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Application Summary

Competition Details

Competition Title:	Textbook Transformation Grants, Round Fifteen (Fall 2019 - Fall 2020)
Category:	University System of Georgia
Award Cycle:	Round 15
Submission Deadline:	09/16/2019 at 11:59 PM

Application Information

Submitted By:	Julia Farmer
Application ID:	3594
Application Title:	490
Date Submitted:	09/17/2019 at 8:33 AM

Personal Details

Institution Name(s):	University of West Georgia
Applicant First Name:	Julia
Applicant Last Name:	Farmer
Applicant Email Address:	jfarmer@westga.edu
Applicant Phone Number:	678-839-5954
Primary Appointment Title:	Professor of Spanish
Submitter First Name:	Julia
Submitter Last Name:	Farmer
Submitter Email Address:	jfarmer@westga.edu
Submitter Phone Number:	678-839-5954
Submitter Title:	Professor of Spanish

Application Details

Proposal Title

490

Requested Amount of Funding

\$15,800

Priority Category (if applicable)

None / N/A

Final Semester:

Fall 2020

Course Title(s)

Elementary Spanish I, Elementary Spanish II, Intermediate Spanish I

Course Number(s)

SPAN 1001, SPAN 1002, SPAN 2001

Team Member 1 Name

Julia Farmer

Team Member 1 Email

jfarmer@westga.edu

Team Member 2 Name

Jeff Zamostny

Team Member 2 Email

jzamosn@westga.edu

Team Member 3 Name

Laura Hill

Team Member 3 Email

laurah@westga.edu

Team Member 4 Name

David Lloyd

Team Member 4 Email

dlloyd@westga.edu

Additional Team Members (Name and email address for each)

Mandi Campbell, acampbel@westga.edu

Stephanie Henderson Hollenbeck, shollenb@westga.edu

Sponsor Name

Denise Overfield

Sponsor Title

Associate Vice President for Academic Affairs

Sponsor Department

Office of the Provost

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

22.4

Average Number of Sections Affected by Project in One Academic Year

47

Total Number of Students Affected by Project in One Academic Year

845

Average Number of Students Affected per Summer Semester

55

Average Number of Students Affected per Fall Semester

355

Average Number of Students Affected per Spring Semester

435

Original Required Commercial Materials (title, author, price, and bookstore or retailer URL showing price)

Students in SPAN 1001, 1002, and 2001 have been using the following textbook: Sheri Spaine Long et al, Nexos, 4th ed. The students currently must purchase a version that includes access to the online homework platform. The price for purchasing the text new from the [bookstore](#) is \$233.55.* Students may instead purchase an all-access pass for all [Cengage](#) books and platforms for \$119.99.

*Type "Nexos" into the search box to view list price. It is not possible to link directly to the book through the bookstore website.

Original Total Cost per Student

Total Price of Original Required Materials Per Student If we figure that 2/3 of students choose the least expensive option of Cengage Unlimited and 1/3 choose to purchase from the bookstore, this comes out to an average expenditure of \$157.05 per student.

Post-Project Cost per Student

0

Post-Project Savings per Student

\$157.05

Projected Total Annual Student Savings per Academic Year

\$132,707

Using OpenStax Textbook?

No

Project Goals

Goal 1: Decrease student cost for the Spanish language sequence courses, from SPAN 1001-2001

Goal 2: Increase student access to online practice environment as well as textbook materials

Goal 3: Increase student success as measured by DWF rate and average test grade distribution

Goal 4: Increase student engagement with material by modifying the course content and sequence of delivery. Details below under Statement of Transformation.

Statement of Transformation

The UWG student body has a high number of first-generation college students as well as a high percentage of students whose families qualify for federal Pell Grants (household income below \$50,000). In Fall of 2017, 51.6% of students were Pell eligible.

The Spanish language courses at the University of West Georgia serve a large number of students and have a significant footprint in the core curriculum. SPAN 1001 and 1002 count in both Area B and Area C, and SPAN 2001 counts in Area C. In addition, the BA programs at UWG require four semesters of foreign language courses for the degree. These programs include English, Philosophy, History, and some Theatre and Art History students. Mass Communications, one of the largest majors on campus, which graduated 118 students in 2018, also requires two semesters of a foreign language for completion of the degree. In addition, a significant number of students in large departments such as Biology and Psychology, which include foreign languages as an option in their Area F, also choose to take Spanish courses. (Biology graduated 119 students in 2018, and Psychology graduated 163.)

Because of the large number of students enrolled in the Spanish language sequence, it is vital that we devise a more affordable way for students to access course materials and practice modules. Although the publisher of our current textbook has made strides toward affordability in recent years by promoting the “all-access” price of \$119.99 (which allows students to access all Cengage textbooks for one price), this price is still steep for the large population of low-income students whom UWG serves. Students may choose to forego purchasing this pass. When they do so, they are unable to complete the homework activities and assignments that comprise 10% of their grade. Moreover, the loss of opportunity for practice through homework assignments most certainly results in lower test scores and lower overall grades. It should be noted, too, that as of Spring 2020, Cengage will begin to phase out the online homework platform that currently accompanies Nexos. The company will not be replacing the platform for that textbook, meaning that faculty need to develop other options. As noted below, the Spanish section has already started this project but would greatly benefit from funding to complete it in an efficient and effective manner.

The DFW rates in SPAN 1001 and 1002 are higher than ideal. The most recent data indicate that the rate in 1001 is 26.7% and for 1002 is 22.2%. As explained below, the Spanish faculty believe that new materials would not only lower costs but would improve student success through the development of a more logically-organized curriculum that would focus on areas of most relevance to students.

The overall goal of the project is to produce materials that can replace Nexos at the SPAN 1001, 1002, and 2001 levels, reorganize the way in which some of the material is presented, and enhance students’ access to study and practice online modules.

Transformation Action Plan

There is currently no full-sequence Spanish textbook and corresponding online homework platform available through Affordable Learning Georgia. There is one textbook available for SPAN 1001, but it does not align with our current wishes for presenting material, particularly because we need to keep the coherence of the entire sequence of courses in mind. Using a textbook for 1001 that would not later align with materials for 1002 and 2001 would be counterproductive for this curriculum redesign.

Further, we have been unable to identify any Spanish textbooks available through OpenStax. Open source textbooks in Spanish are very hard to come by in general. Certain open source materials are available through the University of Texas at Austin's Center for Open Educational Resources and Language Learning. There is no appropriate complete textbook available through the site, however, and many of the materials that are available there are pitched at a higher level than would be appropriate for our students, because in many cases they are intended for heritage speakers from Texas who already have reasonable familiarity with the language. Given this deficit in fully organized, sequenced, and appropriately-leveled open source texts in Spanish, we propose a robust team of content experts and instructional designers who will work to produce new grammar explanations, vocabulary lists, and in-class activities as well as to create a homework/practice platform on D2L that will be freely accessible to all students.

Content experts Julia Farmer, Jeff Zamostny, and Laura Hill will be working to produce the content and activities for both in-class practice and practice at home. Dr. Farmer is Professor of Spanish at the University of West Georgia, where she has taught for twelve years and spent nearly half that time as coordinator of the Spanish program, giving her the experience necessary to bring this project to fruition. She also previously worked to compile supplementary materials for SPAN 2002 that have brought down costs in that course. Dr. Zamostny is Associate Professor of Spanish at the University of West Georgia, where he has worked for seven years and is currently the coordinator of the Spanish program. Dr. Zamostny has received various pedagogical honors, including nomination by the university for the Regents' Teaching award. Laura Hill, who has also been at UWG for seven years, is Lecturer of Spanish and coordinator of the Spanish Teaching Certification program as well as departmental representative on the College of Arts and Humanities online teaching committee. She will thus add to the team's strength in both the pedagogical and content areas as well as in the process of transitioning to D2L. Having a team of three content experts working simultaneously will allow us to complete work on this project in a timely and efficient fashion.

David Lloyd, Mandi Campbell, and Stephanie Henderson Hollenbeck are all Instructional Designers who work with UWG's Center for Teaching and Learning, assisting faculty with D2L. They bring a combined 15+ years of experience as instructional designers to the project, which has the full support of the Center. The team has met and reviewed D2L's features and has agreed that it would serve as a solid platform for the online portion of this textbook transformation.

The Spanish program has already gotten underway with this project by completing some materials for SPAN 1001. However, a grant would help us continue the project by allowing us to complete the work for the remaining chapters and courses much more efficiently. For the remaining material in 1001, Julia Farmer will work during the end of the Fall 19 semester and beginning of Spring 20 semester to compile exercises already gathered and created into a textbook format. The team will also work with the instructional designers to begin the process of creating the online homework platform for 1001 using these materials.

During spring semester and into the early part of summer, the team will focus on developing SPAN 1002. Julia Farmer will focus on developing the textbook materials and online supplements for chapter 6; Jeff Zamostny will focus on chapter 7; and Laura Hill will focus on chapter 8. The three will divide work on chapter 9. As materials are created, the UWG Faculty Development Center will continue to assist with the online portion of the project. During latter part of summer and into fall, the team will focus on developing materials for SPAN 2001, which will represent the culmination of the project. Julia Farmer will focus on chapter 10; Jeff Zamostny will focus on chapter 11; and Laura Hill will focus on chapter 12. The team will divide the work of developing materials for chapter 13. Again, the Faculty Development Center will assist with the online component.

It should be noted that this transformation project will involve curricular redesign in addition to the development of relevant explanations and practice exercises. Some of this redesign will involve increased focus on vocabulary deemed particularly important. The faculty feel that our current textbook presents an excessive amount of overwhelming and in some cases outdated vocabulary, which can serve as a barrier to student engagement with the material. In 1001, for example, certain vocabulary related to technology and nationalities will be honed. Similarly, vocabulary lists related to food and clothing in SPAN 1002 will be refined in order to focus on items most useful and relevant for students.

More important than vocabulary, however, is our desire to also rethink the order in which certain grammatical points are presented throughout the language sequence. In 1001, for example, we will separate the presentation of the verb GUSTAR from the presentation of the present tense of -AR verbs. The conflation of the two in our current textbook often causes confusion among students. In 1002, we will rework the way in which commands are presented. In our current textbook formal and informal commands are presented in different chapters, causing more confusion for students than necessary. We will thus rework our curriculum design in order to tie these concepts together more

clearly for students. Similarly, the presentation of the forms of the preterit tense will be streamlined so that rather than having regular and irregular forms presented in separate chapters as they are currently, they will now be presented in a more logical and compact way.

Furthermore, we will incorporate into the new textbook more appropriate and engaging cultural artifacts and lessons for our students to work with as part of their language learning experience. In addition to representing important material in their own right, these cultural lessons--which we have already developed outside of our current textbook framework--are also a critical component of allowing us to assess our core learning outcomes in Areas B and C.

Once the textbook materials are created, they will be available through GALILEO Open Learning Materials. The online component will be hosted on D2L, which, as the state-wide learning platform, will allow for dissemination of these materials and activities as well.

Quantitative & Qualitative Measures

Our evaluation of the proposed activities will align with the goals stated above. Quantitative measures will include analysis of DFW rates pre- and post- implementation of the new materials. We will also compare data on test score averages from previous semesters with data on test scores obtained by students using the new open-access materials.

As part of our formative evaluation process, we will also focus on data available through D2L itself. We will examine, for example, the rate at which students are accessing the new materials through the web platform. As part of our evaluation of the new platform, we will examine data relating to student scores on different activities. Such data will help inform our judgment not only regarding the appropriateness and effectiveness of the activities we have designed, but also regarding the corresponding grammar and vocabulary explanations in the textbook. Should students consistently show lower scores on certain activities, this may well indicate a need to go back and revise some of the explanatory materials.

Qualitative feedback will also be obtained through course evaluations, which will help inform our summative evaluation. Questions relating to student opinion on the new materials will help guide us in the process of maintaining and updating them.

Instructor observation will also provide a key qualitative component of evaluation. Faculty in the Spanish program will observe how the materials created play out in the classroom and discuss observations during Spanish faculty meetings. These shared observations will also form the basis for ongoing revision as needed.

We will submit our evaluation plans to the IRB for approval should this grant be funded.

Timeline

- Oct. 2019 Attend kickoff meeting
- Nov. 2019-Jan 2020 Complete compilation of SPAN 1001 material; create online activities
- Feb 2020-June 2020 Complete chapters 6-9 (1002); create online activities
- July 2020-Nov 2020 Complete chapters 10-13 (2001); create online activities
- August 2020 roll out the new sequence beginning with 1001 materials
- Formative evaluation will be conducted throughout Fall 2020 semester
- Report submitted at end of Fall 2020 semester

Budget

\$2500 replacement coverage for spring 2020 for Julia Farmer (additional 1.45% Medicare fringe will be covered by departmental budget)

\$1500 summer salary for Julia Farmer

\$1000 overload pay for fall 2020 for Julia Farmer

\$4000 salary for summer 2020 for Laura Hill

\$1000 overload pay for fall 2020 for Laura Hill

\$4000 summer salary for Jeff Zamostny

\$1000 overload pay for fall 2020 for Jeff Zamostny

\$800 travel funds for kickoff meeting

TOTAL: \$15,800

Sustainability Plan

Because these materials and associated practice activities will be housed on D2L, they will be readily available for maintenance and updating going forward. Spanish faculty will discuss any necessary updates on a regular basis in faculty meetings and will coordinate the work of updating the material as needed. The Spanish program includes both an overall coordinator and coordinators of each language level: those individuals will work to make sure that the materials are maintained and continuously improved.

Following the completion of the project, the team will plan to present the results in pedagogical conferences such as UWG's Innovations in Pedagogy conference, and/or the annual USG Teaching and Learning conference. Because this project will result in what is believed to be the first full-sequence (three semesters) open source Spanish language textbook in Georgia, it is expected that there will be significant interest in the results.

Acknowledgment

Grant Acceptance

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

September 12, 2019

Jeff Gallant
Program Manager, Affordable Learning Georgia
Library Services, Board of Regents of the University System of Georgia

Dear Mr. Gallant and the ALG Textbook Transformation Grant Committee:

Please accept this letter of enthusiastic support for the ALG proposal by Professor Julia Farmer. This proposal is for the development of materials for Elementary Spanish I and II (SPAN 1001, 1002, respectively) and Intermediate Spanish I (SPAN 2001). As you know, Spanish language courses serve a large number of students and have a significant footprint in the core curriculum. The team is comprised of content experts as well as instructional designers dedicated to sustaining this initiative for years to come.

Professor Farmer has the full support and endorsement of her department chair and college dean. With this level of support and with the quality of this project, we are confident that this project is worthy of funding, and we look forward to providing support for it.

Sincerely,



Denise Overfield, Ph.D.
Associate Vice President for Research and Dean of the Graduate School



Textbook Transformation Grants, Round Fifteen (Fall 2019 – Fall 2020) Proposal Form and Narrative

Notes

- The proposal form and narrative .docx file is for offline drafting and review. Submitters must use the InfoReady Review online form for proposal submission.
- The only way to submit the official proposal is through the online form in Georgia Tech's InfoReady Review. The link to the online application will be on the [Round 15 RFP Page](#) in July 2019.
- The italic text provided below is meant for clarifications and can be deleted.

Applicant, Team, and Sponsor Information

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

Institution(s)	University of West Georgia
Applicant Name	Julia Farmer
Applicant Email	jfarmer@westga.edu
Applicant Phone #	(678) 839-5954
Applicant Position/Title	Professor of Spanish
Submitter Name	
Submitter Email	
Submitter Phone #	
Submitter Position	

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

	Name	Email Address
Team Member 1	Julia Farmer	jfarmer@westga.edu
Team Member 2	Jeffrey Zamostny	jzamosn@westga.edu
Team Member 3	Laura Hill	laurah@westga.edu
Team Member 4	David Lloyd	dlloyd@westga.edu
Team Member 5	Mandi Campbell	acampbel@westga.edu
Team Member 6	Stephanie Henderson Hollenbeck	shollenb@westga.edu
Team Member 7		
Team Member 8		

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

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

Denise Overfield
 Associate Vice President for Academic Affairs
 Office of the Provost
 University of West Georgia

Project Information and Impact Data

Priority Category / Categories	<i>None</i>
Requested Amount of Funding	\$15,800
Course Names and Course Numbers	SPAN 1001 Elementary Spanish I SPAN 1002 Elementary Spanish II SPAN 2001 Intermediate Spanish I
Final Semester of Project	<i>Fall 2020</i>
Average Number of Students Per Course Section Affected by Project	<i>All numbers on this page are a total for all courses affected by the project – if you have multiple courses, please provide the appropriate sum total or average in each box instead of a per-course breakdown.</i> The weighted average number of students per course section in SPAN 1001, SPAN 1002, and SPAN 2001 is 22.4
Average Number of Sections Affected by Project in One Academic Year	47
Total Number of Students Affected by Project in One Academic Year	Because this project involves revamping classroom materials used over the course of three semesters in SPAN 1001, 1002, and 2001, this calculation is somewhat complicated. We can say with certainty that all students in 1001 would be affected because they will be obtaining the materials for the first time.

	Given that we average 31 sections of 1001 per academic year, with approximately 25 students per section, this project would affect at a minimum these 775 students. Approximately 70 students also typically place into 1002 or 2001 in any given academic year. These students would also have been buying Nexos for the first time and would be affected by the transformation. This gives us an estimated average of 845 students who would be affected by the project in one academic year.
Average Number of Students Affected per Summer Semester	55
Average Number of Students Affected per Fall Semester	355
Average Number of Students Affected per Spring Semester	435
Original Required Commercial Materials	<p>Students in SPAN 1001, 1002, and 2001 have been using the following textbook: Sheri Spaine Long et al, Nexos, 4th ed. The students currently must purchase a version that includes access to the online homework platform. The price for purchasing the text new from the bookstore is \$233.55.* Students may instead purchase an all-access pass for all Cengage books and platforms for \$119.99.</p> <p>*Type "Nexos" into the search box to view list price. It is not possible to link directly to the book through the bookstore website.</p>
Total Price of Original Required Materials Per Student	If we figure that 2/3 of students choose the least expensive option of Cengage Unlimited and 1/3 choose to purchase from the bookstore, this comes out to an average expenditure of \$157.05 per student.
Post-Project Cost Per Student	<p><i>This is for any post-project materials students will be required to purchase, such as the cost of a low-cost homework platform.</i></p> <p>\$0</p>
Post-Project Savings Per Student	\$157.05
Projected Total Annual Student Savings Per Academic Year	<p><i>This is the total number of students per academic year multiplied by the post-project per student savings estimate.</i></p> <p>\$132,707</p>

Using OpenStax Textbook?	<i>Yes/No. This is to indicate to OpenStax that they can provide additional support to your team during the adoption process.</i> No.
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Narrative Section

1. Project Goals

Goals for a Textbook Transformation Grant project go beyond just cost savings. Include goals for student savings, student success, materials creation, and pedagogical transformation here.

Goal 1: Decrease student cost for the Spanish language sequence courses, from SPAN 1001-2001

Goal 2: Increase student access to online practice environment as well as textbook materials

Goal 3: Increase student success as measured by DWF rate and average test grade distribution

Goal 4: Increase student engagement with material by modifying the course content and sequence of delivery. Details below under Statement of Transformation.

2. Statement of Transformation

Textbook Transformation Grants are awarded to teams focused on creating impactful changes. This section allows teams to describe why the project should be awarded. Include the following:

- *A description of the current state of the course, department, and/or institution if relevant.*
- *An overall description of the project and how it will impact the course, department, and institution as described previously. Include references to scholarly literature to support the claims of your impact if possible.*

The UWG student body has a high number of first-generation college students as well as a high percentage of students whose families qualify for federal Pell Grants (household income below \$50,000). In Fall of 2017, 51.6% of students were Pell eligible.

The Spanish language courses at the University of West Georgia serve a large number of students and have a significant footprint in the core curriculum. SPAN 1001 and 1002 count in both Area B and Area C, and SPAN 2001 counts in Area C. In addition, the BA programs at UWG require four semesters of foreign language courses for the degree. These programs include English, Philosophy, History, and some Theatre and Art History students. Mass Communications, one of the largest majors on campus, which graduated 118 students in 2018, also requires two semesters of a foreign language for completion of the degree. In addition, a significant number of students in large departments such as Biology and Psychology, which include foreign languages as an option in their Area F, also choose to take Spanish courses. (Biology graduated 119 students in 2018, and Psychology graduated 163.)

Because of the large number of students enrolled in the Spanish language sequence, it is vital that we devise a more affordable way for students to access course materials and practice modules. Although the publisher of our current textbook has made strides toward affordability in recent years by promoting the “all-access” price of \$119.99 (which allows students to access all Cengage textbooks for one price), this price is still steep for the large population of low-income students whom UWG serves. Students may choose to forego purchasing this pass. When they do so, they are unable to complete the homework activities and assignments that comprise 10% of their grade. Moreover, the loss of opportunity for practice through homework assignments most certainly results in lower test scores and lower overall grades. It should be noted, too, that as of Spring 2020, Cengage will begin to phase out the online homework platform that currently accompanies Nexos. The company will not be replacing the platform for that textbook, meaning that faculty need to develop other options. As noted below, the Spanish section has already started this project but would greatly benefit from funding to complete it in an efficient and effective manner.

The DFW rates in SPAN 1001 and 1002 are higher than ideal. The most recent data indicate that the rate in 1001 is 26.7% and for 1002 is 22.2%. As explained below, the Spanish faculty believe that new materials would not only lower costs but would improve student success through the development of a more logically-organized curriculum that would focus on areas of most relevance to students.

The overall goal of the project is to produce materials that can replace Nexos at the SPAN 1001, 1002, and 2001 levels, reorganize the way in which some of the material is presented, and enhance students’ access to study and practice online modules.

3. Transformation Action Plan

Textbook Transformation Grant projects can be work-intensive and require project management in order to be successful. This section allows teams to describe how the team will fulfill the goals of the project. Include the following:

- *The activities expected from each team member and their role(s): subject matter experts, instructional designer, librarian, instructor of record, et al.*
 - *The identification, review, selection, and adoption/adaptation/creation of the new course materials.*
 - *A fully prepared application should include a preliminary evaluation of currently existing OER or no/low-cost materials for adoption or modification, or a preliminary plan to create new materials.*
- *Any redesign work necessary for the transformation.*
 - *This includes instructional design, curriculum alignment, accessibility, etc.*
- *The plan for providing open access to the new materials.*
 - *GALILEO Open Learning Materials will host any newly created materials. Please indicate if you are using other platforms in addition to the repository.*

There is currently no full-sequence Spanish textbook and corresponding online homework platform available through Affordable Learning Georgia. There is one textbook available for SPAN 1001, but it does not align with our current wishes for presenting material, particularly because we need to keep the coherence of the entire sequence of courses in mind. Using a textbook for 1001 that would not later align with materials for 1002 and 2001 would be counterproductive for this curriculum redesign. Further, we have been unable to identify any Spanish textbooks available through OpenStax. Open source textbooks in Spanish are very hard to come by in general. Certain open source materials are available through the University of Texas at Austin's Center for Open Educational Resources and Language Learning. There is no appropriate complete textbook available through the site, however, and many of the materials that are available there are pitched at a higher level than would be appropriate for our students, because in many cases they are intended for heritage speakers from Texas who already have reasonable familiarity with the language. Given this deficit in fully organized, sequenced, and appropriately-leveled open source texts in Spanish, we propose a robust team of content experts and instructional designers who will work to produce new grammar explanations, vocabulary lists, and in-class activities as well as to create a homework/practice platform on D2L that will be freely accessible to all students.

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The Spanish program has already gotten underway with this project by completing some materials for SPAN 1001. However, a grant would help us continue the project by allowing us to complete the work for the remaining chapters and courses much more efficiently. For the remaining material in 1001, Julia Farmer will work during the end of the Fall 19 semester and beginning of Spring 20 semester to compile exercises already gathered and created into a textbook format. The team will also work with the instructional designers to begin the process of creating the online homework platform for 1001 using these materials.

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It should be noted that this transformation project will involve curricular redesign in addition to the development of relevant explanations and practice exercises. Some of this redesign will involve increased focus on vocabulary deemed particularly important. The faculty feel that our current textbook presents an excessive amount of overwhelming and in some cases outdated vocabulary, which can serve as a barrier to student engagement with the material. In 1001, for example, certain vocabulary related to technology and nationalities will be honed. Similarly, vocabulary lists related to food and clothing in SPAN 1002 will be refined in order to focus on items most useful and relevant for students.

More important than vocabulary, however, is our desire to also rethink the order in which certain grammatical points are presented throughout the language sequence. In 1001, for example, we will separate the presentation of the verb GUSTAR from the presentation of the present tense of -AR verbs. The conflation of the two in our current textbook often causes confusion among students. In 1002, we will rework the way in which commands are presented. In our current textbook formal and informal commands are presented in different chapters, causing more confusion for students than necessary. We will thus rework our curriculum design in order to tie these concepts together more clearly for students. Similarly, the presentation of the forms of the preterit tense will be streamlined so that rather than having regular and irregular forms presented in separate chapters as they are currently, they will now be presented in a more logical and compact way.

Furthermore, we will incorporate into the new textbook more appropriate and engaging cultural artifacts and lessons for our students to work with as part of their language learning experience. In addition to representing important material in their own right, these cultural lessons--which we have already developed outside of our current textbook framework--are also a critical component of allowing us to assess our core learning outcomes in Areas B and C.

Once the textbook materials are created, they will be available through GALILEO Open Learning Materials. The online component will be hosted on D2L, which, as the state-wide learning platform, will allow for dissemination of these materials and activities as well.

4. Quantitative and Qualitative Measures

All Textbook Transformation Grant projects must measure student satisfaction, student performance, and course-level retention (drop/fail/withdraw rates), but teams and institutions will do this in varied ways. Outstanding applications will include measures beyond the minimum to gain meaningful insights into the impact of the project. Include the following:

- *Each quantitative or qualitative measure to be used, along with a description of the methods and/or tools used to gather and analyze data.*
- *If the team needs IRB (Institutional Review Board) approval, please indicate this here. Each institution's IRB functions differently and teams will need to know how their institution's IRB evaluates and approves of institutional research.*

Our evaluation of the proposed activities will align with the goals stated above. Quantitative measures will include analysis of DFW rates pre- and post- implementation of the new materials. We will also compare data on test score averages from previous semesters with data on test scores obtained by students using the new open-access materials.

As part of our formative evaluation process, we will also focus on data available through D2L itself. We will examine, for example, the rate at which students are accessing the new materials through the web platform. As part of our evaluation of the new platform, we will examine data relating to student scores on different activities. Such data will help inform our judgment not only regarding the appropriateness and effectiveness of the activities we have designed, but also regarding the corresponding grammar and vocabulary explanations in the textbook. Should students consistently show lower scores on certain activities, this may well indicate a need to go back and revise some of the explanatory materials.

Qualitative feedback will also be obtained through course evaluations, which will help inform our summative evaluation. Questions relating to student opinion on the new materials will help guide us in the process of maintaining and updating them.

Instructor observation will also provide a key qualitative component of evaluation. Faculty in the Spanish program will observe how the materials created play out in the classroom and discuss observations during Spanish faculty meetings. These shared observations will also form the basis for ongoing revision as needed.

We will submit our evaluation plans to the IRB for approval should this grant be funded.

5. Timeline

This section allows teams to describe how the project will progress from its inception to the final report (submitted at the end of the final semester of the project). Please provide a list of major milestones for the project here, aligning it with the Transformation Action Plan and your selected Final Semester of the project. Do not put this in the form of a table, as it will create issues within InfoReady Review for the official application – a bullet-point list is acceptable.

- Oct. 2019 Attend kickoff meeting
- Nov. 2019-Jan 2020 Complete compilation of SPAN 1001 material; create online activities
- Feb 2020-June 2020 Complete chapters 6-9 (1002); create online activities
- July 2020-Nov 2020 Complete chapters 10-13 (2001); create online activities
- August 2020 roll out the new sequence beginning with 1001 materials
- Formative evaluation will be conducted throughout Fall 2020 semester
- Report submitted at end of Fall 2020 semester

6. Budget

\$2500 replacement coverage for spring 2020 for Julia Farmer (additional 1.45% Medicare fringe will be covered by departmental budget)

\$1500 summer salary for Julia Farmer

\$1000 overload pay for fall 2020 for Julia Farmer

\$4000 salary for summer 2020 for Laura Hill

\$1000 overload pay for fall 2020 for Laura Hill

\$4000 summer salary for Jeff Zamostny

\$1000 overload pay for fall 2020 for Jeff Zamostny

\$800 travel funds for kickoff meeting

TOTAL: \$15,800

7. Sustainability Plan

Textbook Transformation Grants should have a lasting impact on the course for years to come. In order for this to happen, a Sustainability Plan needs to be in place after the end of the project. Please include here your plans for offering the course in the future, including:

- *The maintenance and updating of course materials*
- *Any possible expansion of the project to more course sections in the future*
- *Future plans for sharing this work with others through presentations, articles, or other scholarly activities*

Because these materials and associated practice activities will be housed on D2L, they will be readily available for maintenance and updating going forward. Spanish faculty will discuss any necessary updates on a regular basis in faculty meetings and will coordinate the work of updating the material as needed. The Spanish program includes both an overall coordinator and coordinators of each language level: those individuals will work to make sure that the materials are maintained and continuously improved.

Following the completion of the project, the team will plan to present the results in pedagogical conferences such as UWG's Innovations in Pedagogy conference, and/or the annual USG Teaching and Learning conference. Because this project will result in what is believed to be the first full-sequence (three semesters) open source Spanish language textbook in Georgia, it is expected that there will be significant interest in the results.

Note: Letter of Support

A letter of support must be provided from the sponsoring area (unit, office, department, school, library, campus office of the Vice President for Academic Affairs, etc.) that will be responsible for receipt and distribution of funding. Letters must reference sustainability. In the case of multi-institutional affiliations, all participants' institutions/departments must provide a letter of support.