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Application Summary

Competition Details

Competition Title:	Textbook Transformation Grants, Round Seventeen (Summer 2020 - Summer 2021)
Category:	University System of Georgia
Award Cycle:	Round 17
Submission Deadline:	04/20/2020 at 11:59 PM

Application Information

Submitted By:	Dennis Miller
Application ID:	4775
Application Title:	538
Date Submitted:	04/21/2020 at 8:47 AM

Personal Details

Institution Name(s):	Clayton State University
Applicant First Name:	Dennis
Applicant Last Name:	Miller
Applicant Email Address:	dennismiller@clayton.edu
Applicant Phone Number:	678-466-4742
Primary Appointment Title:	Associate Professor, Spanish
Submitter First Name:	Dennis
Submitter Last Name:	Miller
Submitter Email Address:	dennismiller@clayton.edu
Submitter Phone Number:	678-466-4742
Submitter Title:	Associate Professor, Spanish

Application Details

Proposal Title

538

Requested Amount of Funding

\$10,800

Priority Category (if applicable)

Course Title(s)

Elementary Spanish I, Elementary Spanish II

Course Number(s)

SPAN 1001, SPAN 1002

Team Member 1 Name

Dennis Miller, Jr.

Team Member 1 Email

dennismiller@clayton.edu

Team Member 2 Name

Rosario P. Vickery

Team Member 2 Email

mariavickery@clayton.edu

Team Member 3 Name

Courtney DuBois

Team Member 3 Email

CourtneyDuBois@clayton.edu

Team Member 4 Name

Team Member 4 Email

Additional Team Members (Name and email address for each)

Sponsor Name

Dr. Nasser Momayezi

Sponsor Title

Dean

Sponsor Department

College of Arts and Sciences

Total Number of Student Section Enrollments Affected by Project in One Academic Year

514

Average Number of Student Section Enrollments Affected per Summer Semester

30

Average Number of Student Section Enrollments Affected per Fall Semester

220

Average Number of Student Section Enrollments Affected per Spring Semester

264

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

price)

Plazas: Lugar de Encuentros, 5th Edition. Authors: Robert Hershberger, Susan Navey-Davis, Guimar Borrás, A. Cengage. \$157.15.

<https://lochshop.bncollege.com/shop/BNCBTBListView?catalogId=10001&langId=-1&storeId=89326>

Original Total Cost per Student

\$157.15 (Book is used in both SPAN 1001 + SPAN 1002)

Post-Project Cost per Student

\$0

Post-Project Savings per Student

\$157.15

Projected Total Annual Student Savings per Academic Year

Up to \$80, 775 (514 students x \$157.15)

Using OpenStax Textbook?

No

Project Goals

In the Atlanta metro area one can easily argue that for certain majors, particularly Health Care professionals, Criminal Justice professionals, and future educators, just to name a few, studying Spanish is not only beneficial but necessary. Currently, half of the Latino population in the state of Georgia resides in the Atlanta metropolitan area, currently 11% of the population of the entire state. As a result, most university students recognize the significance of at least a cursory background in Spanish language and culture.

Clayton State University is a predominantly black institution comprised of 2,997 non-traditional students (age 25 and up). The average age of a CSU student is 27. Non-traditional students, in general, are frequently underserved by direct instruction due to financial, family, career or learning style preferences. Non-traditional learners are often low-income and/or first-generation students whose life circumstances prohibit them from attending college immediately after high school graduation. As adult learners, they must balance family, child-care, personal expenses, and work obligations with their educational costs and obligations. It must also be noted that non-traditional students are becoming the new normal and their needs should be prioritized. If current trends continue, these same issues will reverberate at all USG institutions, including the large research institutions.

While purchasing a textbook at research universities may not be a financial burden for students, this is clearly not the case at Clayton State. Students are forced to decide whether or not they will purchase a required textbook based on economic survival. This a nationwide trend, and, the overwhelming majority of students who do not purchase a textbook do so to save money. At Clayton State, the following scenarios are in play every semester: 1) Students who do not need Spanish in their area of study drop the course if the textbook is required. It is not uncommon at the beginning of the semester for an instructor to hear: "Sorry to bother you, but do you require the textbook for your class? I don't have the money, and my instructor requires it. I don't know what to do." 2) Students will try to be as successful in the course as possible without the textbook or purchase the textbook after receiving mid-term grades. As a result, forcing students to purchase a textbook, as more and more courses across the state go fully OER, causes a serious economic burden as well as undue stress in the beginning of the semester. While requiring a textbook was certainly appropriate even just five years ago, especially for 1000 and 2000 level courses, this is not the case today, as OERs are becoming increasingly more sound.

At Clayton State University, 514 students matriculated for Spanish 1001 and 1002 in calendar year 2019. Students usually purchase the bundle of digital and print material for \$157.15 at the University Bookstore which has an exclusive contract with the university. With an ALG grant we can save our students up to \$80, 775 (514 students x \$157.15) for Spanish 1001 and 1002.

As is the case across most disciplines, the costs of university textbooks have risen astronomically in the last decades, and this cost is increasingly becoming an unnecessary burden. Lessons in most language textbooks contain superfluous information that is often not practiced nor locally relevant. In some instances, an instructor may only need to cover ten pages of a particular lesson that contains thirty or possibly even forty pages. Also, students find it very difficult to resell books, and, if they are able to resell them, students are only able to recoup a fraction of the cost. Book companies often justify these high prices by the technological components that buttress the grammatical and cultural content. While the online components are generally solid and conducive to second language learning, with the plethora of technology, and the fact that most students have access to technology, students can just as easily take advantage of similar activities to OER resources already in existence, such as Coerll, Wikiuniversity, and FluentU. For each lesson covered, we can easily condense the lessons to ten pages or less, so, for any student wishing to have hard copies, he/she could make copies.

At Clayton State University, most instructors require the purchase of the textbook as well as access to the accompanying website. This, of course, brings us back to the issue of those who have textbook grants, those who are in a financially better state, versus those who will take the academic risk, in essence, being academically penalized simply for not having the same economic advantages as others. For students who, for a variety of reasons, may only need to take SPAN 1001 and/or SPAN 1002, this financial burden is particularly burdensome, again leaving them, in some cases, to make difficult decisions. This is only compounded when a student takes three classes or more and may have to spend an additional \$1,000 on textbooks alone. The hope is that, with this Affordable Learning Grant, we can help to alleviate some of the financial burdens already imposed and provide a more consistent program of study for 1001-1002. Our immediate and long-term goals

are as follows:

1)The most important and immediate goal of the ALG grant is removing the unnecessary financial burden to all students in SPAN 1001 and SPAN 1002 and not forcing students to make the necessary decision to not purchase a textbook, drop the course, and/or take the course elsewhere.

2)Once an entirely OER platform is created, this platform will be exported to all classes and facilitate instruction as students will not constantly have to fluctuate between a non-USG website and what is contained in Desire to Learn (D2L) which some instructors use extensively and others do not. The Center for Excellence in Learning and Teaching at Clayton State University (CELT) has agreed to import to D2L the textbook and online materials that we develop with this ALG grant. All instructors and students of 1001 and 1002 at CSU will have the same materials each semester. This will provide for better uniformity between sections of the same course, a smoother transition for the students from one semester to the next, and one place for all materials at D2L. It will have an immediate benefit.

3)The ALG grant will help with retention, as, students will no longer have to say: "I can't stay in this course simply because I do not have the means to purchase the textbook."

4)The ALG grant will also help to maintain the course current, as textbooks retain outdated videos, while companies are constantly publishing new, more expensive editions. Instructors can easily update cultural content and keep the content as relevant as possible. Movies, songs, and other cultural regalia are constantly in flux, and these will be able to be updated as often as possible to keep students current with culture in the countries of the Spanish-speaking world and the Latino culture in United States. In fact, we will be able to increase second-language acquisition as students will no longer be bombarded with unnecessary, extraneous information often included by publishers to satisfy all professors and facilitate sales.

5)As Spanish courses at Clayton State are fully face-to-face or hybrid, the materials will be adaptable, considering that 30% to 50% of instruction will be done online in hybrid classes, for example.

6)Another added plus is that we will be able to make Spanish 1001 and 1002 courses at Clayton State as centric as possible geographically, taking into consideration the site of the instruction: the Morrow, Peachtree City, or the Henry County campus. Students are more likely to relate to material as specific to their surroundings as possible. We would be able to, for example, focus on campus references, campus organizations, even the majors we often find taking Spanish classes.

Statement of Transformation

As mentioned before, the particular demographic of our institution, if anything, begs the question: why have we not made our courses OER before? Most of the students in our SPAN 1001 and SPAN 1002 classes fit one of three categories. 1) They are high school students fulfilling their language classes. Should funding textbooks for dually enrolled students continue to be problematic? 2) Criminal Justice, English, and Communication majors, in particular, are required to take either three or four semesters of Spanish. Should these majors who need Spanish in their course of study be penalized economically? 3) Lastly, students whose careers will benefit from a Spanish background and see the need for Spanish language and culture for their professional background, particularly those who enter a health care profession, a profession in education, or public service, for example, should they also incur high textbook costs?

The prohibitive costs of textbooks have been an issue with which students have been grappling for at least a decade. For example, Rich Williams, an education advocate, was sounding the alarm already a decade ago: "Students recognize that textbooks are essential to their education but have been pushed to the breaking point by skyrocketing costs." <https://www.chronicle.com/article/7-in-10-Students-Have-Skipped/128785>

The cost of textbooks is slowing down graduation rates as students either postpone taking a Spanish course because of the cost or look to take it online elsewhere. In fact, last summer, a student mentioned on an evaluation "I did not have to postpone graduation because you didn't require MindTap" MindTap is the online platform for the online textbook, and some instructors do not require it in SPAN 2001 or SPAN 2002, primarily because of the cost.

As our student body is predominantly non-traditional and/or first-generation college students, many students still prefer to have access to the hard copy of a text. Instead of consisting of thirty or forty page lessons, many pages of which students simply do not need, we can condense the lesson overviews/our text to roughly five or seven pages. If students take advantage of sites such as [Blurb](#), [CreateSpace](#), [Ingram](#), or [Lulu](#), students would spend less than \$10 a semester on texts, and printing the text would not be required. Students would also take advantage of Open Educational Resources such as YouTube, the activities available in Lumen Learning, [Acceso](#), and [El español en los Estados Unidos](#). The instructors will supplement any areas students might find challenging and take advantage of other OER sites such as [SpanishDict](#), which has supplemental grammar explanations and practice quizzes.

Transformation Action Plan

Tentative breakdown of the course design for SPAN 1001 and SPAN 1002, some of which has been alluded to before:

- Eight lessons each course: Chapters should be shorter and more adaptable to student needs, shorter chunks.
- Each lesson will start out with a pre-test that won't count for a grade to test students on knowledge that they may already know.
- Each lesson will contain an overview, which students will be able to print.
- Each lesson will contain a vocabulary list, so students know which vocabulary to actively review. They will also be able to print this out. Vocabulary will be as practical as possible, culturally appropriate and as Atlanta metropolitan centric as possible.
- Each lesson will cover no more than three grammar points. Each grammar point will be introduced in video format.
- Each lesson students will take a quiz as well as complete homework exercises. They will have practice and graded attempts for homework exercises.
- Each lesson students will complete two Discussion Boards and two Voice Boards. One of the voice boards students will record themselves answering written questions and for the second voice boards students will answer randomly ordered questions that review that lesson's content. They will be given 30 seconds to respond.
- There will be a midterm and final exam. Students will have access to the format of each exam and also to a practice midterm and a practice final exam.
- At the end of the semester students will be required to submit a project, creating a narrated PPT or making a Screencast o matic video. The student can select a cultural topic or discuss his/her professional goals to further practice the most relevant vocabulary.
- All courses will be streamlined, as students will consistently cover the same material and be evaluated similarly in all courses. Presently, this is not the case.
- All cultural activities, which will rely on videos and culturally relevant readings, will be as culturally specific as possible. For example, exploring the local Latino communities in Forest Park, Riverdale, Morrow, Buford Highway, and the local shops and experiences often just a few miles from the classroom or the student's home.
- For each lesson, we will also create a Lesson Practice Test that students will take before each chapter exam to review the material.
- As Clayton State has a sizable Native and Heritage Spanish-speaking population among students, 6% Latino, we plan to have some of them record dialogues as well as proofread our project, further increasing the collaborative effort of this project.

After the creation of our textbook (the overviews and vocabulary lists, grammar lessons, very short practice exercises with answers), we will be able to remove the unnecessary financial burden that prevents some of our students from realizing their academic goals in a timely fashion.

This team has already amassed a list of possible OER resources and will rely on the following list of topics while designing the course. This team will focus on the necessary materials covered in most SPAN 1001 and 1002 themes across the nation:

- The Alphabet
- The verb ser
- Verbs in the present tense
- The verbs ser vs. estar
- Vocabulary particularly relevant to the most common majors (Criminal Justice, Communications, Nursing, etc.)
- Expressing likes and dislikes
- Describing themselves, familiar members
- Workplace vocabulary
- Verbs in the past tense
- Direct and Indirect Object Pronouns
- Daily routines
- Cultural Content that will be constantly revised to be as current as possible

The members of this team are Dr. Dennis Miller, Jr, and Dr. Rosario P. Vickery, content experts who both have been teaching Spanish for decades. We have both designed other courses for Clayton State, and we both have made all of the upper level classes we teach fully OER. We have met with Courtney DuBois, Instructional Designer at CELT of Clayton State University, who is experienced with supporting another ALG grant at our university and have a tentative plan for utilizing the resources at CELT for our needs, primarily voice recording, video, and D2L support.

In preparation for this grant, we are aware of three other USG institutions who have pursued this path or have been approved to do so:

(1) Gordon State College has received a ALG grant to create their own textbook specific to GSC.

(2) The University of North Georgia's Hola a todos Spanish I text is very specific to the University of North Georgia's campus.

(3) The University of West Georgia has received an ALG grant and is in the process of creating textbooks for their Spanish courses.

Clayton State's team will create an eight-lesson text with online activities that are easily accessible, which will be more effective than simply modifying/adjusting *Hola a todos* to our particular population.

Quantitative & Qualitative Measures

1. We will compare the DFW rates from previous semesters to the semester(s) the OER format is implemented, as well as comparing test and homework averages;

2. By consistently examining homework success rates, the team can ask itself: a)Are these exercises not challenging enough or are they too challenging? b)How they can they be modified to increase second language acquisition?

3. Especially during the first semesters, we will continually ask for student feedback. We can, for example, include two anonymous evaluations, one during the middle of the semester, and the other towards the end of the semester. We can ask student opinions about course format, cultural relevance, and elicit suggestions. As teaching is tailored to an audience, this can help the team decide what, if any, changes need to be made. Students can be asked: a)Which activities did you find most useful? b)Are there any activities of which you would like to see more? c)How can we make the course even more effective? d)Are there any things in the course we should absolutely not change? e)Does the content of the course make you feel more connected to the Clayton State Community?

4. Other Spanish faculty can evaluate our activities before they go live and give us feedback each semester so all instructors in Spanish at the University as a whole can constantly perfect the courses.

Timeline

June - July 2020

- A comprehensive list of OER resources, which has already mostly been compiled, will be narrowed down to the materials we will definitely utilize for our course.

August - September 2020

- We will create the necessary student learning outcomes that align with the division and university expectations.

September 2020 - December 2020

- Write the Chapter Overviews, Discussion Board/Voice Board Prompts, Homework Exercises, Practice Quizzes and Chapter Quizzes for SPAN 1001.

January 2021 - March 2021

- Write the Chapter Overviews, Discussion Board/Voice Board Prompts, Homework Exercises, Practice Quizzes and Chapter Quizzes for SPAN 1002.

April 2021 - May 2021

- Revision and peer revision of the materials designed

May 2021

- Roll out the new sequence for Spanish 1001 during the first summer session.

June 2021

- Roll out the new sequence for Spanish 1002 during the second summer session.

Budget

Budget: \$10,800,

\$5000 for each of the two professors

\$800 for miscellaneous expenses:

-Stipend for student(s) to assist in project

-Stipend for other miscellaneous expenses

Sustainability Plan

As soon as our first SPAN 1001 OER course goes live, the impact will be immediate. Precious time will no longer be wasted on having to assist students understandably concerned about the high price of the textbook. An OER course will help students maintain focus and interest because they will no longer be overwhelmed with material that is never covered and/or not related to their daily lives. While so many textbooks focus on students who don't resemble our students at all, we will gear our textbook and focus on local tropes to which students will immediately connect. This has long been a central point to second-language acquisition. Language learning occurs in meaningful, relevant interactions, the basis of Stephen Krashen's theories. We will never again have to see a student drop the course simply because of financial constraints. Whenever needed, we will be able to update/modify the course and keep the cultural content both current and interesting.

SPAN 1001 and SPAN 1002 are taught each semester, including the summers, so the impact will be immediate and long lasting. Hopefully, we will then be able to develop OER courses for SPAN 2001 and SPAN 2002.

Acknowledgment

Grant Acceptance

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



College of Arts & Sciences

April 20, 2020

Re: Letter of Support for FY 2020 ALG Grant Proposal

Dear Committee Members,

This is my third letter of recommendation this year in support of our faculty's applications for the 2020 ALG grant. Our faculty are working diligently every day to support the University System of Georgia's commitment to reducing the cost of education for Georgia students. Faculty at Clayton State University have done an amazing job under the current challenging circumstances of transitioning from teaching seated classes to 100% online instruction with only one week to prepare. Accomplishing a task like this requires a true commitment and hard work on the part of our faculty. That is the most recent example of why I have total confidence in our faculty's ability and dedication to use the ALG grant to develop low-cost to no-cost textbook options for our students.

As the Dean of the College of Arts and Sciences, I enthusiastically support the application for the Affordable Learning Georgia (ALG) Textbook Transformation grant submitted by Drs. Rosario Vickery and Dennis Miller. These two full-time Spanish faculty, each of whom is tenured, have taught at Clayton State for more than a decade, and they are highly motivated and committed to the success of our students. As the high scores in their student evaluations indicate, they are student-centered faculty and their main goal is to help students to graduate. They are submitting an ALG application in the hope of receiving a grant to make SPAN 1001 and SPAN 1002 fully OER courses.

Each year around 514 students enroll in these two courses. The cost of current textbook per student is \$157. With a fully funded textbook transformation project, Drs. Vickery and Miller estimate an annual cost savings to our students to be approximately \$80,775.

This proposal will benefit a large number of our students by reducing their total cost of learning materials. Most of our students at Clayton State University are the first in their families to attend college, they come from low income households, they work at least 20-30 hours each week, and they are Pell Grant recipients. A reduction in the cost of textbooks will aid them in completing their degree on time. It would also enhance our retention and progression rates.

I sincerely hope that these two faculty will be awarded this very important grant to help us achieve our ongoing commitment to a successful transformation to free and online texts. Thank you for your consideration of this proposal.

Sincerely,

A handwritten signature in black ink, appearing to read "Nasser Momayezi".

Nasser Momayezi, Dean

College of Arts and Sciences

2000 Clayton State Boulevard, Morrow, Georgia 30260-0285 Voice: (678) 466-4700 FAX: (678) 466-4899

www.clayton.edu

An Affirmative Action/Equal Opportunity Institution

ALG PROPOSAL

Institution	Clayton State University
Applicant name	Dennis Miller, Jr.
Applicant email	dennismiller@clayton.edu
Applicant phone number	678-466-4742
Applicant Position/Title	Associate Professor, Spanish
Submitter Name	Dennis Miller, Jr.
Submitter Email	dennismiller@clayton.edu
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Team Member #1	Dennis Miller, Jr.
Team Member #1 email	dennismiller@clayton.edu
Team Member #1 phone number	678-466-4742
Team Member #1 Position/Title	Associate Professor, Spanish
Team Member #2	Rosario P. Vickery
Team Member #2 email	mariavickery@clayton.edu
Team Member #2 phone number	678-466-4877
Team Member #2 Position/Title	Associate Professor, Spanish
Team Member #3	Courtney DuBois
Team Member #3 email	CourtneyDuBois@clayton.edu
Team Member #3 phone number	678-466-5495
Team Member #1 Position/Title	Instructional Designer, CELT

Title of Grant Project	Making Elementary Spanish courses at Clayton State University Affordable to All
Requested Amount of Funding	\$10, 800
Course Names and Course Numbers	Elementary Spanish I (SPAN 1001) Elementary Spanish II (SPAN 1002)
Average Number of Students Per Course Section Affected by Project	25
Average Number of Sections Affected by Project in One Academic Year	30
Average Number of Students Affected per Summer Semester	30
Average Number of Students Affected per Fall Semester	220
Average Number of Students Affected per Spring Semester	264
Title/Author of Original Required Materials	Plazas: Lugar de Encuentros 5 th Edition. Authors: Robert Hershberger, Susan Navey-Davis, Guimar Borrás A., Cengage.
Original Total Cost Per Student	\$157.15 (text used in both SPAN 1001 and SPAN 1002)
Post-Project Cost Per Student	\$0
Post-Project Savings Per Student	\$157.15
Projected Total Annual Student Savings	Up to \$80. 775 (514 students X \$157.15)

Per Year	
Using OpenStax Textbook?	No
Other Possible Positive End Results	Increase number of students in program, as well as Spanish minors

Project Goals:

In the Atlanta metro area one can easily argue that for certain majors, particularly Health Care professionals, Criminal Justice professionals, and future educators, just to name a few, studying Spanish is not only beneficial but necessary. Currently, half of the Latino population in the state of Georgia resides in the Atlanta metropolitan area, currently [11% of the population](#) of the entire state. As a result, most university students recognize the significance of at least a cursory background in Spanish language and culture.

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- 1)The most important and immediate goal of the ALG grant is removing the unnecessary financial burden to all students in SPAN 1001 and SPAN 1002 and not forcing students to make the necessary decision to not purchase a textbook, drop the course, and/or take the course elsewhere.
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Morrow, Peachtree City, or the Henry County campus. Students are more likely to relate to material as specific to their surroundings as possible. We would be able to, for example, focus on campus references, campus organizations, even the majors we often find taking Spanish classes.

2. Statement of Transformation:

As mentioned before, the particular demographic of our institution, if anything, begs the question: why have we not made our courses OER before? Most of the students in our SPAN 1001 and SPAN 1002 classes fit one of three categories. 1) They are high school students fulfilling their language classes. Should funding textbooks for dually enrolled students continue to be problematic? 2) Criminal Justice, English, and Communication majors, in particular, are required to take either three or four semesters of Spanish. Should these majors who need Spanish in their course of study be penalized economically? 3) Lastly, students whose careers will benefit from a Spanish background and see the need for Spanish language and culture for their professional background, particularly those who enter a health care profession, a profession in education, or public service, for example, should they also incur high textbook costs?

The prohibitive costs of textbooks have been an issue with which students have been grappling for at least a decade. For example, Rich Williams, an education advocate, was sounding the alarm already a decade ago: "Students recognize that textbooks are essential to their education but have been pushed to the breaking point by skyrocketing costs."

<https://www.chronicle.com/article/7-in-10-Students-Have-Skipped/128785>

The cost of textbooks is slowing down graduation rates as students either postpone taking a Spanish course because of the cost or look to take it online elsewhere. In fact, last summer, a student mentioned on an evaluation "I did not have to postpone graduation because you didn't require MindTap" MindTap is the online platform for the online textbook, and some instructors do not require it in SPAN 2001 or SPAN 2002, primarily because of the cost.

As our student body is predominantly non-traditional and/or first-generation college students, many students still prefer to have access to the hard copy of a text. Instead of consisting of thirty or forty page lessons, many pages of which students simply do not need, we can condense the lesson overviews/our text to roughly five or seven pages. If students take advantage of sites such as [Blurb](#), [CreateSpace](#), [Ingram](#), or [Lulu](#), students would spend less than \$10 a semester on texts, and printing the text would not be required. Students would also take advantage of Open Educational Resources such as YouTube, the activities available in Lumen Learning, [Acceso](#), and [El español en los Estados Unidos](#). The instructors will supplement any areas students might find challenging and take advantage of other OER sites such as [SpanishDict](#), which has supplemental grammar explanations and practice quizzes.

Transformation Action Plan:

Tentative breakdown of the course design for SPAN 1001 and SPAN 1002, some of which has been alluded to before:

- Eight lessons each course: Chapters should be shorter and more adaptable to student needs, shorter chunks.
- Each lesson will start out with a pre-test that won't count for a grade to test students on knowledge that they may already know.
- Each lesson will contain an overview, which students will be able to print.

- Each lesson will contain a vocabulary list, so students know which vocabulary to actively review. They will also be able to print this out. Vocabulary will be as practical as possible, culturally appropriate and as Atlanta metropolitan centric as possible.
- Each lesson will cover no more than three grammar points. Each grammar point will be introduced in video format.
- Each lesson students will take a quiz as well as complete homework exercises. They will have practice and graded attempts for homework exercises.
- Each lesson students will complete two Discussion Boards and two Voice Boards. One of the voice boards students will record themselves answering written questions and for the second voice boards students will answer randomly ordered questions that review that lesson's content. They will be given 30 seconds to respond
- There will be a midterm and final exam. Students will have access to the format of each exam and also to a practice midterm and a practice final exam.
- At the end of the semester students will be required to submit a project, creating a narrated PPT or making a Screencast o matic video. The student can select a cultural topic or discuss his/her professional goals to further practice the most relevant vocabulary.
- All courses will be streamlined, as students will consistently cover the same material and be evaluated similarly in all courses. Presently, this is not the case.
- All cultural activities, which will rely on videos and culturally relevant readings, will be as culturally specific as possible. For example, exploring the local Latino communities in Forest Park, Riverdale, Morrow, Buford Highway, and the local shops and experiences often just a few miles from the classroom or the student's home.
- For each lesson, we will also create a Lesson Practice Test that students will take before each chapter exam to review the material.
- As Clayton State has a sizable Native and Heritage Spanish-speaking population among students, 6% Latino, we plan to have some of them record dialogues as well as proofread our project, further increasing the collaborative effort of this project.

After the creation of our textbook (the overviews and vocabulary lists, grammar lessons, very short practice exercises with answers), we will be able to remove the unnecessary financial burden that prevents some of our students from realizing their academic goals in a timely fashion.

This team has already amassed a list of possible OER resources and will rely on the following list of topics while designing the course. This team will focus on the necessary materials covered in most SPAN 1001 and 1002 themes across the nation:

- The Alphabet
- The verb ser
- Verbs in the present tense
- The verbs ser vs. estar

- Vocabulary particularly relevant to the most common majors (Criminal Justice, Communications, Nursing, etc.)
- Expressing likes and dislikes
- Describing themselves, familiar members
- Workplace vocabulary
- Verbs in the past tense
- Direct and Indirect Object Pronouns
- Daily routines
- Cultural Content that will be constantly revised to be as current as possible

The members of this team are Dr. Dennis Miller, Jr, and Dr. Rosario P. Vickery, content experts who both have been teaching Spanish for decades. We have both designed other courses for Clayton State, and we both have made all of the upper level classes we teach fully OER. We have met with Courtney DuBois, Instructional Designer at CELT of Clayton State University, who is experienced with supporting another ALG grant at our university and have a tentative plan for utilizing the resources at CELT for our needs, primarily voice recording, video, and D2L support.

In preparation for this grant, we are aware of three other USG institutions who have pursued this path or have been approved to do so:

(1) Gordon State College has received a ALG grant to create their own textbook specific to GSC.

(2) The University of North Georgia's *Hola a todos* Spanish I text is very specific to the University of North Georgia's campus.

(3) The University of West Georgia has received an ALG grant and is in the process of creating textbooks for their Spanish courses.

Clayton State's team will create an eight-lesson text with online activities that are easily accessible, which will be more effective than simply modifying/adjusting *Hola a todos* to our particular population.

Quantitative and Qualitative Measures:

1. We will compare the DFW rates from previous semesters to the semester(s) the OER format is implemented, as well as comparing test and homework averages;

2. By consistently examining homework success rates, the team can ask itself: a) Are these exercises not challenging enough or are they too challenging? b) How can they be modified to increase second language acquisition?

3. Especially during the first semesters, we will continually ask for student feedback. We can, for example, include two anonymous evaluations, one during the middle of the semester, and the other towards the end of the semester. We can ask student opinions about course format, cultural relevance, and elicit suggestions. As teaching is tailored to an audience, this can help the team decide what, if any, changes need to be made. Students can be asked: a) Which activities did you find most useful? b) Are there any activities of which you would like to see more? c) How can we make the course even more effective? d) Are there any things in the course we should absolutely not change? e) Does the content of the course make you feel more connected to the Clayton State Community?

4. Other Spanish faculty can evaluate our activities before they go live and give us feedback each semester so all instructors in Spanish at the University as a whole can constantly perfect the courses.

Timeline:

June - July 2020

- A comprehensive list of OER resources, which has already mostly been compiled, will be narrowed down to the materials we will definitely utilize for our course.

August - September 2020

- We will create the necessary student learning outcomes that align with the division and university expectations.

September 2020 - December 2020

- Write the Chapter Overviews, Discussion Board/Voice Board Prompts, Homework Exercises, Practice Quizzes and Chapter Quizzes for SPAN 1001.

January 2021 - March 2021

- Write the Chapter Overviews, Discussion Board/Voice Board Prompts, Homework Exercises, Practice Quizzes and Chapter Quizzes for SPAN 1002.

April 2021 - May 2021

- Revision and peer revision of the materials designed

May 2021

- Roll out the new sequence for Spanish 1001 during the first summer session.

June 2021

-Roll out the new sequence for Spanish 1002 during the second summer session.

Budget

Budget: \$10,800,

\$5000 for each of the two professors

\$800 for miscellaneous expenses:

-Stipend for student(s) to assist in project

-Stipend for other miscellaneous expenses

Sustainability Plan

As soon as our first SPAN 1001 OER course goes live, the impact will be immediate. Precious time will no longer be wasted on having to assist students understandably concerned about the high price of the textbook. An OER course will help students maintain focus and interest because they will no longer be overwhelmed with material that is never covered and/or not related to their daily lives. While so many textbooks focus on students who don't resemble our students at all, we will gear our textbook and focus on local tropes to which students will immediately connect. This has long been a central point to second-language acquisition. Language learning occurs in meaningful, relevant interactions, the basis of [Stephen Krashen's theories](#). We will never again have to see a student drop the course simply because of financial constraints. Whenever needed, we will be able to update/modify the course and keep the cultural content both current and interesting.

SPAN 1001 and SPAN 1002 are taught each semester, including the summers, so the impact will be immediate and long lasting. Hopefully, we will then be able to develop OER courses for SPAN 2001 and SPAN 2002.