spanish Language and Cultures
- Listening comprehension: two to three exercises per lesson/chapter
- Discussion Boards/Voice Boards (D2L): possibly two to three per lesson; preference for selecting assignments/topics that are not online translator friendly; possibly provide word bank where students must use only that vocabulary/grammar
- Assessment (Exams/quizzes): one comprehensive exam per lesson/chapter; 25-30 mini quizzes taken in class or on D2L; standardized midterm/final revisable each semester by teaching team
- Video tutorials: could initially take from YouTube (Vistas) but long-term plan would be to self-produce material, possibly as course assignments in tandem with our college's proposed audio/video production studio (this plan is pending funding, but if created would prove a valuable resource that we will tap into)

The creation of this new textbook will impact the courses immediately. By removing the cost of the textbook, students will have access to materials that will allow them to accomplish academic goals while decreasing financial burdens.

**Transformation Action Plan**

The project will begin with the selection and evaluation of material required for this redesign. The content from the current textbook will be closely scrutinized for guidance with structure and necessary content classifications. Content currently held by third parties and not available due to copyright law will be identified. The team will search for open source resources that can replace third-party materials while also generating original content. The team will develop specific materials related to the topics for Spanish 1001:

- Present tense of (ir)regular verbs
- Ser/estar
- Present progressive
- Possession
- Time
- Numbers
- Adjectives
- Direct object pronouns
- Interrogative words

The same approach will address the following topics for Spanish 1002:

- Past tense or (ir)regular verbs in preterite and imperfect
- Reflexive actions
- Indefinite and negative words
- Indirect object pronouns (and verbs that employ indirect object pronouns)
- Demonstratives
- Double object pronouns
- Comparisons
- Superlatives

The redesign team will consist of members of this grant application. Dr. Darren Broome and Dr. Karen Guffey have extensive time teaching Spanish. Between the two professors, they have more than fifty-five years of teaching. Both professors have been involved in developing curriculum and materials for Spanish courses at Gordon State College. They will serve as the designers of the material for these courses. A staff member from instructional technology will be involved for technical support during the project creation. Staff members from Hightower Collaborative Learning Center will help in the selection and evaluation of material available for this project. (They will also assist in determining any rights issues that may arise.) The college Learning Management System will be utilized extensively and other online materials during the project. The designers will have at their disposal a wide range of material rather than being restricted to material in a commercial textbook. Institutional Research will be involved in the design of the assessments and collection of the comparative data for the project. Dr. Broome and Dr. Guffey will also consult with our current Affordable Learning Georgia Humanities grant team (Dr. Doug Davis, Prof. Craig Soaries, Dr. Masoud Nourizadeh, and Dr. Caesar Perkowski) who are currently engaged in creating an online electronic archive of course material for our Introduction to Humanities (HUMN 1500) course.

We are aware and are both learning from and inspired by ALG work already completed by two teams at sister institutions addressing their own Spanish language courses. Two USG colleges have created Open Education Resources for Spanish 1001 and Spanish 1002: Georgia Gwinnett College and University of North Georgia.

- Georgia Gwinnett College has created an open access textbook for Spanish 1001 and Spanish 1002. The final

  project appears to be, in essence, a syllabus and calendar. (I am unable to determine if the college has other

  sources stored on D2L.) The calendar provides links to resources such as Quizlet, YouTube, or at University of

  Texas. It appears the design team did not create a "tangible textbook." That is, it appears they created a

  detailed calendar with hyper links.


- University of North Georgia created a textbook entitled Hola a todos. UNG's textbooks is adaptable for only

  Spanish 1001. Their project has inspired the Gordon State College team to create an OER for Spanish 1001

  and Spanish 1002. The OER for UNG has been designed to be specific to UNG such as featuring information

  about the college in context (UNG map, college venues.)

Gordon State College envisions a textbook similar to UNG's textbook. The major difference is that Gordon State College will create an OER for both Spanish 1001 and Spanish 1002. A further addition is that our team is prepared to continue this work into our intermediate level courses (SPAN 2001 and SPAN 2002) should we achieve success in reaching our goals for the SPAN 1001-1002 open source textbook.

**Quantitative & Qualitative Measures**

**Goal One**: Minimize textbook and course materials cost to students in SPAN 1001 and 1002.

- Qualitative measure: Track student expenses via survey for such course related costs as who chooses to print text (via Lulu or other on-demand print resource), how students access electronic elements (via phone service or college wifi), etc.

**Goal Two**: Increase SPAN 1001 course ABC% to (A) 70% for all students and sections within three years of adoption and (B) 60% for all online sections of the course.

- Quantitative measure: For this goal we will measure semesterly ABC% grade rates of the courses and track increase or decrease by semester.

**Goal Three**: Design teaching materials that address student interests and needs and to which students can relate.

- Qualitative measure: Survey to assess students' attitudes toward the new material as well as course satisfaction. Questions in the survey may include:
1. Did the material assist in grasping grammar?
2. Did the material assist in vocabulary building?
3. Did the material assist in learning culture?
4. Did the material assist in listening comprehension?
5. Did the material assist in speaking proficiency?
6. Did locally referenced material enhance course experience?
7. Did locally referenced material enhance student engagement with college or community?
- Quantitative measure: Track and compare student homework completion rates and quiz averages for self-generated, locally designed course materials versus homework completion and quiz averages for generic textbook materials used in previous three academic years.

**Goal Four**: Consistency of course design will lead to increased student mastery of Spanish language grammar across all sections as measurable in successful completion of end-of-semester verb tense tests in both SPAN 1001 (present tense verb forms) and SPAN 1002 (past tense verb forms). Note: students must score 60% or higher in these end-of-semester tests in order to complete each course; multiple attempts are allowed without penalty until successful completion.

- Quantitative measure: Track number of students successfully completing test on first, second, third, four or more attempts or not successfully completing test each semester. Target of 60% of those completing test doing so on first attempt and overall target of 70% success in completion.

**Timeline**

May 2019 – July 2019

- Preliminary review of OER texts, publisher texts, and other resources to generate model outline and finalize goals for GSC open source Spanish text and supplemental materials. (Note Dr. Guffey will be teaching in Barcelona Spain for five weeks during this period while Dr. Broome will be teaching two online summer course sections)

August 2019 – September 2019

- August 16: planning and goal setting meeting with department head
- First week of SPAN 1001/1002 classes: Pre-assessment survey regarding needs and student learning outcomes.
- Comprehensive review of resources and materials
- Construction of rough outline for open source text and supplemental materials
- September 27: meeting with department head: review of assessment results and proposed outline and discussion for revision

October 2019 – December 2019

- Finalization of outline for open source text and supplemental materials
- Initial generation/early draft of contents and materials
- November 22: meeting with department head: presentation of final outline, draft of work plan for contents
- December 2019 Data from the student outcomes of students enrolled in the fall sections of the course will be collected to provide baseline data from which to work regarding the new materials. Collection of data on dropout, fail and withdrawal rates in Spanish 1001 and Spanish 2002 during summer 2019 and Fall 2019, before the adoption of the new materials.

January 2020 – March 2020

- Identification of course material resources and generation of GSC-specific course materials
- Worth with IT to develop course shell to house material
- March 21: meeting with department head: progress report final planning for course shell contents

April 2020 – May 2020

- All new materials completed and placed into course shell
- April 25: department head meeting: review of summer pilot course syllabi

June 2020 – July 2020

- Pilot online sections of SPAN 1001 (summer I) and SPAN 1002 (summer II) taught by Dr. Broome
- On day one of each class: Pre-assessment survey egarding needs and student learning outcomes.
- July 19: department head meeting: Data is analyzed and information is gathered to be used to determine changes needed for fall sections of Spanish 1001/1002.

August 2020

- Implementation of SPAN 1001 and SPAN 1002 with open source text and materials
- Fall semester: continue to review materials based on students feedback. Make changes as needed.

**Budget**

Budget: $10,800.00

Travel for Dr. Broome and Dr. Guffey to attend ALG Training: $800.00

Fall 2019 and spring 2020 course release for Dr. Broome: $4,200.00

Fall 2019 and spring 2020 course release for Dr. Guffey: $4,200.00

Third-party editorial assistance: $1,450.00

Printing of 20 hard copies of text for classroom use: $150.00

**Sustainability Plan**

The material designed for Spanish 1001 and Spanish 1002 will immediately impact a large portion of our students. Spanish 1001 and Spanish 1002 are taught each semester. Team members will regularly maintain and update the materials as needed. Evaluation and assessment will remain included in the course to create opportunities for improvement. As the college grows, the number of sections will only increase. The creation of these materials will save students money and hopefully generate more interest in the Spanish language and culture. The creation of these materials should improve the success rates in Spanish 1001 and Spanish 1002. With this positive change team members will want to share the experience with colleagues on campus as well as with other USG colleagues.

The department will allow for a one-course course release to either Dr. Broome or Dr. Guffey each spring semester to all sufficient time for necessary revision work to the open source course materials. This expense will be folded into the staffing section of our annual operations budget. The annual printing of 20 hard copies will be taken from our annual supplies budget. Both budgets will accommodate these minor costs easily.

If, after a maximum of three years, our goals are successfully met, department faculty and administration will examine potential for expansion of this project to intermediate level courses (SPAN 2001 and SPAN 2002).

## Acknowledgment

**Grant Acceptance**

[Acknowledged] I understand and acknowledge that acceptance of Affordable Learning Georgia grant funding constitutes a commitment to comply with the required activities listed in the RFP and that my submitted proposal will serve as the statement of work that must be completed by my project team. I further understand and acknowledge that failure to complete the deliverables in the statement of work may result in termination of the agreement and funding.

April 4, 2019

Affordable Learning Georgia
University System of Georgia
270 Washington Street, S.W.
Atlanta GA 30334

Dear ALG Grant Review Team,

I am pleased to support the enclosed proposal from Dr. Darren Broome and Dr. Karen Guffey. As you will see, they have been working in close association with their department head, Dr. Ed Whitelock, to address the high cost of Spanish textbooks while also working to make the course more applicable and relatable to our students. This grant will provide the time for our faculty to complete the work necessary to identify the best open access text material for our students and to design college-specific peripheral resources and assignments to add additional quality and depth to the OER materials

I have no doubt that this work will be worth their efforts and a worthy investment of these grant resources. Our Spanish courses contribute significantly to student completion of Area C of the core curriculum and are important degree requirements for our Communication, English, Foreign Language, and History programs.

Sincerely,

*C. Jeffery Knighton*

Dr. C. Jeffery Knighton, Ph.D.
Provost and Vice President for Academic Affairs

# Textbook Transformation Grants, Round Fourteen
# (Summer 2019 –Summer 2020)
Proposal Form and Narrative

## Notes

- The proposal form and narrative .docx file is for offline drafting and review. Submitters must use the InfoReady Review online form for proposal submission.
- The only way to submit the official proposal is through the online form in Georgia Tech's InfoReady Review. The link to the online application is on the Round 14 RFP Page.
- The italic text we provide is meant for clarifications and can be deleted.

## Applicant, Team, and Sponsor Information

The **applicant** is the proposed Project Lead for the grant project. The **submitter** is the person submitting the application (which may be a Grants Officer or Administrator). The submitter will often be the applicant – if so, leave the submitter fields blank.

| Institution(s) | Gordon State College |
|---|---|
| Applicant Name | Darren Broome |
| Applicant Email | dbroome@gordonstate.edu |
| Applicant Phone # | (678) 359 5335 |
| Applicant Position/Title | Professor of Spanish and French |
| Submitter Name | Dr. Edward Whitelock |
| Submitter Email | e_whitelock@gordonstate.edu |
| Submitter Phone # | 678-359-5050 |
| Submitter Position | Department Head, Humanities and Programs in Fine & Performing Arts |

Please provide the first/last names and email addresses of all team members within the proposed project. Include the applicant (Project Lead) in this list. Do not include prefixes or suffixes such as Ms., Dr., Ph.D., etc.

| | Name | Email Address |
|---|---|---|
| Team Member 1 | Darren Broome (Project Lead) | dbroome@gordonstate.edu |
| Team Member 2 | Karen Guffey | k_guffey@gordonstate.edu |
| Team Member 3 | Edward Whitelock | e_whitelock@gordonstate.edu |
| Team Member 4 | | |
| Team Member 5 | | |
| Team Member 6 | | |
| Team Member 7 | | |
| Team Member 8 | | |

If you have any more team members to add, please enter their names and email addresses in the text box below.

Please provide the sponsor's name, title, department, and institution. The sponsor is the provider of your Letter of Support.

Dr. C. Jeffery Knighton, Provost, Gordon State College

## Project Information and Impact Data

| Title of Grant Project | *A Low-Cost Alternative for the Gordon State College Elementary Spanish Sequence (SPAN 1001 + 1002)* |
|---|---|
| Type of Grant | *"No-or-Low-Cost-to-Students Learning Materials"* |
| Requested Amount of Funding | $10,800.00 |
| Course Names and Course Numbers | SPAN 1001 Elementary Spanish I <br> SPAN 1002 Elementary Spanish II |
| Final Semester of Project | *Summer 2020* |
| Average Number of Students Per Course Section Affected by Project | 30 |
| Average Number of Sections Affected by Project in One Academic Year | 16 |
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| Average Number of Students Affected per Summer Semester | 60 |
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| Title/Author of Original Required Materials | *Plazas: Lugar de Encuentros* 5th Edition, Authors: Robert Hershberger, Susan Navey-Davis, Guiomar Borrás A., Cengage Learning. |
| Original Total Cost Per Student | *$141. 08* (Book is used in both SPAN 1001 + 1002) |
| Post-Project Cost Per Student | *$00.00* |
| Post-Project Savings Per Student | *$141.08* |
| Projected Total Annual Student | *Up to $67,718.40* (480 x $141.08) |

| Savings Per Academic Year | |
|---|---|
| **Using OpenStax Textbook?** | *No.* |

# Narrative Section

## 1. Project Goals

Language teaching that occurs throughout the world today arguably could not take place without the extensive use of commercial textbooks.  At the college level, foreign language textbooks are commonly available in entry-level and core courses.  A primary reason foreign language instructors in entry-level courses teach from textbooks is that they cover the same grammar/vocabulary, and the students who continue studying a foreign language will be able to make a smooth transition to the sequel of the course.  It is disturbing to discover how much students spend on textbooks, and how little they receive when they attempt to resell the books.  Some foreign language instructors are opting not to use textbooks, and other professors are still using commercial textbooks.

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We can see this challenge reflected in the ABC% for the SPAN 1001 course.  Our overall three-year ABC% for the course is 60%, meaning four in ten students do not successfully complete the course.  This number is even more troubling for our online sections which, over

the same period between fall 2016 and today have an ABC% of 43%.  We feel that one of the primary causes for this low pass rate is challenges related to textbook affordability and use for our students.  An important goal of our work in providing an open access, more relatable textbook option for our Spanish language students is to bring the overall pass rate up to 70% and to raise our online rate to approaching 60%.

Another issue with the current textbook is the learning management system (LMS).  The instructor is only able to make assignments with corresponding due dates from the LMS.  However, if a technical issue arises with assignments on the LMS, the instructor has little chance of resolving the issue on his own since the LMS is housed by third-party software.  That is, the instructor does not have full autonomy of the LMS.   For the current textbook, customer and technical support has been average at best.  Further, reaching the support line has been a challenge for both instructors and students since phone support has limited hours, often placing students/instructors on extensive holds.

Students at the college have the option of purchasing a hard copy with access to the textbook platform, or they can opt for the textbook platform which provides an e-version of the textbook.  While selecting the electronic textbook, students save substantially. (The ebook is $83 while the hard copy textbook is $141.)  However, the ebook arrives with its obstacles.  While teaching from the classroom with the electronic textbook, the instructor displays the textbook on the overhead screen, or the instructor can ask the students to view the textbook from their electronic device.  Projecting the textbook on the screen or asking students to view from their electronic devices is detrimental to time management in class. Many students have expressed their aversion to the ebook, pointing out they would prefer a hard copy of the textbook.  Additionally, we have learned that, while all of our students tend to own smart phones, a significant portion cannot afford full service plans, and rely on the most basic wifi services provided on campus.  Their access to the publisher electronic resources are, thus, severely limited.  A hard copy of the textbook can provide visual appeal such as the physical feel of the cover, paper, and binding of the original printed work.

The proposal for this on-line textbook will make use of readily available technology such as ReadSpeaker Spanish language, VoiceThread, and Kalutra while also taking material from Open Educational Resources such as Galileo, Gordon State College library, and YouTube.  Further, students who prefer owning a hard copy will have the option to purchase a copy of the textbook at an estimated cost of $7.50 from a printing press such as Lulu.

A goal of this open-access textbook  is that the book is suitable for the needs of the students and compatible with Gordon State College's access mission.  Many of the students who enroll in our elementary language courses arrive with a weak foundation in English grammar, creating obstacles for second language acquisition.  The team of faculty members will provide supplementary materials for students who may be deficient in grammar in their native tongue.  Further, a goal of the textbook is that students will be encouraged not only to learn Spanish but also to continue their studies in Spanish.

Some key goals for the electronic textbook development include:

o Four chapters/lessons for each course (breaking a full semester into four quarters and adapting to the four-week summer class schedule)

o Tangible text (not just a bunch of power points and YouTube links); for face-to-face courses, possibly have shared copies available for in-class use (produced through Lulu, inexpensive printer press)

o Make it relatable/personal and designed to be specific to Gordon State College, featuring information about school/town in examples (for instance, exercises that introduce the college president, local restaurants, Hightower Library, the aquatic center, college Student Activities and Recreation Center (SARC), bookstore, college athletics and athletic facilities, administration building, different schools at the college, photos of students/professors) with the goal of helping students be engaged with campus/American culture but in Spanish

o Grammar: will cover, at minimum, all grammar presented in first ten lessons of standard textbooks, such as *Vistas*

o Standardized syllabus/calendar: so all instructors are covering the same material/goals/outcomes while making the making a smooth transition to sequel; would allow adjuncts minimal preparation for course, in particular, if the adjunct is hired last minute

o Culture: beginning chapters in English with later chapters transitioning to Spanish; Goal to have students compare contrast American culture to Hispanic culture; number of countries: possibly two to three (Spain, Mexico, Costa Rica

o Literature: select short stories or poems from public domain resources

o Dialogues: chapters should be heavy with dialogues/spoken language; provide dialogues in Spanish about topics/themes/activities that mirror conversations of our students (Instead traveling to Mexico City, for instance, the students is traveling to Thomaston or Griffin, GA, local towns of interest to our students; sports references to Falcons, Braves, UGA football, etc.)

o Vocabulary: use other texts to determine appropriate vocabulary; we will utilize the *Frequency Dictionary of Spanish* (a great resource!; even categorizes vocabulary-food, sports, clothes, travel)

o Template: textbook, *Que va! An Introduction to Spanish Language and Cultures*

o Listening comprehension: two to three exercises per lesson/chapter

o Discussion Boards/Voice Boards (D2L): possibly two to three per lesson; preference for selecting assignments/topics that are not online translator friendly; possibly provide word bank where students must use only that vocabulary/grammar

o Assessment (Exams/quizzes): one comprehensive exam per lesson/chapter; 25-30 mini quizzes taken in class or on D2L; standardized midterm/final revisable each semester by teaching team

o Video tutorials: could initially take from YouTube (*Vistas*) but long-term plan would be to self-produce material, possibly as course assignments in tandem with our college's proposed audio/video production studio (this plan is pending funding, but if created would prove a valuable resource that we will tap into)

The creation of this new textbook will impact the courses immediately.  By removing the cost of the textbook, students will have access to materials that will allow them to accomplish academic goals while decreasing financial burdens.

## 3. Transformation Action Plan

The project will begin with the selection and evaluation of material required for this redesign. The content from the current textbook will be closely scrutinized for guidance with structure and necessary content classifications.  Content currently held by third parties and not available due to copyright law will be identified.  The team will search for open source resources that can replace third-party materials while also generating original content.   The team will develop specific materials related to the topics for Spanish 1001:

- Present tense of (ir)regular verbs
- Ser/estar
- Present progressive
- Possession
- Time
- Numbers
- Adjectives
- Direct object pronouns
- Interrogative words

The same approach will address the following topics for Spanish 1002:

- Past tense or (ir)regular verbs in preterite and imperfect
- Reflexive actions
- Indefinite and negative words
- Indirect object pronouns (and verbs that employ indirect object pronouns)
- Demonstratives
- Double object pronouns
- Comparisons
- Superlatives

The redesign team will consist of members of this grant application.  Dr. Darren Broome and Dr. Karen Guffey have extensive time teaching Spanish. Between the two professors, they have more than fifty-five years of teaching.  Both professors have been involved in developing curriculum and materials for Spanish courses at Gordon State College.  They will serve as the designers of the material for these courses.  A staff member from instructional technology will be involved for technical support during the project creation.  Staff members from Hightower Collaborative Learning Center will help in the selection and evaluation of material available for this project. (They will also assist in determining any rights issues that may arise.)   The college Learning Management System will be utilized extensively and other online materials during the project.  The designers will have at their disposal a wide range of material rather than being restricted to material in a commercial textbook. Institutional Research will be involved in the

design of the assessments and collection of the comparative data for the project.   Dr. Broome and Dr. Guffey will also consult with our current Affordable Learning Georgia Humanities grant team (Dr. Doug Davis, Prof. Craig Soaries, Dr. Masoud Nourizadeh, and Dr. Caesar Perkowski) who are currently engaged in creating an online electronic archive of course material for our Introduction to Humanities (HUMN 1500) course.

We are aware and are both learning from and inspired by ALG work already completed by two teams at sister institutions addressing their own Spanish language courses.  Two USG colleges have created Open Education Resources for Spanish 1001 and Spanish 1002: Georgia Gwinnett College and University of North Georgia.

- Georgia Gwinnett College has created an open access textbook for Spanish 1001 and Spanish 1002. The final project appears to be, in essence, a syllabus and calendar.  (I am unable to determine if the college has other sources stored on D2L.) The calendar provides links to resources such as Quizlet, YouTube, or at University of Texas.  It appears the design team did not create a "tangible textbook."  That is, it appears they created a detailed calendar with hyper links.

- University of North Georgia created a textbook entitled *Hola a todos*.  UNG's textbooks is adaptable for only Spanish 1001.  Their project has inspired the Gordon State College team to create an OER for Spanish 1001 and Spanish 1002.  The OER for UNG has been designed to be specific to UNG such as featuring information about the college in context (UNG map, college venues.)

Gordon State College envisions  a textbook similar to UNG's textbook.  The major difference is that Gordon State College will create an OER for both Spanish 1001 and Spanish 1002.  A further addition is that our team is prepared to continue this work into our intermediate level courses (SPAN 2001 and SPAN 2002) should we achieve success in reaching our goals for the SPAN 1001-1002 open source textbook.

## 4. Quantitative and Qualitative Measures

**Goal One**: Minimize textbook and course materials cost to students in SPAN 1001 and 1002.
- Qualitative measure: Track student expenses via survey for such course related costs as who chooses to print text (via Lulu or other on-demand print resource), how students access electronic elements (via phone service or college wifi), etc.

**Goal Two**: Increase SPAN 1001 course ABC% to (A) 70% for all students and sections within three years of adoption and (B) 60% for all online sections of the course.
- Quantitative measure: For this goal we will measure semesterly ABC% grade rates of the courses and track increase or decrease by semester.

**Goal Three**: Design teaching materials that address student interests and needs and to which students can relate.

- Qualitative measure: Survey to assess students' attitudes toward the new material as well as course satisfaction. Questions in the survey may include:
  1. Did the material assist in grasping grammar?
  2. Did the material assist in vocabulary building?
  3. Did the material assist in learning culture?
  4. Did the material assist in listening comprehension?
  5. Did the material assist in speaking proficiency?
  6. Did locally referenced material enhance course experience?
  7. Did locally referenced material enhance student engagement with college or community?

- Quantitative measure: Track and compare student homework completion rates and quiz averages for self-generated, locally designed course materials versus homework completion and quiz averages for generic textbook materials used in previous three academic years.

**Goal Four**: Consistency of course design will lead to increased student mastery of Spanish language grammar across all sections as measurable in successful completion of end-of-semester verb tense tests in both SPAN 1001 (present tense verb forms) and SPAN 1002 (past tense verb forms).  Note: students must score 60% or higher in these end-of-semester tests in order to complete each course; multiple attempts are allowed without penalty until successful completion.
- Quantitative measure: Track number of students successfully completing test on first, second, third, four or more attempts or not successfully completing test each semester. Target of 60% of those completing test doing so on first attempt and overall target of 70% success in completion.

## 5. Timeline
May 2019 – July 2019

- Preliminary review of OER texts, publisher texts, and other resources to generate model outline and finalize goals for GSC open source Spanish text and supplemental materials. (Note Dr. Guffey will be teaching in Barcelona Spain for five weeks during this period while Dr. Broome will be teaching two online summer course sections)

August 2019 – September 2019

- August 16: planning and goal setting meeting with department head
- First week of SPAN 1001/1002 classes: Pre-assessment survey regarding needs and student learning outcomes.
- Comprehensive review of resources and materials
- Construction of rough outline for open source text and supplemental materials

- September 27: meeting with department head: review of assessment results and proposed outline and discussion for revision

October 2019 – December 2019

- Finalization of outline for open source text and supplemental materials
- Initial generation/early draft of contents and materials
- November 22: meeting with department head: presentation of final outline, draft of work plan for contents
- December 2019 Data from the student outcomes of students enrolled in the fall sections of the course will be collected to provide baseline data from which to work regarding the new materials. Collection of data on dropout, fail and withdrawal rates in Spanish 1001 and Spanish 2002 during summer 2019 and Fall 2019, before the adoption of the new materials.

January 2020 – March 2020

- Identification of course material resources and generation of GSC-specific course materials
- Worth with IT to develop course shell to house material
- March 21: meeting with department head: progress report final planning for course shell contents

April 2020 – May 2020

- All new materials completed and placed into course shell
- April 25: department head meeting: review of summer pilot course syllabi

June 2020 – July 2020

- Pilot online sections of SPAN 1001 (summer I) and SPAN 1002 (summer II) taught by Dr. Broome
- On day one of each class: Pre-assessment survey egarding needs and student learning outcomes.
- July 19: department head meeting: Data is analyzed and information is gathered to be used to determine changes needed for fall sections of Spanish 1001/1002.

August 2020

- Implementation of SPAN 1001 and SPAN 1002 with open source text and materials
- Fall semester: continue to review materials based on students feedback.  Make changes as needed.

## 6. Budget

Budget: $10,800.00

Travel for Dr. Broome and Dr. Guffey to attend ALG Training: $800.00

Fall 2019 and spring 2020 course release for Dr. Broome: $4,200.00

Fall 2019 and spring 2020 course release for Dr. Guffey: $4,200.00

Third-party editorial assistance: $1,450.00

Printing of 20 hard copies of text for classroom use: $150.00

## 7. Sustainability Plan

The material designed for Spanish 1001 and Spanish 1002 will immediately impact a large portion of our students.  Spanish 1001 and Spanish 1002 are taught each semester.  Team members will regularly maintain and update the materials as needed.  Evaluation and assessment will remain included in the course to create opportunities for improvement.  As the college grows, the number of sections will only increase.  The creation of these materials will save students money and hopefully generate more interest in the Spanish language and culture. The creation of these materials should improve the success rates in Spanish 1001 and Spanish 1002.  With this positive change team members will want to share the experience with colleagues on campus as well as with other USG colleagues.

The department will allow for a one-course course release to either Dr. Broome or Dr. Guffey each spring semester to all sufficient time for necessary revision work to the open source course materials.  This expense will be folded into the staffing section of our annual operations budget. The annual printing of 20 hard copies will be taken from our annual supplies budget.  Both budgets will accommodate these minor costs easily.

If, after a maximum of three years, our goals are successfully met, department faculty and administration will examine potential for expansion of this project to intermediate level courses (SPAN 2001 and SPAN 2002).

## Note: Letter of Support

A letter of support for this grant project from Dr. C. Jeffery Knighton, provost, is attached.