Fall 2018

Intermediate Spanish I & II (GGC)

Federica Goldoni  
*Georgia Gwinnett College, fgoldoni@ggc.edu*

Luis Mora  
*Georgia Gwinnett College, lmora@ggc.edu*

Stacy Rusnak  
*Georgia Gwinnett College, srusnak@ggc.edu*

Follow this and additional works at: [https://oer.galileo.usg.edu/languages-collections](https://oer.galileo.usg.edu/languages-collections)

Part of the [Spanish Linguistics Commons](https://oer.galileo.usg.edu/languages-collections)

**Recommended Citation**

Goldoni, Federica; Mora, Luis; and Rusnak, Stacy, "Intermediate Spanish I & II (GGC)" (2018). *Foreign Languages Grants Collections*. 4,  
[https://oer.galileo.usg.edu/languages-collections/4](https://oer.galileo.usg.edu/languages-collections/4)

This Grants Collection is brought to you for free and open access by the Foreign Languages at GALILEO Open Learning Materials. It has been accepted for inclusion in Foreign Languages Grants Collections by an authorized administrator of GALILEO Open Learning Materials. For more information, please contact affordablelearninggeorgia@usg.edu.
Intermediate Spanish I & II

Federica Goldoni, Luis Mora, and Stacy Rusnak
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.

Unless otherwise indicated, all Grants Collection materials are licensed under a Creative Commons Attribution 4.0 International License.
Initial Proposal
### Application Details

**Manage Application: Textbook Transformation Grants: Round Eleven**

<table>
<thead>
<tr>
<th>Award Cycle:</th>
<th>Round 11</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Internal Submission</strong></td>
<td><strong>Deadline:</strong></td>
</tr>
<tr>
<td></td>
<td>Tuesday, January 23, 2018</td>
</tr>
</tbody>
</table>

| Application Title: | 352               |
| Application ID:    | 002075            |
| Submitter First Name: | Cathy             |
| Submitter Last Name: | Hakes             |
| Submitter Title:   | Director for the Office of Research, Sponsored Programs, Accreditation and Certification Activities |
| Submitter Email Address: | chakes@ggc.edu |
| Submitter Phone Number: | 678-407-5875 |
| Submitter Campus Role: | Grants Office     |
| Applicant First Name: | Federica          |
| Applicant Last Name: | Goldoni           |
| Applicant Email Address: | fgoldoni@ggc.edu |
| Applicant Phone Number: | 404-450-7779 |
| Primary Appointment Title: | Assistant Professor of Spanish |
| Institution Name(s): | Georgia Gwinnett College |
| Co-Applicant(s): | Dr. Stacy Rusnak, Dr. Luis Mora |
| Submission Date: | Tuesday, January 23, 2018 |

| Proposal Title: | 352               |
| Proposal Category: | No-Cost-to-Students Learning Materials |
| Final Semester of Instruction: | Fall 2018 |
| Are you using an OpenStax textbook?: | No |

**Team Members (Name, Email Address):**

Dr. Luis Mora, lmora@ggc.edu

Dr. Stacy Rusnak, srusnak@ggc.edu
Sponsor, (Name, Title, Department, Institution):

Dr. Adolfo Santos, Dean of the School of Liberal Arts, Georgia Gwinnett College

Course Names, Course Numbers and Semesters Offered:

SPAN 2001 and SPAN 2002 Intermediate Spanish I & II. Offered Fall, Spring, Summer

List the original course materials for students (including title, whether optional or required, & cost for each item):


Average Number of Students per Course Section: 28

Number of Course Sections Affected by Implementation in Academic Year: 6

Average Number of Students Per Summer Semester: 84

Average Number of Students Per Fall Semester: 84

Average Number of Students Per Spring Semester: 0

Total Number of Students Affected by Implementation in Academic Year: 168

Requested Amount of Funding: $10,800

Original per Student Cost: $250

Post-Proposal Projected Student Cost: $0

Projected Per Student Savings: $250
Creation and Hosting Platforms Used ("n/a" if none):
D2L Brightspace

Project Goals:
The goals of the project are:

- Bring the cost of teaching/learning material for intermediate Spanish down to $0 by providing an open source no-cost-to-students alternative to our current commercial textbook.
- Increase completion and retention rates while decreasing dropout/withdrawal/fail rates.
- Use library resources on a regular basis.
- Increase students’ engagement and satisfaction by using interactive platforms, the latest technology, and multimedia texts that are more global and multidisciplinary in focus.
- Design personalized teaching materials that are meaningful to our very diverse student population that closely address their interests and needs.
- Design teaching materials that reflect the various levels of language proficiency among our intermediate Spanish students, including native and non-native speakers of Spanish.

Statement of Transformation:

Transformation

The project team is comprised of three faculty members who are directly involved in the selection and design of teaching and learning materials for intermediate Spanish courses at Georgia Gwinnett College (GGC), and who engage in continued constructive changes in the discipline’s pedagogy and curriculum in the short and long term. The team has successfully completed the transformation of GGC’s Spanish 1001 and 1002 courses through funds from the ALG Textbook Transformation grant. Undertaking the transformation of the Spanish 2001 and 2002 courses will then allow the College to provide an uninterrupted opportunity for students moving from basic to intermediate level Spanish to take these courses without any additional expenses related to textbooks.

The main goal for undertaking this project is to decrease significantly the financial burden of students enrolling in intermediate 2001 and 2002 Spanish courses. It is critical to revise the current teaching and learning materials to make them readily available to students for free from the first day of class. It is also paramount to create texts that are meaningful to a very diverse student population not only for their various racial/ethnical/cultural backgrounds but also for their multiple Spanish language proficiency levels. A typical 2001-2002 Spanish level class is comprised of non-native Spanish speaking students, international students, and Spanish heritage learners. These three groups of students have varying backgrounds and
preparation in Spanish resulting in differing proficiency levels. For example, non-native speakers of Spanish tend to have a good grasp of the grammar rules, but could improve in their oral/aural skills. International students typically speak a language other than English and Spanish, and show a natural predisposition and talent for assimilating new vocabulary and pronunciation. However, they could use more practice and exposure to Spanish to expand their knowledge and strengthen their writing, reading, speaking, and listening skills. Typically, they are also eager to learn more about the Spanish culture and peoples. Spanish heritage learners are fluent in English and Spanish, but struggle to write and spell in formal/academic Spanish, and need assistance with unpacking and processing grammar rules. This group of native speakers of Spanish, who make up to half of the Spanish intermediate class, tend not to purchase any textbook as they feel that they know the language already. Meanwhile, non-native speakers of Spanish and international students delay the purchase of the Spanish textbook since they typically wait for their financial aid refund to arrive. Needless to say, this situation results in students struggling to follow along or falling behind to the extent that they cannot completely catch up. In the AY 2015-16, the percentage of students who dropped out of intermediate Spanish was 4%, 10% withdrew, and 2% failed the courses. The project team argues that students’ completion, retention and success rates can significantly increase if the classroom materials can be available to them for free from D2L Brightspace from the first week of class.

In the intermediate Spanish classes previously taught by the project team, faculty noticed that the end-of-semester student evaluations recorded low satisfaction on: (1) course materials not reflecting what students are requested to do, and (2) how they are expected to perform, on tests and quizzes. Other students criticized the fact that the textbook was used occasionally during the semester or a minimal portion of it was employed, which did not justify the high expense. Other students lamented that the course material did not help them speak Spanish nor learn about the various cultural manifestations of the Spanish-speaking world. More and more students lean now towards taking Spanish as an eCore course, saving some tuition money but missing the critical interaction and learning opportunities available in the traditional classroom context. Additionally, Dr. Luis Mora, director of the Hispanic Organization for Growth, Advancement and Retention (HOGAR) program, reported that the Spanish heritage speakers who have been attending their workshops since 2013 prefer to take the CLEP test to test out of their college language requirement rather than taking Spanish 2001-2002.

As a result of these evaluations and the project team’s experience with its previously funded ALG grant, the team aspires to create materials that will reach out, excite, and encourage them to enroll in a class. To do so, the course and the course materials should have the following attributes. They should be:

Meaningful and transformative;
Personalized to reflect GGC’s diverse student population. They should be relatable in that they closely address the students’ interests and needs. The syllabus must incorporate assignments and projects that are adapted and significant to the diverse audience and their
interests/needs;
Engaging, interactive, and up-to-date so that they reflect the current events happening in the
Spanish-speaking world;
Adjusted to the level of difficulty or proficiency level of students, expectations, time
commitment; and
Utilizing the latest technology and multimedia texts that are global and multidisciplinary. As
an example, Platforms like Mango Languages are useful as they help native and non-native
speakers of Spanish improve their existing language skills and grow their confidence in their
linguistic potential in a fun and interactive manner.

As participating students identify with the course material and see the connections with their
personal, professional and social life, the course may encourage them to pursue their studies
and advance their skills in Spanish. In addition, they may then view the Spanish language and
culture as a strong asset in these same areas of their lives.

The new GGC study abroad program for Spanish is an example of the efforts accomplished by
the team project in 2016 to promote the Spanish language and culture. In this context, a group
of ten highly diverse GGC students studied Spanish language and culture in Quito, Ecuador
during the 2017 Summer semester. This trip was the first GGC study abroad program for
Spanish, and Dr. Federica Goldoni, one of the team members, led it. Ten students may seem
a small number. Actually, it is a significant number in an access institution like GGC, where the
majority of the students receive financial aid, have family responsibilities, and work one or two
jobs. As of January 30, 2017, 21 students of Spanish (Spanish 1001-3010, including two
Spanish heritage speakers) have applied to participate in the Ecuador study abroad program
for Summer 2018, and this year Spanish will partner with Nursing in an effort to be more
interdisciplinary and inclusive. The program offers an educational experience that is
unmatched. Intermediate students of Spanish are the group of learners that would benefit from
a Study Abroad experience the most as they already have a foundation in the language and
can speak and interact with the local community and culture in meaningful ways.

The combination of the Spanish study abroad program and this textbook transformation project
will help advance the college’s QEP’s internationalization theme. The QEP requires that the
college create “internationalized” or globally-focused courses and curriculum. Such curriculum
must contain “substantial breadth and depth of international content, which provides GGC
students with broader global awareness and perspectives.” This goal can be more easily
achieved if a traditional commercial textbook of intermediate Spanish is replaced by a more
dynamic, fully online teaching model that takes advantage of current technology, online
chapters, tutorials, PowerPoints, and interactive activities that are permanently available from
Galileo, the GGC library, and other Open Educational Resources like www.todoele.es.
Moreover, the project team will include supplemental materials that will come from GGC’s
online subscriptions such as Mango languages, Merlot, Coursera, Kanopy, VAST, World
Cinema Collection, and Alexander Street. Other educational materials, including short videos
and podcasts, will be available from the websites of institutions committed to globalized
education, such as Carnegie Mellon (https://oli.cmu.edu/jcourse/webui/guest/join.do?section=spanish1) and the University of Texas (http://liberalarts.utexas.edu/lraits). Technology such as Google Hangout, Skype, Voicethread, FluentU, and Facebook will be employed regularly to enliven content.

Finally, this transformation represents a critical step in our discipline, as the project team will work diligently to:

- Guarantee continuity after completing the textbook transformation affecting introductory Spanish 1001-1002;
- Encourage more students to take Spanish at GGC;
- Offer upper level courses, including literature, education, conversation courses, and courses for special purposes such as medical Spanish, business Spanish, or Spanish for law enforcement; and
- Build a minor in Spanish and ultimately a major.

**Stakeholders**

GGC students are the primary stakeholders impacted by costly Spanish textbooks. A significant number of students take intermediate Spanish, and the course fulfills the Area C Fine Arts/Humanities requirement in the State’s core curriculum.

Other stakeholders are Gwinnett County and the State as a whole. Gwinnett County has one of the largest Hispanic populations in Georgia and in the state, and is the second most populated county in the State. As an emerging Hispanic Serving Institution, GGC plays a pivotal role in providing educational opportunities to the Hispanic/Latino community. At the same time, it provides avenues for others to be educated on the Spanish culture. The Spanish culture and language exerts a crucial impact on the county and the State’s financial, professional, social, and academic life. It is a strong asset and a powerful value to have. If more individuals speak Spanish and understand and appreciate the various manifestations of the Spanish culture, they can function as informed, translingual, and transcultural interlocutors while interacting with other Spanish-speaking people and communities here and abroad.

**Impact of this transformation on stakeholders and course success**

The most significant impact of this transformation will be in three main areas: (1) course material cost reduction; (2) increase in students’ satisfaction and engagement; and (3) increase in completion/retention/success rates parallel to a decrease in dropout/withdrawal/fail rates.

According to our Financial Aid Department at GGC, 76% of GGC students receive some type of Financial Aid to assist them with their college costs as of January 3, 2018. Free teaching materials will help resolve the issue of students not buying the Spanish textbook or delaying its
purchase due to their financial aid refund or lack of other resources. It will also resolve the issue of students falling behind, feeling discouraged and overwhelmed, performing poorly, and losing confidence or interest in Spanish. This transformation will give GGC students of Spanish the tools to succeed and excel in their classes, resulting in higher retention, completion, and graduation rates. The project team aims to assist students in their college journey to facilitate their learning process, to empower them, and to offer them a transformative, high-impact education that can make the difference upon graduation. Mastering the Spanish language is a key component of a quality education in Gwinnett County, Georgia, the U.S. and the rest of the world. We need more graduates who can function and interact as global citizens in our multicultural society and in globally-competitive markets.

Although it may appear that only 168 students will benefit from this transformation, it is important to remember that the implementation of the new material would start in Summer 2018 and would continue in Fall, with the Summer typically having the least number of enrollees because of PELL grant considerations. However, the average enrollment in these courses during the full academic year (Fall, Summer and Spring) is 252 (9-10 sections of intermediate Spanish being taught per year). With no textbook costs for both courses, the savings will be over $25,200. As enrollment continues to increase at GGC, we can expect that more students in the near future will take Spanish, including intermediate Spanish. Therefore, the financial impact on the college and our students will be more significant in the end.

**Project’s transformative impact**

This project will be transformative in the following ways in that it will:

- Generate significant savings for students;
- Boost student retention and success rates;
- Build students’ confidence and interest in Spanish;
- Address the needs of a very diverse and large student population, including minority groups, immigrant families, and Spanish heritage speakers and their community (18.1% of all GGC students);
- Bring attention to the Spanish discipline, to the GGC study abroad program for Spanish, to the Global Studies certificate, to the Latin American Studies certificate, and to other Spanish-related courses in the School of Liberal Arts, including Latin American cinema, Latin American history, and music;
- Help develop students’ global awareness and cross cultural appreciation of topics that are international and multicultural in focus;
- Bring attention to the initiatives, activities, and workshops of such GGC organizations as HOGAR (25 active participant/members), OLAS (Organization of Latin American students with 50 active participants/members), and ALPHA (35 active members);
- Help increase the number of enrollees in upper level courses of Spanish, potentially leading to a minor in Spanish in the near future;
- Encourage collaborations and synergies among faculty across campus, Georgia, the nation,
and the rest of the world via technology and social media such as Facebook; and Stimulate Spanish faculty’s creativity as they design new materials and texts using cutting-edge technology.

Transformation Action Plan:

The new course materials will be identified, reviewed, selected, adapted, and integrated in the syllabus. The project team will also design and create original activities, projects, and exercises that will complement and accompany the course and help instructors enliven the content in both the hybrid and traditional courses. These materials will mainly address the following topics for Spanish 2001:

- Verbs conjugations in the past, present, future, and conditional tenses.
- Verbs conjugations in the imperative, indicative, and subjunctive moods.
- Vocabulary on household, living the city, the environment, health, arts, culture and music, employment and job market.
- Expression of opinions and ideas.

The same approach will be adopted for Spanish 2002, which will mainly address the following topics:

- Verbs conjugations in the present perfect and present perfect subjunctive, future perfect, past participle as adjectives, conditional perfect, subjunctive with conjunctions, and double pronouns.
- Expression of hypothesis and conjectures.
- Vocabulary on entertainment and amusements, personal relationships, old and new generations, work and finances, science and technology, the media.
- Poetry and other literary genres.

Team members’ roles

The institutional goals, course objectives, and the expectations of GGC’s QEP will determine the most effective and beneficial materials, activities and projects to be selected in intermediate Spanish. Each team member will be responsible for the following tasks: Dr. Goldoni will focus on Spanish 2001, while Dr. Mora will focus on Spanish 2002. Both faculty will include activities, modules and components for practicing reading, listening, writing and speaking in Spanish, and for discussing international, multicultural, and interdisciplinary topics. Dr. Rusnak will be responsible for both 2001 and 2002. Dr. Stacy Rusnak is an Associate Professor of Film at GGC, and former Professor of Spanish at Agnes Scott. She teaches international-related courses in the GGC School of Liberal Arts, including Latin American cinema. With this academic background, she will focus on multimedia texts, e-sources, and documentaries about various cultural, artistic, and historical manifestations and traditions from the Spanish-speaking world. There will be several art and independent films, contemporary,
critically acclaimed films, shorts, commercials, music and podcasts incorporated in the materials. Her work will explore international, multicultural, and interdisciplinary topics, and will include active links, PowerPoints, and other original projects created using Voicethread. The team members will periodically meet, discuss individual progress, exchange their materials among each other, and provide feedback to each other. Therefore, all three team members will share equal responsibilities, oversee the list of the materials, employ the new materials in their courses, and implement assessment at the end of each course.

Plan for providing access

The team members will populate the two D2L Brightspace course shells designed to house the new materials for intermediate Spanish. Students enrolled in 2001 and 2002 during Summer and Fall 2018 will have access to them via D2L Brightspace. The team will announce the availability of the materials to the other full-time Spanish faculty at GGC teaching intermediate Spanish. Every effort will be made to encourage them to adopt the free materials, and to appreciate the value of the multidisciplinary approach of teaching Spanish culture, art, and language in all its multiple manifestations.
Quantitative & Qualitative Measures:

GOAL 1: Bring the cost of teaching/learning material for intermediate Spanish down to $0 by providing an open source no-cost-to-students alternative to our current commercial textbook. Qualitative Measure 1. Use a survey that includes open-ended questions, such as: How did the free online textbook help you financially? How would you describe your feelings about not having to pay for any textbook? How would you describe your feelings about having to use online resources instead of a regular textbook? Do you think we should continue with providing $0 cost textbooks? If so, why? 2. Maintain weekly journals written by all team members about what worked well, and what could be improved. Quantitative Measure 1. Check whether students access the materials and use them for class, including platforms such as D2L Brightspace, Mango Languages, Quizlet, and Edpuzzle.

GOAL 2: Increase completion and retention rates while decreasing dropout/withdrawal/fail rates. Qualitative Measure 1. Use a survey that includes questions such as: Were the online grammar explanations and tutorials helpful for learning the language? If so, why? Did the online resources help you to assimilate the vocabulary terms? If so, how? Were the cultural exercises helpful for learning about the culture/history of the Spanish speaking countries? If so, how were they helpful? Provide examples. Did the digital learning aspects of the course offer you enough practice exercises? If so, to what extent? What did you find most valuable? Be specific. What did you find most challenging? Be specific. What would you like/need to do more or less? Be specific. Discuss your perceptions of learning with the resources and materials used in this course. 2. Maintain weekly journals written by all team members about what worked well, and what could be improved. Quantitative Measure 1. Monitor the number of SPAN2001 and SPAN2002 sections taught by Dr. Goldoni and Dr. Mora and the number of DFW rates in Banner, and compare them to sections that Dr. Goldoni and Dr. Mora taught in the past using a commercial textbook. 2. Use in-class/online
quizzes and tests to assess whether students assimilate the Spanish grammar, vocabulary, and culture covered in intermediate Spanish using the new online materials, and compare outcomes and grades with other sections of intermediate Spanish that Dr. Goldoni and Dr. Mora taught in the past using a commercial textbook.

GOAL 3. Use library resources on a regular basis.

Qualitative Measure
1. Use a survey that includes questions such as: Were the library resources helpful? If so, to what extent were they helpful to you? Were the library resources easily accessible? How can we improve the accessibility of the resources to you? What did you find most valuable about the library resources we have provided? Be specific. What did you find most challenging? Be specific. What would you like/need to do more or less? Be specific. Discuss your perceptions of learning with the library resources and materials used in this course.

2. Maintain weekly journals written by all team members about what worked well, and what could be improved.

Quantitative Measure
Check whether students access the materials and use them for class, including platforms such as Mango Languages.

GOAL 4. Increase students’ engagement and satisfaction by using interactive platforms, the latest technology, and multimedia texts that are more global and multidisciplinary in focus.

GOAL 5: Design personalized teaching materials that are meaningful to our very diverse student population, that more closely address their interests and needs, and that our students can more easily relate to.

GOAL 6: Design teaching materials that reflect the various levels of language proficiency among our intermediate Spanish students at GGC, including native speakers of Spanish, non-native speakers of Spanish, and international students of Spanish.

For Goals 4, 5, and 6, we will utilize the following:

Qualitative Measure
1. Use a survey that includes questions such as: Were the online grammar explanations and tutorials helpful for learning the language? To what extent were they helpful to you? Did the online resources help
you to assimilate the vocabulary terms? If so, how did they help? Were the cultural exercises helpful for learning about the culture/history of the Spanish speaking countries? If so, how were these exercises helpful? Did the digital learning aspects of the course offer you enough practice exercises? Were they effective? If so, how were they effective? What did you find most valuable? Be specific. What did you find most challenging? Be specific. What would you like/need to do more or less? Be specific.

Discuss your perceptions of learning with the resources and materials used in this course. 2. Maintain weekly journals written by all team members about what worked well, and what could be improved. Quantitative Measure 1. Utilize a Likert-scale questionnaire using Dissatisfied to Highly Satisfied to determine students’ satisfaction on the use of the materials. Use the Likert scale also to measure changes in student engagement. 2. Use the quizzes and tests to measure changes in proficiency.

Timeline:

February 15, 2018: Notification

February 26, 2018: Kickoff Meeting

For implementation in Summer 2018 and Fall 2018.

Spring 2018

Identify and select sources.
Develop materials, assignments, and projects.
Develop an assessment plan to measure learning, including surveys and quizzes.
Request IRB approval.
Request from Center for Teaching Excellence two D2L Brightspace shells to be created to house the new materials.
Collect and analyze data on dropout, fail, and withdrawal rates in SPAN2001 & 2002 during Summer and Fall 2017, when a commercial textbook was used, to be compared to rates during Summer and Fall 2018, when the free online materials were employed.

Summer 2018

Begin implementation.
Implement the new course materials in three SPAN2001 and SPAN 2002 courses. Dr. Goldoni will pilot 2 sections of the open-source course, assess the materials using the quantitative and qualitative assessment methods described below, analyze the data, address the effectiveness and value of sources and methods, refine the course and implement any change based on the findings from the data. Dr. Mora and will pilot 1 section of the open-source course and will follow the same steps as Dr. Goldoni’s. Dr. Rusnak will work with Dr. Goldoni and Dr. Mora in assessing the materials, analyzing the data, addressing the effectiveness of the materials, and refining the materials that she authored and selected.

Compare dropout, fail, and withdrawal rates between Summer and Fall 2017 and 2018, when a commercial textbook versus the free online materials were employed.

Proctor quizzes and tests.
Distribute surveys among students and encourage them to take the surveys and provide feedback.
Maintain journals.
Analyze data and assess learning.
Edit the materials based on the students’ feedback and journal entries. Make adjustments and/or changes based on the data collected. Develop new materials if necessary.

**Fall 2018**

Implement the full material. Dr. Goldoni will pilot 1 section of the open-source course, assess the materials using the quantitative and qualitative assessment methods described below, analyze the data, address the effectiveness of sources and methods, further refine the course and add any new material if necessary based on the findings from the data. Dr. Mora and will pilot two sections of the open-source course (both traditional and hybrid) and will follow the same steps as Dr. Goldoni’s.

Proctor quizzes and tests.
Distribute surveys among students and encourage them to take the surveys.
Maintain journals.
Analyze data and assess learning. Compare the use of the new material to the classes previously taught by team members using a commercial textbook. Dr. Rusnak will work with Dr. Goldoni and Dr. Mora in assessing the materials, analyzing the data, addressing the value of the course, refining the materials that she authored, and creating any new material if necessary based on the findings from the data.

Share results with the other full time Spanish faculty teaching intermediate Spanish.
Further edit the materials based on the students’ feedback and journal entries. Make any additional adjustments and/or changes, and develop new materials if necessary.
Submit final report.

**Budget:**

Type of Grant: **Standard-Scale Transformation**
Funds are requested for:

**A. Personnel**

$3,333.34 summer compensation for Dr. Goldoni

$3,333.33 summer compensation for Dr. Mora

$3,333.33 summer compensation for Dr. Rusnak

**Total: $10,000**

All three team members will be responsible for every step of this transformation, including identifying, selecting, integrating and supervising content related to intermediate Spanish 2001 and 2002. The team members will share equal responsibilities, oversee the materials, employ the new materials in their courses, and implement assessment at the end of each course. The team will work with CTE to have two D2L Brightspace course shells available to upload the new materials. The team will be responsible for specific tasks as described above in section 1.3. Notably, Dr. Goldoni will focus on Spanish 2001, while Dr. Mora will focus on Spanish 2002. Both Dr. Goldoni and Dr. Mora will include activities, modules and components for practicing reading, listening, writing and speaking in Spanish, and for discussing international, multicultural, and interdisciplinary topics. Dr. Rusnak will focus on multimedia texts, e-sources, and documentaries about various cultural, artistic, and historical manifestations and traditions from the Spanish-speaking world in both 2001 and 2002.

**B. Travel**

$800 travel support for Dr. Goldoni and/or Dr. Mora to attend the required kick-off meeting. The funds will cover their mileage, lodging, per diem, and other travel expenses.

**Total Request: $10,800**

**Sustainability Plan:**

The course materials described in this proposal will be adopted yearlong in the Spring, Fall, and Summer sessions. The team members will periodically update them, improve them, and add components as necessary based on current events, campus events, and students’ interests. Team members will encourage the other Spanish faculty teaching intermediate courses to use part or all of the new materials in their course section.

GGC is rapidly growing and so is the Hispanic community on campus, which is currently being represented through active organizations such as OLAS and HOGAR. The Hispanic population in Gwinnett County is growing as well, being 20.1% of the total population in the county. Besides, there are over 500 international corporations, local companies, and
organizations doing business with the Spanish-speaking world located in the county. With the strong presence of an international and Hispanic/Latino community, Spanish is seen as a more popular course to fulfill the foreign language Humanities requirement. The number of sections and students enrolled in Spanish will increase in the near future, and this transformation project will potentially benefit a larger number of students. In fact, this transformation is a critical step in our discipline as the project team is committed to generating more interest in the Spanish language and culture. In this way, we hope to offer more Spanish-related courses, help support the College’s QEP Internationalization goal, and eventually build a minor in Spanish to accompany the current Certificate in Latin American Studies.
To Whom It May Concern:

I would like to express my continued support for Dr. Federica Goldoni’s proposal, “Intermediate Spanish 2001-2002 No-Cost-To-Students Learning Materials.” The efforts are helping students in two courses – SPAN 2001 and 2002 to reduce the cost of their education by eliminating the cost of texts. These are important courses that help prepare students to be global citizens, preparing them to communicate with people from other parts of the world. At GGC, our Quality Enhancement Plan prepares students for an international perspective, and foreign language courses are an important part of this commitment.

Professor Goldoni and her team of Spanish and Film faculty have a strong track record of getting things done, and they truly care for our students. They are doing a great job in helping to make college affordable.

Regards,

Adolfo Santos
Dean of SLA
Affordable Learning Georgia  
2500 Daniells Bridge Rd.  
Building 300  
Athens, GA 30606

Dear committee members:

This letter is in strong support of the application for an Affordable Learning Georgia Textbook Transformation Grant for Elementary Spanish 2001 and 2002. The GGC Center for Teaching Excellence (CTE) has the capability to provide support and resources for this project. Specifically, the CTE can offer assistance to create and populate a D2L Brightspace course shell hosting the material that Drs. Federica Goldoni, Luis Mora and Stacy Rusnak are developing in the context of this proposal. The CTE is excited to partner with the Spanish and Film faculty in a way that will help bring these two innovative courses into fruition.

Please feel free to contact me or the primary investigator, Dr. Federica Goldoni, if you need additional information or if you have any questions.

Sincerely,

David Robinson  
LMS Administrator

Brian Etheridge  
Director, Center for Teaching Excellence  
Professor of History
Affordable Learning Georgia Textbook Transformation Grants  
Round Eleven  
For Implementations beginning Summer Semester 2018  
Running Through Fall Semester 2018

**Proposal Form and Narrative**

<table>
<thead>
<tr>
<th><strong>Submitter Name</strong></th>
<th>Cathy Hakes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Submitter Title</strong></td>
<td>Director for the Office of Research, Sponsored Programs, Accreditation and Certification Activities</td>
</tr>
<tr>
<td><strong>Submitter Email</strong></td>
<td><a href="mailto:chakes@ggc.edu">chakes@ggc.edu</a></td>
</tr>
<tr>
<td><strong>Submitter Phone Number</strong></td>
<td>678-407-5875</td>
</tr>
<tr>
<td><strong>Submitter Campus Role</strong></td>
<td>Office of Research and Sponsored Programs</td>
</tr>
<tr>
<td><strong>Applicant Name</strong></td>
<td>Federica Goldoni</td>
</tr>
<tr>
<td><strong>Applicant Email</strong></td>
<td><a href="mailto:fgoldoni@ggc.edu">fgoldoni@ggc.edu</a></td>
</tr>
<tr>
<td><strong>Applicant Phone Number</strong></td>
<td>404-450-7779</td>
</tr>
<tr>
<td><strong>Primary Appointment Title</strong></td>
<td>Assistant Professor of Spanish</td>
</tr>
<tr>
<td><strong>Institution Name(s)</strong></td>
<td>Georgia Gwinnett College</td>
</tr>
</tbody>
</table>
| **Team Members** | Dr. Luis Mora, Associate Professor of Spanish, School of Liberal Arts, lmora@ggc.edu  
Dr. Stacy Rusnak, Associate Professor of Film, School of Liberal Arts, srusnak@ggc.edu |
<p>| <strong>Sponsor, Title, Department, Institution</strong> | Dr. Adolfo Santos, Dean of the School of Liberal Arts, Georgia Gwinnett College |</p>
<table>
<thead>
<tr>
<th>Proposal Title</th>
<th>Intermediate Spanish 2001-2002 No-Cost-To-Students Learning Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Names, Course Numbers and Semesters Offered</td>
<td>SPAN2001 and SPAN2002 Intermediate Spanish I &amp; II. Offered Fall, Spring, Summer</td>
</tr>
<tr>
<td>Final Semester of Instruction</td>
<td>Summer 2018, Fall 2018</td>
</tr>
<tr>
<td>Average Number of Students Per Course Section</td>
<td>28</td>
</tr>
<tr>
<td>Number of Course Sections Affected by Implementation in Academic Year</td>
<td>6</td>
</tr>
<tr>
<td>Total Number of Students Affected by Implementation in Academic Year</td>
<td>168</td>
</tr>
<tr>
<td>Average Number of Students Per Summer Semester</td>
<td>84</td>
</tr>
<tr>
<td>Average Number of Students Per Fall Semester</td>
<td>84</td>
</tr>
<tr>
<td>Average Number of Students Per Spring Semester</td>
<td></td>
</tr>
<tr>
<td>Award Category (pick one)</td>
<td>☒ No-or-Low-Cost-to-Students Learning Materials</td>
</tr>
<tr>
<td></td>
<td>☐ Specific Core Curriculum Courses</td>
</tr>
<tr>
<td>Are you planning on using an OpenStax textbook?</td>
<td>☐ Yes</td>
</tr>
<tr>
<td></td>
<td>☒ No</td>
</tr>
</tbody>
</table>
List the original course materials for students (including title, whether optional or required, & cost for each item)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Author(s)</th>
<th>Edition</th>
<th>Publisher</th>
<th>Cost</th>
<th>Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN2001 INTL</td>
<td>VISTAS: Introducción a la lengua española, 5ª edición.</td>
<td>Blanco and Colbert</td>
<td>2016</td>
<td>Vista Higher Learning</td>
<td>$100</td>
<td>Required</td>
</tr>
<tr>
<td>SPAN2002 INTL</td>
<td>IMAGINA: Español sin barreras, 3ª edición</td>
<td>Blanco and Tocaimaza-Hatch</td>
<td></td>
<td>Vista Higher Learning</td>
<td>$150</td>
<td>Required</td>
</tr>
</tbody>
</table>

Requested Amount of Funding

$10,800

Original Per Student Cost

$250

Post-Proposal Projected Per Student Cost

$0

Projected Per Student Savings

$250

Projected Total Annual Student Savings

$42,000

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

D2L Brightspace

NARRATIVE

1.1 PROJECT GOALS

The goals of the project are:

1. Bring the cost of teaching/learning material for intermediate Spanish down to $0 by providing an open source no-cost-to-students alternative to our current commercial textbook.
2. Increase completion and retention rates while decreasing dropout/withdrawal/fail rates.
3. Use library resources on a regular basis.
4. Increase students’ engagement and satisfaction by using interactive platforms, the latest technology, and multimedia texts that are more global and multidisciplinary in focus.

5. Design personalized teaching materials that are meaningful to our very diverse student population that closely address their interests and needs.

6. Design teaching materials that reflect the various levels of language proficiency among our intermediate Spanish students, including native and non-native speakers of Spanish.

1.2 STATEMENT OF TRANSFORMATION

Transformation

The project team is comprised of three faculty members who are directly involved in the selection and design of teaching and learning materials for intermediate Spanish courses at Georgia Gwinnett College (GGC), and who engage in continued constructive changes in the discipline’s pedagogy and curriculum in the short and long term. The team has successfully completed the transformation of GGC’s Spanish 1001 and 1002 courses through funds from the ALG Textbook Transformation grant. Undertaking the transformation of the Spanish 2001 and 2002 courses will then allow the College to provide an uninterrupted opportunity for students moving from basic to intermediate level Spanish to take these courses without any additional expenses related to textbooks.

The main goal for undertaking this project is to decrease significantly the financial burden of students enrolling in intermediate 2001 and 2002 Spanish courses. It is critical to revise the current teaching and learning materials to make them readily available to students for free from the first day of class. It is also paramount to create texts that are meaningful to a very diverse student population not only for their various racial/ethnical/cultural backgrounds but also for their multiple Spanish language proficiency levels. A typical 2001-2002 Spanish level class is comprised of non-native Spanish speaking students, international students, and Spanish heritage learners. These three groups of students have varying backgrounds and preparation in Spanish resulting in differing proficiency levels. For example, non-native speakers of Spanish tend to have a good grasp of the grammar rules, but could improve in their oral/aural skills. International students typically speak a language other than English and Spanish, and show a natural predisposition and talent for assimilating new vocabulary and pronunciation. However, they could use more practice and exposure to Spanish to expand their knowledge and strengthen their writing, reading, speaking, and listening skills. Typically, they are also eager to learn more about the Spanish culture and peoples. Spanish heritage learners are fluent in English and Spanish, but struggle to write and spell in formal/academic Spanish, and need assistance with unpacking and processing grammar rules. This group of native speakers of Spanish, who make up to half of the Spanish intermediate class, tend not to purchase any textbook as they feel that they know the language already. Meanwhile, non-native speakers of Spanish and international students delay the purchase of the Spanish textbook since they typically wait for their financial aid refund to arrive. Needless to say, this situation results in students struggling to follow along or falling behind to the extent that they cannot completely catch up. In the AY 2015-16, the percentage of students who dropped out of intermediate Spanish was 4%, 10% withdrew, and 2% failed the courses. The project team argues that students’ completion, retention and success rates can significantly increase if the classroom materials can be available to them for free from D2L Brightspace from the first week of class.

In the intermediate Spanish classes previously taught by the project team, faculty noticed that the end-of-semester student evaluations recorded low satisfaction on: (1) course materials
not reflecting what students are requested to do, and (2) how they are expected to perform, on tests and quizzes. Other students criticized the fact that the textbook was used occasionally during the semester or a minimal portion of it was employed, which did not justify the high expense. Other students lamented that the course material did not help them speak Spanish nor learn about the various cultural manifestations of the Spanish-speaking world. More and more students lean now towards taking Spanish as an eCore course, saving some tuition money but missing the critical interaction and learning opportunities available in the traditional classroom context. Additionally, Dr. Luis Mora, director of the Hispanic Organization for Growth, Advancement and Retention (HOGAR) program, reported that the Spanish heritage speakers who have been attending their workshops since 2013 prefer to take the CLEP test to test out of their college language requirement rather than taking Spanish 2001-2002.

As a result of these evaluations and the project team’s experience with its previously funded ALG grant, the team aspires to create materials that will reach out, excite, and encourage them to enroll in a class. To do so, the course and the course materials should have the following attributes. They should be:

- Meaningful and transformative;
- Personalized to reflect GGC’s diverse student population. They should be relatable in that they closely address the students’ interests and needs. The syllabus must incorporate assignments and projects that are adapted and significant to the diverse audience and their interests/needs;
- Engaging, interactive, and up-to-date so that they reflect the current events happening in the Spanish-speaking world;
- Adjusted to the level of difficulty or proficiency level of students, expectations, time commitment; and
- Utilizing the latest technology and multimedia texts that are global and multidisciplinary. As an example, Platforms like Mango Languages are useful as they help native and non-native speakers of Spanish improve their existing language skills and grow their confidence in their linguistic potential in a fun and interactive manner.

As participating students identify with the course material and see the connections with their personal, professional and social life, the course may encourage them to pursue their studies and advance their skills in Spanish. In addition, they may then view the Spanish language and culture as a strong asset in these same areas of their lives.

The new GGC study abroad program for Spanish is an example of the efforts accomplished by the team project in 2016 to promote the Spanish language and culture. In this context, a group of ten highly diverse GGC students studied Spanish language and culture in Quito, Ecuador during the 2017 Summer semester. This trip was the first GGC study abroad program for Spanish, and Dr. Federica Goldoni, one of the team members, led it. Ten students may seem a small number. Actually, it is a significant number in an access institution like GGC, where the majority of the students receive financial aid, have family responsibilities, and work one or two jobs. As of January 30, 2017, 21 students of Spanish (Spanish 1001-3010, including two Spanish heritage speakers) have applied to participate in the Ecuador study abroad program for Summer 2018, and this year Spanish will partner with Nursing in an effort to be more interdisciplinary and inclusive. The program offers an educational experience that is unmatched. Intermediate students of Spanish are the group of learners that would benefit from a Study
Abroad experience the most as they already have a foundation in the language and can speak and interact with the local community and culture in meaningful ways.

The combination of the Spanish study abroad program and this textbook transformation project will help advance the college’s QEP’s internationalization theme. The QEP requires that the college create “internationalized” or globally-focused courses and curriculum. Such curriculum must contain “substantial breadth and depth of international content, which provides GGC students with broader global awareness and perspectives.” This goal can be more easily achieved if a traditional commercial textbook of intermediate Spanish is replaced by a more dynamic, fully online teaching model that takes advantage of current technology, online chapters, tutorials, PowerPoints, and interactive activities that are permanently available from Galileo, the GGC library, and other Open Educational Resources like www.todoele.es. Moreover, the project team will include supplemental materials that will come from GGC’s online subscriptions such as Mango languages, Merlot, Coursera, Kanopy, VAST, World Cinema Collection, and Alexander Street. Other educational materials, including short videos and podcasts, will be available from the websites of institutions committed to globalized education, such as Carnegie Mellon (https://oli.cmu.edu/jcourse/webui/guest/join.do?section=spanish1) and the University of Texas (http://liberalarts.utexas.edu/laits). Technology such as Google Hangout, Skype, Voicethread, FluentU, and Facebook will be employed regularly to enliven content.

Finally, this transformation represents a critical step in our discipline, as the project team will work diligently to:

- Guarantee continuity after completing the textbook transformation affecting introductory Spanish 1001-1002;
- Encourage more students to take Spanish at GGC;
- Offer upper level courses, including literature, education, conversation courses, and courses for special purposes such as medical Spanish, business Spanish, or Spanish for law enforcement; and
- Build a minor in Spanish and ultimately a major.

Stakeholders

GGC students are the primary stakeholders impacted by costly Spanish textbooks. A significant number of students take intermediate Spanish, and the course fulfills the Area C Fine Arts/Humanities requirement in the State’s core curriculum.

Other stakeholders are Gwinnett County and the State as a whole. Gwinnett County has one of the largest Hispanic populations in Georgia and in the state, and is the second most populated county in the State. As an emerging Hispanic Serving Institution, GGC plays a pivotal role in providing educational opportunities to the Hispanic/Latino community. At the same time, it provides avenues for others to be educated on the Spanish culture. The Spanish culture and language exerts a crucial impact on the county and the State’s financial, professional, social, and academic life. It is a strong asset and a powerful value to have. If more individuals speak Spanish and understand and appreciate the various manifestations of the Spanish culture, they can function as informed, translingual, and transcultural interlocutors while interacting with other Spanish-speaking people and communities here and abroad.
Impact of this transformation on stakeholders and course success

The most significant impact of this transformation will be in three main areas: (1) course material cost reduction; (2) increase in students’ satisfaction and engagement; and (3) increase in completion/retention/success rates parallel to a decrease in dropout/withdrawal/fail rates.

According to our Financial Aid Department at GGC, 76% of GGC students receive some type of Financial Aid to assist them with their college costs as of January 3, 2018. Free teaching materials will help resolve the issue of students not buying the Spanish textbook or delaying its purchase due to their financial aid refund or lack of other resources. It will also resolve the issue of students falling behind, feeling discouraged and overwhelmed, performing poorly, and losing confidence or interest in Spanish. This transformation will give GGC students of Spanish the tools to succeed and excel in their classes, resulting in higher retention, completion, and graduation rates. The project team aims to assist students in their college journey to facilitate their learning process, to empower them, and to offer them a transformative, high-impact education that can make the difference upon graduation. Mastering the Spanish language is a key component of a quality education in Gwinnett County, Georgia, the U.S. and the rest of the world. We need more graduates who can function and interact as global citizens in our multicultural society and in globally-competitive markets.

Although it may appear that only 168 students will benefit from this transformation, it is important to remember that the implementation of the new material would start in Summer 2018 and would continue in Fall, with the Summer typically having the least number of enrollees because of PELL grant considerations. However, the average enrollment in these courses during the full academic year (Fall, Summer and Spring) is 252 (9-10 sections of intermediate Spanish being taught per year). With no textbook costs for both courses, the savings will be over $25,200. As enrollment continues to increase at GGC, we can expect that more students in the near future will take Spanish, including intermediate Spanish. Therefore, the financial impact on the college and our students will be more significant in the end.

Project’s transformative impact

This project will be transformative in the following ways in that it will:

- Generate significant savings for students;
- Boost student retention and success rates;
- Build students’ confidence and interest in Spanish;
- Address the needs of a very diverse and large student population, including minority groups, immigrant families, and Spanish heritage speakers and their community (18.1% of all GGC students);
- Bring attention to the Spanish discipline, to the GGC study abroad program for Spanish, to the Global Studies certificate, to the Latin American Studies certificate, and to other Spanish-related courses in the School of Liberal Arts, including Latin American cinema, Latin American history, and music;
- Help develop students’ global awareness and cross cultural appreciation of topics that are international and multicultural in focus;
- Bring attention to the initiatives, activities, and workshops of such GGC organizations as HOGAR (25 active participant/members), OLAS (Organization of Latin American students with 50 active participants/members), and ALPHA (35 active members);
- Help increase the number of enrollees in upper level courses of Spanish, potentially leading to a minor in Spanish in the near future;
- Encourage collaborations and synergies among faculty across campus, Georgia, the nation, and the rest of the world via technology and social media such as Facebook; and
- Stimulate Spanish faculty’s creativity as they design new materials and texts using cutting-edge technology.

1.3 TRANSFORMATION ACTION PLAN

The new course materials will be identified, reviewed, selected, adapted, and integrated in the syllabus. The project team will also design and create original activities, projects, and exercises that will complement and accompany the course and help instructors enliven the content in both the hybrid and traditional courses. These materials will mainly address the following topics for Spanish 2001:

- Verbs conjugations in the past, present, future, and conditional tenses.
- Verbs conjugations in the imperative, indicative, and subjunctive moods.
- Vocabulary on household, living the city, the environment, health, arts, culture and music, employment and job market.
- Expression of opinions and ideas.

The same approach will be adopted for Spanish 2002, which will mainly address the following topics:

- Verbs conjugations in the present perfect and present perfect subjunctive, future perfect, past participle as adjectives, conditional perfect, subjunctive with conjunctions, and double pronouns.
- Expression of hypothesis and conjectures.
- Vocabulary on entertainment and amusements, personal relationships, old and new generations, work and finances, science and technology, the media.
- Poetry and other literary genres.

Team members’ roles

The institutional goals, course objectives, and the expectations of GGC’s QEP will determine the most effective and beneficial materials, activities and projects to be selected in intermediate Spanish. Each team member will be responsible for the following tasks: Dr. Goldoni will focus on Spanish 2001, while Dr. Mora will focus on Spanish 2002. Both faculty will include activities, modules and components for practicing reading, listening, writing and speaking in Spanish, and for discussing international, multicultural, and interdisciplinary topics. Dr. Rusnak will be responsible for both 2001 and 2002. Dr. Stacy Rusnak is an Associate Professor of Film at GGC, and former Professor of Spanish at Agnes Scott. She teaches international-related courses in the GGC School of Liberal Arts, including Latin American cinema. With this academic background, she will focus on multimedia texts, e-sources, and documentaries about various cultural, artistic, and historical manifestations and traditions from the Spanish-speaking world. There will be several art and independent films, contemporary, critically acclaimed films, shorts, commercials, music and podcasts incorporated in the materials. Her work will explore international, multicultural, and interdisciplinary topics, and will include active links, PowerPoints, and other original projects created using Voicethread. The team members will periodically meet, discuss individual progress, exchange their materials among
each other, and provide feedback to each other. Therefore, all three team members will share equal responsibilities, oversee the list of the materials, employ the new materials in their courses, and implement assessment at the end of each course.

Plan for providing access

The team members will populate the two D2L Brightspace course shells designed to house the new materials for intermediate Spanish. Students enrolled in 2001 and 2002 during Summer and Fall 2018 will have access to them via D2L Brightspace. The team will announce the availability of the materials to the other full-time Spanish faculty at GGC teaching intermediate Spanish. Every effort will be made to encourage them to adopt the free materials, and to appreciate the value of the multidisciplinary approach of teaching Spanish culture, art, and language in all its multiple manifestations.

1.4 QUANTITATIVE AND QUALITATIVE MEASURES

GOAL 1: Bring the cost of teaching/learning material for intermediate Spanish down to $0 by providing an open source no-cost-to-students alternative to our current commercial textbook.

Qualitative Measure
1. Use a survey that includes open-ended questions, such as:
   a. How did the free online textbook help you financially?
   b. How would you describe your feelings about not having to pay for any textbook?
   c. How would you describe your feelings about having to use online resources instead of a regular textbook?
   d. Do you think we should continue with providing $0 cost textbooks? If so, why?

2. Maintain weekly journals written by all team members about what worked well, and what could be improved.

Quantitative Measure
Check whether students access the materials and use them for class, including platforms such as D2L Brightspace, Mango Languages, Quizlet, and Edpuzzle.

GOAL 2: Increase completion and retention rates while decreasing dropout/withdrawal/fail rates.

Qualitative Measure
1. Use a survey that includes questions such as:
   a. Were the online grammar explanations and tutorials helpful for learning the language? If so, why?
   b. Did the online resources help you to assimilate the vocabulary terms? If so, how?
   c. Were the cultural exercises helpful for learning about the culture/history of the Spanish speaking countries? If so, how were they helpful? Provide examples.
   d. Did the digital learning aspects of the course offer you enough practice exercises? If so, to what extent?
e. What did you find most valuable? Be specific.
f. What did you find most challenging? Be specific.
g. What would you like/need to do more or less? Be specific.
h. Discuss your perceptions of learning with the resources and materials used in this course.

2. Maintain weekly journals written by all team members about what worked well, and what could be improved.

**Quantitative Measure**

1. Monitor the number of SPAN2001 and SPAN2002 sections taught by Dr. Goldoni and Dr. Mora and the number of DFW rates in Banner, and compare them to sections that Dr. Goldoni and Dr. Mora taught in the past using a commercial textbook.

2. Use in-class/online quizzes and tests to assess whether students assimilate the Spanish grammar, vocabulary, and culture covered in intermediate Spanish using the new online materials, and compare outcomes and grades with other sections of intermediate Spanish that Dr. Goldoni and Dr. Mora taught in the past using a commercial textbook.

**GOAL 3. Use library resources on a regular basis.**

**Qualitative Measure**

1. Use a survey that includes questions such as:
   a. Were the library resources helpful? If so, to what extent were they helpful to you?
   b. Were the library resources easily accessible? How can we improve the accessibility of the resources to you?
   c. What did you find most valuable about the library resources we have provided? Be specific.
   d. What did you find most challenging? Be specific.
   e. What would you like/need to do more or less? Be specific.
   f. Discuss your perceptions of learning with the library resources and materials used in this course.

2. Maintain weekly journals written by all team members about what worked well, and what could be improved.

**Quantitative Measure**

Check whether students access the materials and use them for class, including platforms such as Mango Languages.

**GOAL 4. Increase students’ engagement and satisfaction by using interactive platforms, the latest technology, and multimedia texts that are more global and multidisciplinary in focus.**

**GOAL 5: Design personalized teaching materials that are meaningful to our very diverse student population, that more closely address their interests and needs, and that our students can more easily relate to.**
GOAL 6: Design teaching materials that reflect the various levels of language proficiency among our intermediate Spanish students at GGC, including native speakers of Spanish, non-native speakers of Spanish, and international students of Spanish.

For Goals 4, 5, and 6, we will utilize the following:

**Qualitative Measure**
1. Use a survey that includes questions such as:
   a. Were the online grammar explanations and tutorials helpful for learning the language? To what extent were they helpful to you?
   b. Did the online resources help you to assimilate the vocabulary terms? If so, how did they help?
   c. Were the cultural exercises helpful for learning about the culture/history of the Spanish speaking countries? If so, how were these exercises helpful?
   d. Did the digital learning aspects of the course offer you enough practice exercises? Were they effective? If so, how were they effective?
   e. What did you find most valuable? Be specific.
   f. What did you find most challenging? Be specific.
   g. What would you like/need to do more or less? Be specific.
   h. Discuss your perceptions of learning with the resources and materials used in this course.

2. Maintain weekly journals written by all team members about what worked well, and what could be improved.

**Quantitative Measure**
1. Utilize a Likert-scale questionnaire using Dissatisfied to Highly Satisfied to determine students’ satisfaction on the use of the materials. Use the Likert scale also to measure changes in student engagement.

2. Use the quizzes and tests to measure changes in proficiency.

### 1.5 TIMELINE

February 15, 2018: Notification
February 26, 2018: Kickoff Meeting

For implementation in Summer 2018 and Fall 2018.

**Spring 2018**
- Identify and select sources.
- Develop materials, assignments, and projects.
- Develop an assessment plan to measure learning, including surveys and quizzes.
- Request IRB approval.
- Request from Center for Teaching Excellence two D2L Brightspace shells to be created to house the new materials.
• Collect and analyze data on dropout, fail, and withdrawal rates in SPAN2001 & 2002 during Summer and Fall 2017, when a commercial textbook was used, to be compared to rates during Summer and Fall 2018, when the free online materials were employed.

**Summer 2018**

• Begin implementation.
• Implement the new course materials in three SPAN2001 and SPAN 2002 courses. Dr. Goldoni will pilot 2 sections of the open-source course, assess the materials using the quantitative and qualitative assessment methods described below, analyze the data, address the effectiveness and value of sources and methods, refine the course and implement any change based on the findings from the data. Dr. Mora and will pilot 1 section of the open-source course and will follow the same steps as Dr. Goldoni’s. Dr. Rusnak will work with Dr. Goldoni and Dr. Mora in assessing the materials, analyzing the data, addressing the effectiveness of the materials, and refining the materials that she authored and selected.
• Compare dropout, fail, and withdrawal rates between Summer and Fall 2017 and 2018, when a commercial textbook versus the free online materials were employed.
• Proctor quizzes and tests.
• Distribute surveys among students and encourage them to take the surveys and provide feedback.
• Maintain journals.
• Analyze data and assess learning.
• Edit the materials based on the students’ feedback and journal entries. Make adjustments and/or changes based on the data collected. Develop new materials if necessary.

**Fall 2018**

• Implement the full material. Dr. Goldoni will pilot 1 section of the open-source course, assess the materials using the quantitative and qualitative assessment methods described below, analyze the data, address the effectiveness of sources and methods, further refine the course and add any new material if necessary based on the findings from the data. Dr. Mora and will pilot two sections of the open-source course (both traditional and hybrid) and will follow the same steps as Dr. Goldoni’s.
• Proctor quizzes and tests.
• Distribute surveys among students and encourage them to take the surveys.
• Maintain journals.
• Analyze data and assess learning. Compare the use of the new material to the classes previously taught by team members using a commercial textbook. Dr. Rusnak will work with Dr. Goldoni and Dr. Mora in assessing the materials, analyzing the data, addressing the value of the course, refining the materials that she authored, and creating any new material if necessary based on the findings from the data.
• Share results with the other full time Spanish faculty teaching intermediate Spanish.
• Further edit the materials based on the students’ feedback and journal entries. Make any additional adjustments and/or changes, and develop new materials if necessary.
• Submit final report.
1.6  **BUDGET**  
Type of Grant: □ Standard-Scale Transformation

Funds are requested for:  

**A. Personnel**  
$3,333.34 summer compensation for Dr. Goldoni  
$3,333.33 summer compensation for Dr. Mora  
$3,333.33 summer compensation for Dr. Rusnak

Total: **$10,000**

All three team members will be responsible for every step of this transformation, including identifying, selecting, integrating and supervising content related to intermediate Spanish 2001 and 2002. The team members will share equal responsibilities, oversee the materials, employ the new materials in their courses, and implement assessment at the end of each course. The team will work with CTE to have two D2L Brightspace course shells available to upload the new materials. The team will be responsible for specific tasks as described above in section 1.3. Notably, Dr. Goldoni will focus on Spanish 2001, while Dr. Mora will focus on Spanish 2002. Both Dr. Goldoni and Dr. Mora will include activities, modules and components for practicing reading, listening, writing and speaking in Spanish, and for discussing international, multicultural, and interdisciplinary topics. Dr. Rusnak will focus on multimedia texts, e-sources, and documentaries about various cultural, artistic, and historical manifestations and traditions from the Spanish-speaking world in both 2001 and 2002.

**B. Travel**  
$800 travel support for Dr. Goldoni and/or Dr. Mora to attend the required kick-off meeting. The funds will cover their mileage, lodging, per diem, and other travel expenses.

Total Request: **$10,800**

1.7  **SUSTAINABILITY PLAN**

The course materials described in this proposal will be adopted yearlong in the Spring, Fall, and Summer sessions. The team members will periodically update them, improve them, and add components as necessary based on current events, campus events, and students’ interests. Team members will encourage the other Spanish faculty teaching intermediate courses to use part or all of the new materials in their course section.

GGC is rapidly growing and so is the Hispanic community on campus, which is currently being represented through active organizations such as OLAS and HOGAR. The Hispanic population in Gwinnett County is growing as well, being 20.1% of the total population in the county. Besides, there are over 500 international corporations, local companies, and organizations doing business with the Spanish-speaking world located in the county. With the strong presence of an international and Hispanic/Latino community, Spanish is seen as a more popular course to fulfill the foreign language Humanities requirement. The number of sections and students enrolled in Spanish will increase in the near future, and this transformation project will potentially benefit a larger number of students. In fact, this transformation is a critical step in our discipline as the project team is committed to generating more interest in the Spanish
language and culture. In this way, we hope to offer more Spanish-related courses, help support the College’s QEP Internationalization goal, and eventually build a minor in Spanish to accompany the current Certificate in Latin American Studies.

1.8 REFERENCES & ATTACHMENTS

Syllabus
**Weekly Detail Schedule (see below)**  
**Spanish 2001 – Intermediate Spanish I**

<table>
<thead>
<tr>
<th>COURSE OBJECTIVES</th>
<th>COURSE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Understand simple/intermediate speech in Spanish</td>
<td>• Respond appropriately in writing and speaking to different situations</td>
</tr>
<tr>
<td>• Pronounce all sounds in Spanish</td>
<td>• Correctly produce all sounds of the Spanish alphabet</td>
</tr>
<tr>
<td>• Converse at a low-intermediate level in Spanish; describe situations and events</td>
<td>• Respond to different audiences and adopt appropriate vocabulary, tone, and level of formality in</td>
</tr>
<tr>
<td>in the past, present, future, and conditional tenses, and imperative,</td>
<td>utterances and situations at a low-intermediate level</td>
</tr>
<tr>
<td>indicative, and subjunctive; express ideas and opinions</td>
<td></td>
</tr>
<tr>
<td>• Write phrases, paragraphs, and questions at a low-intermediate level in</td>
<td>• Control low-intermediate level of syntax, grammar, and vocabulary in Spanish</td>
</tr>
<tr>
<td>Spanish</td>
<td></td>
</tr>
<tr>
<td>• Read low-intermediate level texts in Spanish</td>
<td>• Comprehend and respond to low-intermediate level texts in Spanish</td>
</tr>
<tr>
<td>• Understand different cultural facts and nuances about the Spanish-speaking</td>
<td>• Discuss and critique low-intermediate level texts in Spanish</td>
</tr>
<tr>
<td>cultures and societies, identify analogies and differences with students’ own</td>
<td>• Use electronic environments for such tasks as researching information, drafting, reviewing,</td>
</tr>
<tr>
<td>culture</td>
<td>editing, sharing texts, and preparing oral presentation and homework assignments</td>
</tr>
</tbody>
</table>
Hola. Bienvenidos
Introducción al curso-INTRODUCTION.

Read syllabus. Join Quizlet, Edpuzzle, and Mango Languages as per pg1 of the syllabus.

Introductions. Write out and memorize your “I am…” presentation in Spanish, including 10 sentences all of them starting with “I AM… (soy…)” or “I AM NOT… (no soy…)” (use class notes as model).

HOLA. Las presentaciones.. Los saludos y las despedidas. Greetings, introductions.

Click on both links, read the vocabulary listed, then click on FLASHCARDS and complete the quizlet exercise in both links:
https://quizlet.com/_3n2i0d (greetings-saludos y despedidas)
https://quizlet.com/_3j9bnm (politeness-cortesía)

Complete the points below orally and in writing. Use the quizlet vocab above:
1. Memoriza 5 saludos (Memorize 5 greetings)
2. Memoriza 5 expresiones de cortesía (Memorize 5 expressions of politeness)
3. What expression would you use to greet the following people?
   - tu profesor de español—your Spanish professor?
   - un amigo hispano—an Hispanic friend
   - tus amigos hispanos—your Hispanic friends
4. List all formal greetings
5. List all informal greetings
6. Answer these questions:
   - ¿Qué tal? Cómo estás?
   - ¿Qué pasa?

El alfabeto—The alphabet

Click on the link and read the vocabulary.
https://quizlet.com/_517ftv

Click on LEARN and complete the quizlet exercise.

Complete the points below orally and in writing:
1. ¿Cómo se escribe tu nombre? (how do you spell your name?)
   Mi nombre se escribe F-E-D-E-R-I-C-A

2. ¿Cómo se escribe el nombre de tu mamá? (how do you spell your mother’s name?)
   El nombre de mi mamá se escribe A-N-A

3. ¿Cómo se escribe el nombre de tu mejor amigo/amiga? (how do you spell your best friend’s name?)
   El nombre de mi mejor amigo se escribe M-A-R-C-O-S.

4. Memoriza el alfabeto en español. (Memorize the alphabet in Spanish orally and in writing.)
El verbo ‘ser’ - Present tense of SER (to be)
The verb ‘ser’ (to be) is used to introduce and describe yourself and other people.

Tutorial
https://www.youtube.com/watch?v=6WvALNv2evQ

Watch the video tutorial and then memorize the forms of the verb TO BE in Spanish. Repeat them aloud. Write them down.

https://quizlet.com/_517gds

Click on MATCH and complete the quizlet exercise.
### Números-Numbers 0–30

**Tutorial**

[https://youtu.be/KIOKsW1dGGl?t=1s](https://youtu.be/KIOKsW1dGGl?t=1s)

Watch the video and then memorize 10 consecutive numbers of your choice from 0-30. Repeat them aloud. Write them down.

[https://quizlet.com/_517gb](https://quizlet.com/_517gb)

Click on LEARN and complete the quizlet exercise.

Answer the following questions in Spanish orally and in writing:

1. **Cuál es tu número de teléfono?** (what is your tel. #?)
   
   Mi número de teléfono es 4-0-4-4-0-7-7-9-9
   
   (My telephone number is…)

2. **Cuál es el número de teléfono de tu mamá?** (what is your mom’s tel #?)
   
   El número de teléfono de mi mamá es…
   
   (The telephone number of my mother is…)

3. **Cuál es el número de teléfono de tu mejor amigo/amiga?** (what is your best friend’s tel #?)
   
   El número de teléfono de mi mejor amigo es…
   
   (The telephone number of my best friend is…)

**Listening (use Chrome): Despedidas** (greetings when you leave)

- Beatriz
  - [http://www.laits.utexas.edu/spe/vid/int13a.html](http://www.laits.utexas.edu/spe/vid/int13a.html)

- Luz
  - [http://www.laits.utexas.edu/spe/vid/int13b.html](http://www.laits.utexas.edu/spe/vid/int13b.html)

**Qué dicen?** (what do they say in Spanish when they take leave? List as many greetings as you can)

**Mango Languages:**

Complete the lessons in Mango ch1 in Unit1: ‘Greetings, Gratitude, and Goodbyes’ and take the quiz.

Write three expressions (3 complete sentences) that you have learned in this chapter.

**Situación: Presentación personal** (personal presentation)

- Write 10 ‘yo (no) soy’ complete sentences (‘I am…/I am not…’), plus add greetings
- All your 10 sentences will start with ‘yo (no) soy’ (‘I am…/I am not…’), and will end with specific information about yourself (your name, nationality, origin, hometown, profession, physical/intellectual description)
- Use the vocab from this chapter (see mango and quizlet vocabulary and expressions)

**Cultura**

“Hola/Adios” -- Explanations and uses

Watch and complete the exercise.

[https://edpuzzle.com/assignments/58f7649ce8c6913e22cc705watch](https://edpuzzle.com/assignments/58f7649ce8c6913e22cc705watch)

**Discusión en clase: Diferencias culturales** (Kissing on cheeks while greeting 2 women/woman-man, proximity, Buenos días after 12pm, Buenas noches before bed…)

### Week 2-3

**1**

**Numbers 31 and higher**

Tutorials:

[https://youtu.be/lYUSR7OCzXM?t=1s](https://youtu.be/lYUSR7OCzXM?t=1s)

Watch the video tutorial and then memorize 10 (in)consecutive numbers of your choice. Repeat them aloud.
Watch the video tutorial and then memorize 10 (in)consecutive numbers of your choice. Repeat them aloud.

https://quizlet.com/_517gj8
Click on WRITE and complete the quizlet exercise.

Answer the following questions in Spanish orally and in writing. This time read the telephone number by two.
1. ¿Cuál es tu número de teléfono? (what is your tel. #?)
   Mi número de teléfono es 40-44-50-77-79.

2. ¿Cuál es el número de teléfono de tu mamá? (what is your mom’s tel #?)
   El número de teléfono de mi mamá es…

3. ¿Cuál es el número de teléfono de tu mejor amigo/amiga? (what is your best friend’s tel #?)
   El número de teléfono de mi mejor amigo es…

OPTIONAL: REVIEW THE NUMBERS
https://studyspanish.com/grammar/lessons/cardnum3

Telling time. La hora. Ask for and tell time. Talk about the time of day.
Tutorials:
https://www.youtube.com/watch?v=ol5BN1I4HMA
https://www.youtube.com/watch?v=da0Ptn27sXs

Watch both video tutorials and then answer the following question in Spanish. Repeat it aloud.
- ¿Qué hora es (what time is it)?
  Son las…
  o Es la…
  o Es el…

Taken from ‘Hola a todos’ by:
Click on TEST and complete the quizlet exercise.

OPTIONAL: REVIEW

Listening (use Chrome): la hora
José: Qué hora es? (what time of the day is it for José?)
http://www.laits.utexas.edu/spe/vid/int02a.html

Consuelo: Qué pregunta? (what is she asking? How does she say it?)
http://www.laits.utexas.edu/spe/vid/int02b.html

Los días de la semana, meses, fechas - Dates, months, days
Tutorial:
https://www.youtube.com/watch?v=iyR6ADptyu0
Watch the video and then memorize today’s date. Repeat it aloud.

Click on GRAVITY and complete the quizlet exercise.

Answer the following questions in Spanish orally and in writing:
1. Cuál es tu día favorito? (what is your favorite day?)
   Mi día favorito es el viernes. Y tu día favorito?

2. Cuál es tu mes favorito? (what is your favorite month?)
   Mi mes favorito es octubre. Y tu mes favorito?

3. Cuál es tu estación favorita? (what is your favorite season?)
   Mi estación favorita es el otoño. Y tu estación favorita?

4. Cuál es el día y la fecha de hoy? (what is today’s day and date?)
   Hoy (today) es martes, el 28 de agosto 2018.

5. Cuando es tu cumpleaños? (When is your birthday? – also include the season of the year)
   Mi cumpleaños (bday) es en verano, el 22 de junio.

OPTIONAL: REVIEW months, seasons, dates
https://studyspanish.com/grammar/lessons/months

Listening (use Chrome): la hora y la fecha (time and date)
Maria
http://www.laits.utexas.edu/spe/vid/int03c.html

http://www.laits.utexas.edu/spe/vid/int03d.html
Qué dicen? (what do they say in Spanish? Report time of the day and date)
**Cultura**

**Estados Unidos y Canadá**

“Hispanics in the US and Canada” (For info about Hispanics in the US and Canada)

[https://quizlet.com/_51jedc](https://quizlet.com/_51jedc)

Click on FLASHCARDS and complete the quizlet exercise.

Hispanics in Canada

[https://edpuzzle.com/assignments/58cf247e9f3fc3e0d1148a69/watch](https://edpuzzle.com/assignments/58cf247e9f3fc3e0d1148a69/watch)

**Discusión en clase: Diferencias culturales**

Military time

**Week 3-4 2**

**En la Universidad**

at the university  (disciplines, school subjects, campus buildings, classroom objects, campus activities)

[https://quizlet.com/_3qywao](https://quizlet.com/_3qywao)

Click on FLASHCARDS and complete the quizlet exercise.

Organize the quizlet vocab above in the following categories:

- **Disciplinas científicas:** las matemáticas, …
- **Disciplinas humanísticas:** las lenguas extranjeras, …
- **Negocios (business):** la administración de empresas, …
- **En la clase:** la pizarra, …
- **Personas:** el profesor, …
- **Edificios (buildings):** la cafetería, …

Answer the following questions in Spanish orally and in writing:

1. **¿Cuál es tu clase favorita?**
   Mi clase favorita es ______________.

2. **¿Cuál es tu profesor favorito?**
   Mi profesor favorito es el profesor ____________ / la profesora ____________.

3. **¿Cuál es tu especialización?**
   Mi especialización es ______________.

4. **¿Qué hay (there is / there are) en tu clase?**
   En mi clase hay una (a) ____________, un (a) ____________, unos (some) ____________, y unas (some) ____________.

5. **¿Qué edificios (what buildings) hay en el campus de GGC?**
   En GGC hay una ____________, un ____________, ...

6. **¿Qué estudias (you study) este semestre (this semester)?**
   Este semestre estudio (I study) ____________, ____________, y ____________.

7. **¿Cómo es tu horario semanal? (how is your weekly schedule?)**
   El lunes (on Monday) yo tengo (I have) arte a las once de la mañana (at 11 am)
   El martes tengo música a las dos de la tarde (at 2 pm).
   Y tú?

**Listening (use Chrome):** las disciplinas académicas

Marcos
[http://www.laits.utexas.edu/spe/vid/beg11ex.html](http://www.laits.utexas.edu/spe/vid/beg11ex.html)

Alejandra
[http://www.laits.utexas.edu/spe/vid/beg11d.html](http://www.laits.utexas.edu/spe/vid/beg11d.html)
Qué disciplinas mencionan? (what disciplines do they mention? List as many as you can)

**Nouns and articles**
**Tutorial:** https://www.youtube.com/watch?v=ZZ0Q6xxwmw
Watch the video and then fill in the blanks below. Repeat it aloud.
Busco (I am looking for the) el _____, la _____, los _____, las _____,
Necesito (I need a) un _____, una _____, unos _____, unas _____

https://quizlet.com/ 51bh5d
Click on SPELL and complete the quizlet exercise.

OPTIONAL: REVIEW THE ARTICLES
https://studyspanish.com/grammar/lessons/defart1
https://studyspanish.com/grammar/lessons/plnoun

**Mango Languages:**
Complete the lessons in Mango ch3 in Unit1: 'Names and Introductions' and take the quiz.
Write three expressions (3 complete sentences) that you have learned in this chapter.

**Cultura**
El mundo hispano
https://quizlet.com/ 516zeu
Click on MATCH and complete the quizlet exercise.

Complete
https://www.quizzes.cc/images/central-america-map.gif
Complete
https://www.quizzes.cc/south-america-map-quiz-game-200

**Week4-5 2**

**Pronouns** (yo, tú, él, ella, usted, nosotros, nosotras, ellos,ellas, ustedes).
**Tutorial:** https://www.youtube.com/watch?v=NcI7wUTz31Y
Watch the tutorial and then write the English translations of yo, tú, él, ella, usted, nosotros, nosotras, ellos, ellas, ustedes.

https://quizlet.com/ 51bi4d
Click on WRITE and complete the quizlet exercise.

OPTIONAL: REVIEW SUBJECT PRONOUNS
https://studyspanish.com/grammar/lessons/subpro

**Students’ activities. Present tense of -AR verbs**
Talk about activities in the present tense. Form negative sentences.

https://quizlet.com/ 51btzv
Click on TEST and complete the quizlet exercise.

Now complete the following points / questions orally and in writing:
Organize the quizlet vocab above in the following categories:
-actividades de todos los días (every day activity): estudiar,…
-actividades una vez a la semana (once a week activities): bailar,…
-actividades una vez al mes (once a month activities): visitar,…
1. Cuáles son tus actividades favoritas?
Mis actividades favoritas son practicar el tenis, enseñar, y dibujar. Y tus actividades favoritas?

2. Qué haces durante la semana? (what do you do during the week?)
Durante la semana, yo trabajo, estudio, practico tenis, no miro la televisión, no viajo.

3. Qué haces durante el fin de semana? (what do you do during the weekend?)
Durante el fin de semana, yo no trabajo, escucho la música, dibujo, y toco la guitarra.

Tutorial
https://www.youtube.com/watch?v=UDmCpbiQljiY&feature=youtu.be&t=1s
Watch the video and then complete the points below based on the tutorial:
- When do you use the present tense? Why do you use it?
- Use the verb ‘to swim’ and conjugate it in Spanish in all its forms starting with yo, tú, él/ella, usted, nosotros/nosotras, ellos/ellas, ustedes.
- Then write the translation in English.

Practice
https://quizlet.com/_51bv48
Click on WRITE and complete the quizlet exercise.

Mango Languages:
Complete the lessons in Mango ch2 in Unit1: ‘Do you speak English?’ and take the quiz.
Write three expressions (3 complete sentences) that you have learned in this chapter.

Cultura
Ecuador
https://quizlet.com/_51jejr
Click on FLASHCARDS and complete the quizlet exercise.

Comida ecuatoriana (tasting Ecuadorian food)
https://edpuzzle.com/media/5a8f6e431cc3ed40d530e213
7 lugares para visitar en Quito – 7places to visit in Quito, Ecuador
https://edpuzzle.com/assignments/5b9dd71365eb8403c92d7e5/students

Weeks 5-6 2

The verb gustar (to like).
Talk about likes and dislikes.
Tutorial
https://www.youtube.com/watch?v=O64P4ALveZU (me gusta vs me gustan)
https://www.youtube.com/watch?v=xeBx0xVMSg (me gusta + infinitive)
Watch the tutorials and then complete the points below:
- When do you use the verb GUSTAR? Why do you use it?
- Write 1 sentence with GUSTA (at least 3 words each)
- Then write the translation in English.
- Write 1 sentence with GUSTAN (at least 4 words each)
- Then write the translation in English.

1. Qué te gusta? (what do you like?)
Me gusta la pizza, me gusta bailar y cantar, y me gustan los libros. Y a ti, qué te gusta?

2. Qué no te gusta? (what don’t you like?)
No me gusta la matemática, no me gustan los lunes., no me gusta practicar el golf. Y a ti, qué no te gusta?
Practice: https://quizlet.com/_51cel4
Click on TEST and complete the quizlet exercise.

OPTIONAL: REVIEW ‘gustar’
https://studyspanish.com/grammar/lessons/gustar

Listening (use Chrome): Preferencias
María
http://www.laits.utexas.edu/spe/vid/beg05ex.html
Alfredo
http://www.laits.utexas.edu/spe/vid/beg05a.html
José
http://www.laits.utexas.edu/spe/vid/beg05c.html

Now answer these points:
Qué dicen? Qué les gusta? (What do they say? What do they like? List as many likes as you can)

Forming questions in Spanish. Ask and answer simple questions in Spanish
https://quizlet.com/_51cfog
Click on MATCH and complete the quizlet exercise.

Memorize 8 questions words. Repeat them aloud.
Now complete the points below orally and in writing:
1. De dónde eres?
Yo soy de Atlanta. Y tú?

2. Cómo estás?
Yo estoy regular. Y tú?

3. Por qué estudias español?
Yo estudio español porque es importante y necesario. Y tú?

4. Te gusta estudiar español?
Sí, me gusta mucho. Y a ti te gusta?

5. Cuándo es la clase de español?
La clase de español es el martes y jueves a las ocho de la mañana.

6. Quién es tu profesor favorito?
Mi profesor favorito es el profesor de historia. Y tu profesor favorito?

7. Cuántas clases tomas este semestre?
Yo tomo dos clases. Y tú?

8. Qué clases tomas?
Yo tomo arte y español. Y tú?

Practice:
https://quizlet.com/_59blpk
Click on TEST and complete the quizlet exercise.

OPTIONAL: REVIEW THE QUESTIONS
https://studyspanish.com/grammar/lessons.quest
Cultura
España: Flamenco dance, guitar and singing
https://edpuzzle.com/assignments/58f761bfe3d6f03e14e3b1f6/watch

Week 6-7 3
La familia. Talk about families
https://quizlet.com/ 3v9eos
Click on FLASHCARDS and complete the quizlet exercise

Now complete the points below orally and in writing
Organize the quizlet vocab above in the following categories:
Miembros de la familia nuclear (members of your immediate family): la madre, … ________________
Miembros de la familia extendida (members of your extended family): … ________________

Cómo es tu familia?
Yo tengo (I have) un hermano, tres sobrinas, un sobrino, un esposo, y una hija.
No tengo hermanas, no tengo abuelos, no tengo novios, no tengo mascotas (pets).
Y tú?

Listening (use Chrome): Descripción de la familia
http://www.laits.utexas.edu/spe/beg13.html
Choose three of the people interviewed about their family. 
Listen to their family description.
Report back who their family members are.

Descripciones-Descriptive adjectives. Describe people, places and things.
https://quizlet.com/ 49245k
Click on LEARN and complete the quizlet exercise

Organize the quizlet vocab in the following categories;
Nacionalidades: americano/a, … ________________
Descripción física: alto/a, … ________________
Descripción psicológica/intelectual: inteligente, … ________________

Now complete these points orally and in writing.
1. Cómo eres?
Yo soy alta, simpática, inteligente, y joven. No soy americana, no soy vieja, no soy joven, no soy fea. Y tú?

2. Cómo es tu mejor amigo/amiga?
Mi mejor amigo es americano, es guapo, es inteligente, es joven, es delgado. No es egoísta, no es modesto.
Mi mejor amiga no es americana, es guapa, es inteligente, es joven y es modesta. No es alta, no es delgada, no es egoísta.
Y tu mejor amigo/amiga?

3. Cómo es tu madre o tu padre?
Mi madre es alta, guapa, no es joven, no es vieja, no es americana, es inteligente, … Y tu madre?
Mi padre es alto, delgado, no es viejo, no es joven, no es americano, es grande … Y tu padre?

Listening (use Chrome): descripción personal
Deyisbeth
http://www.laits.utexas.edu/spe/vid/beg07c.html
Medardo
http://www.laits.utexas.edu/spe/vid/beg07d.html
Karla
http://www.laits.utexas.edu/spe/vid/beg07e.html
Qué dicen? (what do they say? Report as much as you can about their description).

Descripciones. More on describing people, places and things.

Tutorial
https://youtu.be/kPdYghWUBM?t=1s
Watch the tutorial and then complete the points below:
-When do you use the descriptive adjectives? Why do you use them?
-Complete the blanks below based on the tutorial.

- El perro (dog) es _________ (ugly) y ______________ (big)
- Los perros son ______________ (ugly) y ______________ (big)
- La muchacha (girl) es ______________ (pretty)
- Las muchachas son ______________ (pretty)
- La casa (house) es ______________ (big) y ______________ (ungly)
- Las casas son ______________ (big) y ______________ (ungly)

Practice
https://quizlet.com/_51cmsg
Click on WRITE and complete the quizlet exercise

OPTIONAL: REVIEW
https://studyspanish.com/grammar/lessons/adj1
https://studyspanish.com/grammar/lessons/adj2

Cultura
Puerto Rico
'Mami', una señora puertorriqueña
Listen and take the quiz:
https://conjuguemos.com/tube/accents/1/1/quiz

El Yunque, el bosque (forest) de Puerto Rico
Listen and complete
https://edpuzzle.com/assignments/5b4d85a843b6b740e1c776a5/watch

Eric Alicea, un estudiante puertorriqueño
Listen
http://acceso.ku.edu/unidad3/voces/eortiz.shtml

Week 7-8 3

SER (to be)
Tutorial
https://www.youtube.com/watch?v=f6WvALNV2evQ
Watch the video and then fill in the blanks below.

Elena ___________    ____________ (is tall)
Ellos ___________    ___________ (are tall)

ESTAR (to be feeling, to be physically located, conditions). Talk about people’s health and well-being. Describe the location of a person or object.

Tutorial
https://www.youtube.com/watch?v=fE2YSQ6r9NY
Watch the video and then fill in the blanks below.

Elena ___________ (is feeling sad)
Ellos ___________    ___________ (are feeling happy)
El plato (dish) ___________    ____________ (is broken)

Practice
https://quizlet.com/_51dctm
Click on SPELL and complete the quizlet exercise

Practice more
https://quizlet.com/_51devt
Click on TEST and complete the quizlet exercise

Ser and estar. Understand the uses of ser (to be) and estar (to be feeling, to be located, conditions).
Tutorial:
https://www.youtube.com/watch?v=-9um3YM-UF4
Watch the video and write out 3 differences between SER and ESTAR.

Mango Languages:
Complete the lessons in Mango ch4 in Unit1: ‘Getting around’ and take the quiz.

Café Tacuba: Banda musical mexicana
https://edpuzzle.com/assignments/5b4d787dbee6c540db43751b/watch

Week 8-9 4
Los pasatiempos y los deportes. Talk about pastimes and sports
https://quizlet.com/_491b4
Click on GRAVITY and complete the quizlet exercise

Organize the quizlet vocab above in the following categories:
Actividades: tomar el sol, …
Deportes de equipo (team sports): el fútbol, …
Deportes individuales (individual sports): el tenis, …

Now complete the following points orally and in writing:
1. Cuál es tu deporte favorito?
Mi deporte favorito es el tenis. Y tu deporte favorito?
2. ¿Qué actividad del tiempo libre prefieres?
Prefiero andar en patineta. Y tú?
3. Cuáles son las actividades y los pasatiempos que haces (you do) todos los días?
Son pasear, …
4. Cuáles son las actividades y los pasatiempos que haces (you do) una vez a la semana (once a week)?
Son andar en bicicleta, …
5. Cuáles son las actividades y los pasatiempos que haces (you do) una vez a al mes (once a month)?
Son andar en patineta, …
6. Cuáles son las actividades y los pasatiempos que nunca (never) haces?
Yo nunca buceo…

Los lugares-Places in a city
https://quizlet.com/_51gcng
Click on MATCH and complete the quizlet exercise

Organize the quizlet vocab above in the following categories:
Lugares comerciales (comercial places, where transactions take place): la tienda, …
Lugares no comerciales: la iglesia, …

Now complete the following points orally and in writing:
7. ¿Cuál es tu lugar favorito?
Mi lugar favorito es el centro. Y tú?
8. Con qué frecuencia vas (you go to) al banco?
Voy (I go to) al banco una vez al mes. Y tú?
9. Con qué frecuencia vas al correo?
Nunca voy al correo. Y tú?
10. Asociaciones (match these words with the corresponding place):
Fruta- ____________
Películas - ____________
Trenes (trains) - ____________
Deportes - ____________
Medicamentos - ____________
Animales - ____________
Arte - ____________
Pan (bread) - ____________
Estampillas (stamps) - ____________

Mango Languages:
Complete the lessons in Mango ch7 in Unit1: ‘Numbers and Currency’ and take the quiz.

Cultura

México
“Dia de los muertos”
https://quizlet.com/_51gep6
Click on LEARN and complete the quizlet exercise

Watch and complete
https://edpuzzle.com/assignments/5b4d70a843b60740e1c757eb/watch

Listen and list the ‘dia de muerto’ related words and decorations that Ariana mentioned.
Also, click on ‘Comprehension quiz’ and answer as many questions as possible form the list.
https://conjuguemos.com/tube/accents/5/41

Acapulco (write what you understand in Spanish, and the places mentioned in the video)
https://www.youtube.com/watch?v=WiYACPoK9E1

Move after ir ab der verbs

Week 9-10
4

Actividades de los estudiantes (more student activities: –er and –ir verbs)
https://www.youtube.com/watch?v=yTrpEn7TINY
- Watch this tutorial and write out the five conjugated forms of the verb ‘comer’ (to eat) and the five conjugated forms of the verb ‘vivir’ (to live).
- Now wrote one complete sentence with ‘comer’ (at least three words)
- Add the English translation
- Now wrote one complete sentence with ‘vivir’ (at least three words)
- Add the English translation

- er and –ir verb list:
  https://quizlet.com/_3zc8rg
  Click on FLASHCARDS and complete the quizlet exercise

More practice:
https://quizlet.com/_51idbc
Click on WRITE and complete the quizlet exercise

REVIEW (OPTIONAL): -AR, -ER, -IR verbs
https://studyspanish.com/grammar/lessons/regverb3

OPTIONAL: VERB CHART (REVIEW)
https://conjuguemos.com/verb/verb_chart/133

Tener (to have)-irregular
https://www.youtube.com/watch?v=s5gDFBx4U
- Watch this tutorial and write out the five conjugated forms of the verb ‘tener’ (to have)
- Write two complete sentences with ‘tener’ (at least three words)
- Add the English translation

Tener (expressing your age)
https://www.youtube.com/watch?v=Mr8CEwKvZQ
- Watch this tutorial and write one sentence expressing your age in Spanish in 3-4 words.
- Now write one question in Spanish asking me how old I am in Spanish.

Tener que + infinitivo (to have to + infinitive)
https://www.youtube.com/watch?v=g-8SQ2LN5gU
- Watch this tutorial and write one sentence expressing what you or we have to do in Spanish in 3-4 words.
- Add the English translations.

Expressions with ‘tener’
https://www.youtube.com/watch?v=OZX36qC8xq4
- Watch this tutorial and translate the expressions below in Spanish.
  I am hot - _______________________
  I am cold - _______________________
  They are right - _______________________
  You guys are hungry - _______________________
  You are thirsty - _______________________
  We are in a hurry.

Venir (to come)
- Google the conjugation of ‘venir’ (to come) in the present tense and write down the five conjugated forms in the present tense.
- Now write a complete sentence with ‘venir’ (to come) in Spanish in 3-4 words minimum.

Practice more:
https://quizlet.com/_51h1tq
Click on FLASHCARDS and complete the quizlet exercise

OPTIONAL: REVIEW ‘tener’ and ‘venir’
https://studyspanish.com/grammar/lessons/tenven

Cultura
**Música Latina:** Watch the youtube video of “Mi Gente” by J. Balvin and Willy William, featuring Beyoncé. Then, answer the questions on pg23 (see below) and complete that whole work sheet (part 1 and two). Be ready to submit your work as directed by your instructor.
https://www.youtube.com/watch?v=IUdhYvvZ_tE

---

**Week 10-11**

4  
**Present tense of ir = to go.** Learn the forms of ir. Express where to go. Express future events and plans with IR – to go
**Tutorial:** ir (to go to express going to a location, physical movement)
https://youtu.be/DuVvy06v1wE?t=1s
- Watch the tutorial and then complete the points below:
  - Write down the five forms of ir – to go (irregular forms in the present)
  - Fill in these blanks:
    - Yo ________ a la tienda
    - Mis amigos ________ a la escuela
    - Nosotros __________ a la casa de Miguel
  - Then write the translations in English.

**Tutorial: ir a - infinitivo** (to go is also used to express future plans and events)
https://youtu.be/Kd35Mk7pkjg?t=1s
- Watch the tutorial and then complete the points below based on the tutorial: Translate in Spanish.
  - I am going to clean the house - ___   __________   ______  _____________________
  - I am going to clean the classroom - ___   __________   ______  _____________________
  - They are going to study - ___   __________   ______  _____________________
  - We are going to practice sport - ___   __________   ______  _____________________
  - You are going to read a book - ___   __________   ______  _____________________
  - He is going to read a newspaper - ___   __________   ______  _____________________

**Practice:**
https://quizlet.com/_51h2n7
- Click on WRITE and complete the quizlet exercise

**OPTIONAL:** review Ir+a+infinitive (expressing future plans)
https://studyspanish.com/grammar/lessons/ira

---

**Cultura**

**Costa Rica:** un país pequeño pero muy rico y diverso
https://edpuzzle.com/assignments/5b4de21ebecedb404d4b43d17b/watch

---

**Week11-12**

5  
**Activity verbs. Irregular verbs**

**Stem-changing verbs**
- stem-changing verbs e-ie ex. pensar -to think
- stem-changing verbs e-i ex. pedir -to request
- Stem-changing verbs o-ue ex. poder -to be able to
- Stem-changing verbs u-ue ex. jugar - to play (sports)

**Tutorial:**
https://www.youtube.com/watch?v=xpl_vuDGYvAY
- Watch the tutorial and then complete the points below:
  - Write the five forms of ‘pensar’ = to think
  - Write the five forms of ‘jugar’ = to play

**Practice**
https://quizlet.com/_51h3e1
- Click on LEARN and complete the quizlet exercise
Practice more:
https://quizlet.com/_51h3qi
Click on TEST and complete the quizlet exercise

**Verbs with irregular yo forms.** Use verbs with irregular yo forms. Activities with the irregular "yo" forms:

**Hacer**-to make/to do
**Salir**-to go out

Tutorial:
https://youtu.be/UzlH7WWPtfw?t=1s
- Google the conjugation of “hacer” (to do/make) in the present tense and write down the five forms.
- Now write a complete sentence with ‘hacer’ (to do/make) in Spanish in 3-4 words minimum.
- Google the conjugation of ‘salir’ (to go out) in the present tense and write down the five forms.
- Now write a complete sentence with ‘salir’ (to go out) in Spanish in 3-4 words minimum.

**Cultura**

**España:** la fiesta de la tomatina
https://edpuzzle.com/assignments/5b4de562bcede540db43d5f9/watch

Week12-13 5

**La ropa:** Clothing.
https://quizlet.com/ .491h7r
Click on MATCH and complete the quizlet exercise

Organize the quizlet vocab above in the following categories:
Colores: amarillo, … 
Ropa de verano (summer clothes): el traje de baño, … ______________________________
Ropa de invierno (winter clothes): las botas, … ______________________________
Ropa para hombres (for men): la corbata, … ______________________________
Ropa para mujeres (for women): la falda, … ______________________________

Now complete these points orally and in writing
1. ¿Cuál es tu ropa de verano favorita?  Mi ropa de verano favorita es…
2. ¿Cuál es tu ropa de invierno favorita?  Mi ropa de invierno favorita es…
3. ¿Cuál es el color que más te gusta?  Me gusta mucho el color…
4. ¿Qué ropa llevas (you are wearing) ahora?  Llevo una camiseta roja, unos pantalones azules, …
5. ¿Qué ropa llevas durante la primavera?  Durante la primavera llevo …
6. ¿Qué ropa llevas durante el otoño?  Durante el otoño llevo …

**Listening (use Chrome):**
Alfredo
http://www.laits.utexas.edu/spc/vid/im09a.html
Carlos
http://www.laits.utexas.edu/spe/vid/int09b.html

Qué dices? (what do they say in Spanish? What do they wish to buy? Which color? List as many as you can)

**Mango Languages:**
Complete the lessons in Mango ch5 in Unit1: ‘Shopping and payment’ and take the quiz.

**Situación: en la tienda de ropa**
Imagine that you are shopping at a cloth store in Latin America. You are talking to the employee. Write a skit/dialogue between the two of you.
- 10 lines minimum, plus add greetings
- use the vocab from this chapter (see mango and quizlet vocabulary and expressions)
- be creative
- Watch this video for a model conversation:
  https://edpuzzle.com/assignments/5b4d724043b6b740e1c75ac1/watch

---

**Cultura**

**CUBA**
Ballet nacional de Cuba
https://edpuzzle.com/assignments/5b4d814c43b6b740e1c76716/watch

Celia Cruz: una artista excepcional
https://edpuzzle.com/assignments/5b4ded28bcede540db43e0a1/watch

‘Guantanamera’: Listen to the song by Celia Cruz and write what you hear in Spanish (complete sentences)
https://www.youtube.com/watch?v=9jaOxKpi7N4

Listen to Maylena and list all the Cuban products that she discussed in the video:
https://conjuguemos.com/tube/accents/10/86

---

**Week13-14**

| 6 | **Saber** and **conocer** (to know). Activities with with **Saber** (to know, to know how/why/who/what/when/where) and **Conocer** (to know a person or a place)

  **Tutorial:**
  https://www.youtube.com/watch?v=hluy2k_KbQsQ

  Watch the video and then write the five forms of CONOCER (to know) and the five forms of SABER (to know).

  Now translate the following sentences into Spanish:

  He knows the answer - __________________________
  You guys know to dance - __________________________
  I know Juan - __________________________
  They want to know/meet Marcela - __________________________
  You know Peru (you have been to Peru) - __________________________

  Practice:
  https://quizlet.com/_51hb3x

  Click on TEST and complete the quizlet exercise

  OPTIONAL: REVIEW
  https://studyspanish.com/grammar/lessons/sabecon

---

**Week14-15**

**Review**
Oral presentations. Review.
## Weekly Detail Schedule (see below)
### Spanish 2002 – Intermediate Spanish II

<table>
<thead>
<tr>
<th>COURSE OBJECTIVES</th>
<th>COURSE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Understand intermediate speech in Spanish</td>
<td>• Respond appropriately in writing and speaking to a variety of situations and in a variety of contexts</td>
</tr>
<tr>
<td>• Pronounce all sounds in Spanish</td>
<td>• Correctly produce all sounds of the Spanish alphabet</td>
</tr>
<tr>
<td>• Converse at a mid/high-intermediate level in Spanish; describe situations and events in the present, present perfect, past, future, and conditional tenses; express ideas and opinions; access simple literary texts</td>
<td>• Respond to a variety of audiences and employ rich vocabulary in utterances and situations at a mid/high-intermediate level in Spanish</td>
</tr>
<tr>
<td>• Write phrases, paragraphs, and questions at a mid/high-intermediate level in Spanish</td>
<td>• Control mid/high-intermediate level of syntax, grammar, and vocabulary in Spanish</td>
</tr>
<tr>
<td>• Read mid/high-intermediate level texts in Spanish</td>
<td>• Comprehend and respond to mid/high-intermediate level texts in Spanish</td>
</tr>
<tr>
<td>• Understand a variety of cultural facts and nuances about the Spanish-speaking cultures and societies, identify analogies and differences with students’ own culture and identities</td>
<td>• Discuss and critique mid/high-intermediate level texts in Spanish</td>
</tr>
<tr>
<td></td>
<td>• Use electronic environments for conducting research, accessing texts, reporting on texts, and preparing presentations</td>
</tr>
</tbody>
</table>
| Week | Introducción al curso  
- Los Pronombres  
- Presentaciones de los estudiantes  
- Latinos en EE.UU (USA) | **Topic**: **SER y ESTAR**  
1. Leer el powerpoint de "Ser y Estar".  
2. Ver los videos sobre "Ser y Estar": [https://youtu.be/XC4R2RW5Dx8?t=1s](https://youtu.be/XC4R2RW5Dx8?t=1s) y [https://youtu.be/2m7JtB8xizM?t=1s](https://youtu.be/2m7JtB8xizM?t=1s)  
Actividad “SER o ESTAR”: [https://quizlet.com/_3d767i](https://quizlet.com/_3d767i)  
Leer el poema XX de Pablo Neruda y completar el Quizlet: [https://quizlet.com/_3lw89k](https://quizlet.com/_3lw89k)  
Escuchar el video del Poema XX: [https://youtu.be/pHqWVTcoTlg?t=1s](https://youtu.be/pHqWVTcoTlg?t=1s)  
Ver el cortometraje "Di algo"  
| 2 | **El presente (The present tense)**  
1. Leer el powerpoint sobre el “Presente”  
2. Ver el video: [https://youtu.be/urVzhk05CYY](https://youtu.be/urVzhk05CYY)  
TAREA. Practicar la actividad: [https://quizlet.com/_3fyreco](https://quizlet.com/_3fyreco)  
Ver el siguiente cortometraje "El rincón de Venezuela": [https://youtu.be/ISiJBUuAhA?t=2s](https://youtu.be/ISiJBUuAhA?t=2s)  
TAREA. Practicar la actividad: [https://quizlet.com/_3mkoqx](https://quizlet.com/_3mkoqx)  
3 | Leer “La desesperación de las letras”  
| 4 | **El Reflexivo y verbos similares a GUSTAR**  
Estudiar el powerpoint sobre el "El Reflexivo" y verbos similares a GUSTAR  
Ver el video sobre gustar: [https://youtu.be/H1G4QxiAcoU](https://youtu.be/H1G4QxiAcoU)  
| 1.1 The present tense  
1.2 Ser and estar  
1.3 Gustar and similar verbs  
Cine: *Momentos de estación*  
| 2.1 The preterite  
2.2 The imperfect  
2.3 The preterite vs. the imperfect  
Cine: *Adiós mamá*  
Literatura: *Aqueronte* |
<table>
<thead>
<tr>
<th><strong>3- Leer el cuento &quot;EL ECLIPSE&quot; o ver el corto:</strong></th>
<th></th>
<th><strong>5</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Hacer las actividades:</td>
<td></td>
<td></td>
</tr>
<tr>
<td><a href="https://quizlet.com/_36n6uvo">https://quizlet.com/_36n6uvo</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td><a href="https://quizlet.com/_3mkmtc">https://quizlet.com/_3mkmtc</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Pretérito</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Leer el PPT sobre el Pretérito (Past tense)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Videos sobre el pretérito&quot; <a href="https://youtu.be/LFr01Lm5bEE">https://youtu.be/LFr01Lm5bEE</a> y <a href="https://youtu.be/FmOvWv4_0N4">https://youtu.be/FmOvWv4_0N4</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Practicar el pretérito en Quizlet: <a href="https://quizlet.com/_3o291">https://quizlet.com/_3o291</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ver este video musical y leer la letra (lyrics) del video &quot;Hijo de la Luna&quot;: <a href="https://www.youtube.com/watch?v=dK_FHu5UeIE">https://www.youtube.com/watch?v=dK_FHu5UeIE</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Preguntas de comprensión sobre el hijo de la luna: &quot;<a href="http://www.ac-grenoble.fr/lycee/versoie.thonon/espagnol2004/sites-general/hijoluna/pages/preguntas.htm">http://www.ac-grenoble.fr/lycee/versoie.thonon/espagnol2004/sites-general/hijoluna/pages/preguntas.htm</a> (Vamos a tener un</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Leer el Mito de ICARO (en PPT)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Leer este poema de &quot;La Luna&quot; de Jaime Sabines</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Objetos directos e indirectos</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Leer el PPT sobre los objetos directos e indirectos.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Videos: <a href="https://youtu.be/C7TvU0Djw">https://youtu.be/C7TvU0Djw</a> y <a href="https://youtu.be/3RY8eQsCtkl">https://youtu.be/3RY8eQsCtkl</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Tarea (HW) sobre los objetos directos e indirectos: <a href="https://quizlet.com/_3pc3u2">https://quizlet.com/_3pc3u2</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VER La película “La misma Luna”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leer el cuento: La mejor tinta</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Imperfecto y Pretérito

Estudiar el Powerpoint sobre “Imperfecto y Pretérito”

You should view these video tutorials about "Imperfecto y Preterito":

https://youtu.be/J_OnXruOqTQ?t=2s

https://youtu.be/eeNvoXXF9K8?t=1s

https://youtu.be/vQIPLBViOVE?list=PLYT2p66uiqsVMwougF31I1mzgZwPDti4Xr

Hacer la actividad de “Quizlet” como tarea (HW)   https://quizlet.com/_3ayudy

MAS Practica: "Imperfect vs. preterite"  http://grammar.spanishintexas.org/verbs/narration/

More practice:
https://canvas.instructure.com/courses/861104/quizzes/1002489
https://canvas.instructure.com/courses/861104/quizzes/1005880
https://canvas.instructure.com/courses/861104/quizzes/1003371

Ver los dos cortometrajes:
- Corto- “La historia de Gabriel Pasternak”   https://youtu.be/Kdp5SBz71bg

El subjuntivo:

Please read and study the PowerPoint of the subjunctive

-You should view these video tutorials:

https://youtu.be/pvdCR0hWEhs?list=PLYT2p66uiqsXVoM-9DeilV1xMN2KsWqKk
https://youtu.be/s2XQ5OmoOJ0?list=PLYT2p66uiqsXVoM-9DeilV1xMN2KsWqKk
https://youtu.be/GLePQqswA4?list=PLYT2p66uiqsXVoM-9DeilV1xMN2KsWqKk

Start doing the exercise of QUIZLET: (HOMOWORK)

https://quizlet.com/_3imulu
https://quizlet.com/_3idna9

Leer el cuento de "Un señor muy viejo con unas alas enormes" Este es link del cuento:


4.1 The subjunctive in adjective clauses
4.2 Reflexive verbs
4.3 Por and para
Cine: El rincón de Venezuela
Literatura: El eclipse
Por favor escuchar esta canción "Ojalá"
https://www.youtube.com/watch?v=kB9wpKXvr1o

Ver la película "COCO"

**Present perfect:**
- Please read and study the PowerPoint of Present Perfect.
- You should view these video tutorials:
  - https://youtu.be/gJfSOZ3aiY?list=PLYT2p66uiqsXVoM-9DeiV1xMN2KsWqKk
  - https://youtu.be/p1fVqF8FdM?list=PLYT2p66uiqsXVoM-9DeiV1xMN2KsWqKk

**Tarea:** https://quizlet.com/_3j05ye

**Past participle as adjective:**
You should view these video tutorials:
- https://youtu.be/aCi8Chk6fpo
- https://youtu.be/3LLyXqAiUFQ

**TAREA** Actividad en Quizlet: https://quizlet.com/_3sf4zh

Ver estos dos cortometrajes. Verlos antes de la clase:
- Adiós mama https://youtu.be/K8qW041nYKQ
- La pasajera https://youtu.be/OWWy2clm8bw

**Past Perfect:**
1. Please read and study the attached PowerPoint very carefully.
2. You should view these video tutorials:
   - https://youtu.be/9GIUZEMrjAlS?t=1s
   - https://youtu.be/WI93CFnNcHs?t=1s
   - https://youtu.be/V0LoUq7-IvY?t=1s

**TAREA:** https://quizlet.com/_3j0661

Leer: el cuento "La camisa de Margarita". Lo vamos a discutir durante la clase.

Corto: Tiple https://youtu.be/tYCDjs1SKYA

5.1 The future
5.2 The conditional

Cine:

- *Rata*

Literatura:
- *La luna*

6.1 The subjunctive in adverbial clauses
6.2 The past subjunctive
6.3 Comparatives and superlatives

Cine: Hiyab

Literatura: *La mejor tinta*
FUTURO:

Please read and study the PowerPoint about the future very carefully.

You should view these video tutorials:

https://youtu.be/KV32TBoE4bU?list=PLYT2p66uiqsX2oFY1AGl0vDAFX7HEUN9r

https://youtu.be/1jdk2K-O5YM?list=PLYT2p66uiqsX2oFY1AGl0vDAFX7HEUN9r

https://youtu.be/jkEU1aeIC-c?list=PLYT2p66uiqsX2oFY1AGl0vDAFX7HEUN9r

Start doing the exercise in quizlet:  https://quizlet.com/_3j6zlz

Escribir una crítica o análisis sobre la película de “Desierto”.
Para el ensayo tiene que ver la película de “Desierto” en este link o

“Desierto”:  https://youtu.be/trinslN7D7c?t=1s

El Condicional

Please read and study the attached PowerPoint very carefully

You should view these video tutorials:

https://www.youtube.com/watch?v=UsLyj1Eug14&index=45&r=1s&list=PLYT2p66uiqsX2oFY1AGl0vDAFX7HEUN9r

https://www.youtube.com/watch?v=UzAuwZ8X6xo&index=47&list=PLYT2p66uiqsX2oFY1AGl0vDAFX7HEUN9r&t=35s

https://www.youtube.com/watch?v=PkJhKaaHsJE&list=PLYT2p66uiqsX2oFY1AGl0vDAFX7HEUN9r&index

TAREA. Start doing the exercises of the conditional  https://quizlet.com/_3ji064

- Leer el poema de Nicolas Guillen: “Balada de los dos abuelos”
- Leer el poema de Borges: “Ajedrez”

PRESENT PERFECT SUBJUNCTIVE

Please read and study the attached PowerPoint very carefully.

You should view these video tutorials:

https://youtu.be/Nw9A1Gtrx8t?1s

https://youtu.be/Nh11Fmm8

Start doing the exercises of QUIZLET:

https://quizlet.com/_3j6zjx
- Ver el FILM "HIYAB":  https://www.youtube.com/watch?v=kE5h_FaYAig

- Ver el corto “Vestido nuevo”:  https://youtu.be/AO-s2h9uuDE

---

**Futuro Perfecto**

Please read and study the attached PowerPoint very carefully.

You should view these video tutorials:

- https://youtu.be/5bNjD6B3NM?t=1s

Start doing the exercises of QUIZLET:  https://quizlet.com/_3zwxjm

Leer el cuento: **El beso de los dragones**

Corto “La autoridad”  https://youtu.be/7jdC_7dMcJQ

---

**The conditional perfect.**

You should view these video tutorials:

- https://www.youtube.com/watch?v=UsLyj1Eug14&index=45&t=1s&list=PLYT2p66uiqsX2oFY1AGI0vDAFX7HEUN9r
- https://www.youtube.com/watch?v=UzAuwZ8X6xo&index=47&list=PLYT2p66uiqsX2oFY1AGI0vDAFX7HEUN9r&t=35s
- https://www.youtube.com/watch?v=Pk6hKaaHsjE&list=PLYT2p66uiqsX2oFY1AGI0vDAFX7HEUN9r&index=48

---

**TAREA:** Start doing the exercises of  https://quizlet.com/_4r1u04

Película: “Sin nombre”

---

**Final Examinations**
Final Report
General Information
Date: 12/13/18
Grant Round: 11
Grant Number: 352
Institution Name(s): Georgia Gwinnett College

Project Lead:
Dr. Federica Goldoni, Associate Professor of Spanish, School of Liberal Arts, fgoldoni@ggc.edu

Team Members (Name, Title, Department, Institutions if different, and email address for each):
Dr. Federica Goldoni, Associate Professor of Spanish, School of Liberal Arts, fgoldoni@ggc.edu
Dr. Luis Mora, Associate Professor of Spanish, School of Liberal Arts, lmora@ggc.edu
Dr. Stacy Rusnak, Associate Professor of Film, School of Liberal Arts, srusnak@ggc.edu

Course Name(s) and Course Numbers:
SPAN2001 and SPAN2002 intermediate Spanish I & II

Semester Project Began: Spring 2018
Final Semester of Implementation: Fall 2018

Total Number of Students Affected During Project: 114 (In the proposal we initially calculated that the total number of students affected would be approximately 168 over 6 sections of Spanish 2001 and 2002 between Summer and Fall 2018. Summer enrollment was low though, which in part explains why the actual number of students affected dropped to 114.)

1. Narrative
   A. Describe the key outcomes, whether positive, negative, or interesting, of your project.
      Include:
      • Summary of your transformation experience, including challenges and accomplishments

Challenges
-Time management and self-discipline remain students’ biggest challenges, especially in the hybrid courses where students are responsible for more independent-study work than in traditional courses meeting two or three times a week. As a result of that, in hybrid courses the course load and amount of homework appear to be heavy to students, and limited time is available for in-class practice, discussions, and review.

-Switching between different platforms such as Quizlet, Mango Languages, Edpuzzle, Youtube, and D2L challenged some students, particularly when they forgot their login information.

-Students find that Mango Languages can be useful but also very time consuming because each chapter contains various lessons to go through before taking the end-of-the-chapter quiz, especially in units 2 & 3. To save time, it is not unusual for students to skim through the lessons, or skip them all the way, and go straight to the chapter review and the quiz instead.
- Quizlet was challenging and frustrating from time to time when some words were misspelled and during the practice students had to misspell that given word in order for Quizlet to count it as ‘correct’.

- Some grammatical concepts, notably the subjunctive or other topics that do not have any clear equivalent in the English grammar, can be confusing and complex to grasp for students, leaving them with feelings of frustration and confusion.

- Reading and writing complete sentences and paragraphs is challenging for native speakers of Spanish, international students, as well as American students. Word order, sentence structure, and idiomatic expressions that do not translate well in English challenge their skills. Spelling can be the native speakers of Spanish major weaknesses whereas fluency, pronunciation and speaking aloud in full sentences can be intimidating for the international/American students in the class.

- In the 2002 textbook transformation process, it was challenging to incorporate new grammatical and lexical concepts and blend them in a meaningful way with the grammar review of older topics covered the previous semesters. In the fall semester when the Hispanic Month Celebration takes place (Mid-September-mid October culminating with the Day of the Dead celebrations on November 2), it is particularly hard to incorporate all cultural events happening on/off campus into the course work.

Accomplishments
- The cost of teaching/learning material for intermediate Spanish was brought down to $0.

- The traditional commercial textbook was successfully replaced using an open source no-cost-to-students alternative that flew smoothly in the traditional courses as well as in the hybrid courses.

- Library resources such as Mango Languages and Kanopy were used regularly, and tech issues related to using these platforms were minimal. Students also accessed literary texts and short stories in Spanish through the library.

- New technology in D2L was successfully implemented, notably the audio recording software that allows students to record their own voice while presenting assigned topics.

- The retention and completion rate was 95% and dropout/withdrawal/fail rates decreased.

- Students expressed textbook material satisfaction and its delivery. Native speakers of Spanish as well as international/American students in the class reported that the material and course were challenging but doable and meaningful, and they felt it expanded their existing knowledge and understanding of Spanish vocabulary, grammar and culture.

- This textbook transformation guaranteed continuity with the previous textbook transformation project affecting first year Spanish, and it brought renewed attention to the Spanish language and culture as a requirement or elective that students can take using no-cost-to-students teaching and learning materials.

- Transformative impacts on your instruction

  - Open access movies, shorts, documentaries, and commercials available via Kanopy and youtube transformed the way the team integrated current, engaging, and multimedia content into their daily lesson plans.

  - New projects and activities were designed that were interdisciplinary and global in focus. This textbook transformation also allowed the team to explore new platforms and resources such as virtual reality sites to present and discuss culture, and tools such as Flipgrid, Quizlet live, and OneNote, offering students new ways to interact with the course information and its delivery.

  - A renewed attention was brought to issues of tolerance and social justice in the classroom while designing new course components and presenting them into class.
- This transformation encouraged continued dialogue and journaling among the team members about what has worked well versus what requires improvement.

- **Transformative impacts on your students and their performance**

  - *Quizlet* has transformed the way students interact with the Spanish vocabulary and information covered in class. Informal conversations with students revealed that they customized Quizlet creating their own study sets while practicing their skills and getting ready for various oral and written assignments.

  - *Talkabroad* offered students the unprecedented opportunity to practice their oral/aural skills in Spanish and discuss the Hispanic culture. *Talkabroad* matched students with a native speaker of Spanish who is from, and live in, a Spanish-speaking country using a platform similar to Skype in the context of a 30-minute face-to-face live conversation. Students felt empowered and excited about talking to someone out of the country who is a rich cultural resource and an insightful informant.

  - Students accessed all course materials from the first day of class for no cost and it was easy for them to stay engaged while building confidence and interest in Spanish.

  **B. Describe lessons learned, including any things you would do differently next time.**

  - *Quizlet live* is a new tool that is worth integrating into the classroom. *Quizlet live* is a collaborative in-class game, it reinforces the material covered in class and promotes communication skills between students, it is fun and engaging. It can be used as formative assessment to determine what students know and do not know well, and therefore, tailor future lessons based on that. It can also be used at the beginning of the lesson introducing new material. It is also useful the last 5-10 minutes of class time as a quick review and competition. Advanced options allow instructors to add audio for students to practice their oral/aural skills.

  - In Quizlet, limit the use of *Match* and *Gravity* as timed games with a group leaderboard. Prioritize *Flashcards, Test, Write, Learn, and Spell* as independent study activities to be assigned as homework.

  - The Quizlet gradebook is time consuming and not very user friendly. It is worth exploring other options to replace it such as *Tophat*.

  - Find new ways to teach complex grammatical concepts such as the subjunctive, introducing more comparisons and equivalents with the English language and grammar.

  - Review the course material to make sure that it reflects social justice and tolerance, and that it encourages and supports all class members to speak up against bias and prejudices. Some useful tools are available at [www.tolerance.org](http://www.tolerance.org), particularly the speak up pocket card available at [http://bit.ly/2RWOF33](http://bit.ly/2RWOF33) and [https://www.tolerance.org/sites/default/files/general/speak_up_pocket_card_2up.pdf](https://www.tolerance.org/sites/default/files/general/speak_up_pocket_card_2up.pdf)

  - Introduce *Flipgrid* inside and outside the classroom ([https://flipgrid.com](https://flipgrid.com)). It is an educational app and a leading video discussion platform ideal for educators, students, and families. It encourages social learning motivating all students, including the more reserved learners, to express themselves via Flipgrid. *Book Creator* ([https://bookcreator.com](https://bookcreator.com)) is another innovative way to create content via ebooks, encourage research, demonstrate understanding, share students’ work in the classroom, and promote critical thinking. It is useful for grammar topics such as creating a story book to practice the difference between the preterit ad the imperfect in Spanish. *Adobe Spark* ([https://spark.adobe.com/](https://spark.adobe.com/)) is a free online and mobile graphic design app that can be used to create images, videos, and web pages that help you present your work in a creative way. Finally, *OneNote* (a Microsoft product) is free, interactive, and accessible by everybody in the class as a collaborative place. It gathers students’ notes, drawings, screen clippings and audio commentaries. Notes can be shared with other OneNote users over the Internet or a network. It is ideal as a journal in the context of our Spanish study abroad program in Ecuador in the summer.
- Use more virtual reality to teach culture. Google Earth is an obvious example (https://www.google.com/earth/). Google Earth allows users to choose a Spanish-speaking country. Then within this country you can choose a city or a region or a specific attraction to investigate on Google Earth. On the bottom right, there is an icon that looks like a person. Users can click on a place in Google Earth, and then click again on the icon. At this point the street level can be viewed and explored. The arrows on the screen can be used in order to “walk” down the street. You can stop and look around the street. The arrow keys on the computer can be used to look around the street. It is easy to see and describe the area you are virtually visiting. Besides Google Earth, countries around the world, notably through their Departments of Education, have created sites where museums and other artistic and cultural attractions can be explored virtually. Some examples are listed below:

**Museo Nacional de Antropología** (http://www.inah.gob.mx/paseos/mna/). Located in Mexico City, the *Museo Nacional de Antropología* is world famous for housing some of the country’s most oldest and most important cultural artifacts. On this website visitors can explore the different rooms of the museum as well as its archaeological treasures. And, there’s music and 360 degree views.

![Museo Nacional de Antropología](image)

**Mexico City’s National Palace** (http://www.hacienda.gob.mx/cultura/museo_virtual_pal_nac/shcp_mv.htm). Mexico City’s National Palace was home to Mexico’s rulers beginning with the arrival of the Spanish. It was constructed atop an Aztec palace and today houses the state archives, some of painter Diego Rivera’s most important murals and the bell that was rung to signal the beginning of Mexican Independence. Visitors to the website can check out the murals as well as different rooms of the National Palace.
Spain ([http://www.españaescultura.es/es/elementos_3D/](http://www.españaescultura.es/es/elementos_3D/)). Here, visitors can take in 360 degree views of some of Spain’s most important cultural and architectural sites and works of art. These include La Alhambra, La Giralda and El Acueducto de Segovia. Visitors can see where these are located on a map and then zoom in on them and walk through them. In seconds, they will feel as if they were really there.

2. Quotes

- Provide three quotes from students evaluating their experience with the no-cost learning materials.

“Quizlet is an excellent resource because I get to compete with other students, and you get to choose your study method and how you want to interact with the material. It helps that the content was created by our professor, so I know what I learn there will be used on the test.”

“Quizlet provided a great way to study for tests and quizzes and memorize all the terms involved in fun and interactive ways. I think the most challenging thing was the [timed] ‘gravity’ game.”

“[in Quizlet] I really liked being able to learn the material in many different ways, as well as being able to continually reference it again before tests and quizzes. The most challenging part was trying to type the answers exactly the way they were, because it was very picky about punctuation and spacing, so that was annoying.”

“They [Mango Languages chapters] were a bit time consuming. Other than that, they were a delight!”

“I loved mango languages I felt the repetition was very useful and also having an auditory method was great!”

“I feel like there are too much platform on where the content and the homework is. There are quizlet, mango, edpuzzle, and also on d2l. It would be nice to compact it to 1 platform so students after me can have their content of the class more organized.”
“I really appreciate not having to buy a book. I also appreciate everything the Professor did to make up for not having a book.”; “I would have never read the textbook anyways.”

“I am new to the college scene and found some of the programs challenging to get started. With time and practice it did get easier. I am not overly tech savvy.”

“I believe that using the online resources and materials made learning Spanish a bit more interesting and exciting.”

“I love the online resources because they are helpful in learning pronunciations and are more engaging than a regular text book. The online materials keep you interested and are more convenient to access vs having to carry around a book.”

“I love the online resources because they are helpful in learning pronunciations and are more engaging than a regular text book. The online materials keep you interested and are more convenient to access vs having to carry around a book.”

“I really liked it, I was able to use various resources to study like ed puzzle, you tube videos, Mango languages, and quizzes to study & for assignment grades. That is better and more fun than studying from a textbook. You just have to stay on top of your work, but it wasn’t a lot.”

“I really think this course is suitable for learning without a textbook. A lot of other classes need a textbook, but I thought this class worked well without one. I would not have read it anyway. Usually I like having a book in my hands instead of looking at a screen all day, but I don’t think I would have learned the material nearly as well from a book.”

### 3. Quantitative and Qualitative Measures

#### 3a. Uniform Measurements Questions

*The following are uniform questions asked to all grant teams. Please answer these to the best of your knowledge.*

**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: **114 (79 Survey response)**

- Positive: **91%** of 79 number of respondents
- Neutral: **3 %** of 79 number of respondents
- Negative: **6 %** of 79 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.*

The overall comparative impact on student performance in terms of learning outcomes and grades is positive. Among 114 students, across 6 sections of SPAN 2001 and SPAN 2002, only 2 students failed the course, with 1 student receiving and F for failing to come to class. 78% of 114 students passed the course with a grade of A. In comparison with 4 sections of SPAN 2001 and SPAN 2002 of 84 students, 62% of students passed with a grade of A. We consider this to be a positive impact.
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?

The overall DFW rates were slightly lower compared to previous semester. In the previous semesters mentioned above, the DFW rate was 11%. The DFW rate for summer and fall 2018 was 7%. We consider this to be a positive impact.

**Drop/Fail/Withdraw Rate:**

*Depending on what you and your institution can measure, this may also be known as a drop/failure rate or a withdraw/failure rate.*

7% of students, out of a total 114 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. Measures Narrative

_In this section, summarize the supporting impact data that you are submitting, including all quantitative and qualitative measures of impact on student success and experience. Include all measures as described in your proposal, along with any measures developed after the proposal submission._

The faculty implemented the no-cost-to-student course materials in 6 sections of Intermediate Spanish (2001 and 2002) over 2 semesters (Summer 2018, Fall 2018). There were a total of 114 students impacted, with only 6 withdrawing from the course, 1 student earning a grade of F, and 1 student earning a grade of F for failure to attend class. Data was collected via our grading site (Banner). Additionally, a survey was conducted at the end of each semester to assess students’ experiences with the course and the no-cost materials. The data we collected are summarized below.

- **Drop, fail, withdraw (DFW) delta rates**
  - Among 114 students, only 2 received a grade of F and only 6 students withdrew. All other students passed the course. The DFW rate is 7%.

- **Course retention and completion rates**
  - Among 114 students, 108 were retained and completed the semester. The retention and completion rate is 95%.

- **Average GPA**
  - Among 114 students, 89 received a grade of A, 16 a B, 4 a C, 0 a D, 2 a F and 3 withdrew. (See Table 1 Below). The overall GPA for the courses is 3.71. For comparison, the previous semesters yielded a GPA of 3.46 across 4 sections of 2001 and 2002.

<table>
<thead>
<tr>
<th>Table 1: Grades Breakdown for SPAN 2001 and 2002 for Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade</strong></td>
</tr>
<tr>
<td>A</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>C</td>
</tr>
<tr>
<td>D</td>
</tr>
<tr>
<td>F</td>
</tr>
</tbody>
</table>


Pre-transformation DFW for 4 sections across SPAN 2001 and 2002 in summer and fall 2018 (courses we used to compare rates) was 11%.

Post-transformation DFW for 6 sections across SPAN 2001 and 2002 was 7%. (See Table 2 Below)

Table 2: Comparison of DFW Rates

Student Success in learning objectives
1. 96% of the students passed the course, which demonstrates that students successfully learned the grammar, vocabulary and cultural expressions of various countries at the intermediate level.
2. 95% of the students were retained across 6 sections. Goal number 2 of our proposal is “Increase completion and retention rates while decreasing DFW rates. 95% of students retained illustrates that we have successfully met this goal.
3. When asked if the students found the online grammar tutorials useful, 91% said yes. 96% said that the cultural exercises helped them learn about various countries, and 92% agreed that they received sufficient time to practice vocabulary. Overall, we believe that this feedback demonstrates that we are meeting goal 5 (Design personalized teaching materials that are meaningful to our diverse student population) and 6 (Design teaching materials that reflect the various levels of language proficiency) of our proposal.
4. 91% of students agreed that they had ample opportunities to engage with multimedia and current technology. This reflects that we have also successfully achieved goal 4 “Increase students’ engagement and satisfaction by using interactive platforms, the latest technology, and multimedia texts…”
We also provided space on our student survey for feedback regarding their experience/attitude using the no-cost-to-student materials. The following qualitative data were collected and analyzed.

1. 96% (68 of the 71 students who responded to the survey) expressed satisfaction with not having to pay for the textbook. 2 of the students who did not like taking the course without a textbook mentioned that their reason for this had to do with wanting more structure in the class. They also expressed that with time, they believe they could adjust to the format of the course without a textbook.

2. When asked about their experiences using Quizlet, most students expressed positive feelings. In particularly, they liked the sound function of Quizlet, which allows them to hear new vocabulary terms. Others mentioned that they enjoyed the interactive platform and exercises. What they found challenging was that sometimes they had a correct answer, but it was not the answer Quizlet was looking for, in which case the student couldn’t progress on in the program. They had to repeat the activity to move on.

3. When asked about their experiences with using online resources instead of a textbook, most students expressed a positive attitude towards the interactive nature of the online sources. However, several students also expressed that they did not like have to utilizes multiple websites to cover the same grammar concepts. They also mentioned that they had difficulty remembering that they had online assignments to complete.

4. When asked about their experiences using Mango, about half of the respondents mentioned that there was nothing challenging about the program, once they took the time to become acquainted with it. Students did comment that they felt that the chapters were too long and that if one small word was inserted incorrectly, they had to go back and start from the beginning. Not all students found the repetitions to be useful, and one student described them as “tedious”.

5. When asked about not having to pay for a textbook, students responded with “THANK YOU,” “It made me feel good knowing that I wouldn’t have to worry about money,” “It was a blessing.” These are only 3 of the many comments we received. But, they show that students are embracing the idea of not having a textbook. The number 1 goal of our proposal (and this project overall) is to give students an alternative to paying large sums for textbooks. We have achieved this goal.

Indicate any co-factors that might have influenced the outcomes for better or worse.

- Students may not have access to a computer of a smartphone to access materials. While this is rare in this day and age, it is a factor. Although students have access to computers in the library and other areas on campus, it still may be challenging for them to be on campus due to other outside commitments such as work or family obligations.

- Non-traditional students are often not overly tech savvy and little accustomed to using an e-book. Therefore, they may feel uncomfortable not to learn from a printed textbook and they may find it challenging to navigate through several online platforms and resources.

- Over 70% of our students are on financial aid. Therefore, they would most likely never complain about not having to pay for any textbook, even though they would much rather have a printed textbook/workbook.

- Some students may feel more comfortable than others using platforms such as Quizlet, Mango Languages, Edpuzzle, Kanopy, and Youtube because they are familiar with them from High School (notably with Quizlet), and/or because they already worked with them before while taking one or two semesters of Spanish at GGC.

- The chapters of Mango Languages for second year Spanish are much longer, more time consuming and more advanced in terms of sentence structure and vocabulary than the Mango chapters for the first year. This may explain some of the negative criticism that Mango received among students, including comments such as ‘tedious’ and ‘not very effective.’
4. Sustainability Plan

- **Describe how your project team or department will offer the materials in the course(s) in the future, including the maintenance and updating of course materials.**

The free online course materials created in the context of this grant will be reused in the spring, fall, and summer of each year. The faculty teaching the courses have been journaling about what has worked well and what needs improvement with the intent of increasing the quality of the content and its delivery. The teaching and learning materials have been periodically improved and updated by the team members, reflecting current events, state-of-the-art technology and multimedia, and students' interests. As the GGC student population has been growing in size and has become increasingly multi-ethnic and multicultural, a larger and more diverse number of students will benefit from these online free materials. Since Summer 2018, three GGC faculty and staff members approached Federica Goldoni about the Spanish courses and registered for it, two of them in the context of the TAP program (Tuition Assistance Program). This shows that this renewed attention brought to the Spanish language and culture has the potential of affecting the whole GGC community at large.

5. Future Plans

- **Describe any impacts or influences this project has had on your thinking about or selection of learning materials in this and other courses that you will teach in the future.**

- **Describe any planned or actual papers, presentations, publications, or other professional activities that you expect to produce that reflect your work on this project.**

The team researched *TopHat* for possible implementation in the near future. It would be a more effective and affordable alternative to the Quizlet gradebook and the expensive Supersite/e-book. *TopHat* is a platform that would display our content as an e-book: All teaching and learning materials could be housed in *TopHat* and students could access them all in one location. *TopHat* would therefore resolve some of the students’ concerns about jumping around different sites and platforms. *TopHat* allows one to create comprehensive, elaborate, and interactive homework assignments and quizzes, which will therefore make assessing grammar, lexical and cultural content more efficient for faculty. Adopting *TopHat* would make the presentation, organization, and structure of our materials more professional and more appealing to other Spanish instructors on campus that are still using a commercial textbook because of the convenience of it, and because the time invested in getting used to new teaching materials.

*Talkabroad* is a costly service ($15 per 30-minute conversation) that is not sustainable for all our classes and students in the future. However, it remains an ideal service for students participating in the GGC Ecuador study abroad program for Spanish in the summer, notably as part of their pre-departure training. The number of students participating vary from 10 to 20 students per summer, and the study abroad funds can be used to purchase the *Talkabroad* credits in the future. This way, students can still enjoy the service for free.

offered students the unprecedented opportunity to practice their oral/aural skills in Spanish and discuss the Hispanic culture. *Talkabroad* matched students with a native speaker of Spanish who is from, and live in, a Spanish-speaking country using a platform similar to Skype in the context of a 30-minute face-to-face live conversation. Students felt empowered and excited about talking to someone out of the country who is a rich cultural resource and an insightful informant.

Dr. Federica Goldoni has reached out to the French faculty at GGC (Dr. Kristina Mormino and Dr. Beth Mauldin) and discussed the advantages of a textbook transformation project for the French program and students that currently work with a commercial textbook. She also shared with them some of the tools, platforms, and resources used in Spanish that are applicable to French as well. As a result of this discussions, the French faculty are planning to submit an ALG proposal for the next round of 2019 grants.

The team is planning to submit a proposal for the following conferences:
- USG Teaching and Learning Conference, OER Presentation Track. On April 10-12, 2019, the USG will be hosting the Teaching and Learning Conference at the University of Georgia. Affordable Learning Georgia is sponsoring an OER Presentation Track at the conference.
https://www.usg.edu/facultydevelopment/teaching_learning_conference/proposals

- 2019 ACTFL (American Conference for Teaching Foreign Languages) Conference, in Washington, November 22-24, 2018. The ACTFL Annual Convention and World Languages Expo is where language educators from around the world meet. The team presented the topic ‘I-courses: Open access, international and multidisciplinary in focus’ at ACTFL last November 2018 (www.actfl.org).

The team is also interested in the following publication opportunity: Open Educational Resources (OER) Pedagogy and Practices (Editor Molly Y. Zhou, School of Education, Dalton State College, mzhou@daltonstate.edu). The purpose of this publication is to present current research on OER in education with focus on pedagogical discussion and practices in teaching and learning in higher education and in K-12 schools. The content topic coverage of book includes OER inclusive teaching and learning pedagogical clinical practices in higher education and K-12 OER teaching and learning practices. Chapters with research topics and content that address research-based OER teaching and learning pedagogical clinical practices are welcome for submission. Guidelines for manuscript submissions at http://www.igi-global.com/publish/contributor-resources/before-you-write/.

The eEditorial Discovery®TM online submission manager is https://www.igi-global.com/publish/call-for-papers/submit/3598. This book is scheduled to be published by IGI Global (formerly Idea Group Inc.), publisher of the "Information Science Reference" (formerly Idea Group Reference), "Medical Information Science Reference," "Business Science Reference," and "Engineering Science Reference" imprints. For additional information regarding the publisher, please visit www.igi-global.com. This publication is anticipated to be released in 2020.

6. Description of Photograph

- On the Final Report Submission page, you will be submitting a photo. In this document, list the names of the people shown in this separately uploaded photograph, along with their roles.
- Left-right
  - Dr. Federica Goldoni, PI/team leader and Associate Professor of Spanish;
  - Dr. Luis Mora, Associate Professor of Spanish, team member
  - Dr. Stacy Rusnak, Associate Professor of Film and former Professor of Spanish, team member