Affordable Materials Grants, Round 19:

Transformation Grants

(Spring 2021-Spring 2022)

Proposal Form and Narrative

# Notes

* The proposal form and narrative .docx file is for offline drafting and for our review processes. Submitters must use the online Google Form for proposal submission.
* The only way to submit the official proposal is through the online Google Form. The link to the online application is on the [Round 19 RFP Page](https://www.affordablelearninggeorgia.org/about/rfp_r19).
* The italic text provided below is meant for clarifications and can be deleted.

The Round 18 Kickoff will include an asynchronous training module, required for all team members to complete, followed by the synchronous Kickoff Meeting on March 26, 2021 from 1pm-4pm. At least two team members from each awarded team (unless the award is for one individual) are required to attend the synchronous Kickoff Meeting.

# Applicant and Team 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, just list leave the submitter blank.*

| Requested information | Answer |
| --- | --- |
| Institution(s) | Gordon State College and Clayton State University |
| Applicant name | Darren Broome |
| Applicant email  | dbroome@gordonstate.edu |
| Applicant position/title | Professor of Spanish and French |
| Submitter name  | Darren Broome |
| Submitter email  | dbroome@gordonstate.edu |
| Submitter position/title | Professor of Spanish and French |

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.

| Team member | Name | Email address |
| --- | --- | --- |
| Team member 1 | Darren Broome | dbroome@gordonstate.edu  |
| Team member 2 | Dennis Miller  | dennismiller@clayton.edu |
| Team member 3 |  |  |
| Team member 4 |  |  |
| Team member 5 |  |  |
| Team member 6 |  |  |

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

|  |
| --- |
|  |

# Project Information

| Requested information | Answer |
| --- | --- |
| Priority Category / Categories*Projects in these categories will receive three extra points in the final score for fitting a priority of these particular rounds of Transformation Grants. The type of funding for the project is determined by the funding categories criteria above. As of Round 18, projects can be a part of more than one category. Note that the below categories only indicate priority, not which applications qualify for a grant. Select all that apply.* | *Priority categories:* * *Collaborative Projects with Professional Support*
* *Student Participation in Materials Evaluation and/or Development*
* *Departmental Scaling Projects*
* *Upper-Level Campus Collaborations*

*Otherwise, put “None.”*  |
| Requested Total Amount of Funding*$30,000 maximum total award per grant* | *$10,800* |
| Final Semester of Project | *Summer 2022* |
| Using OpenStax Textbook?*This is to indicate to OpenStax that they can provide additional support and resources to your team during the adoption process.* | *No* |

# Impact Data

Please fill in the data below with impact data in below with one course (all sections) in each table, and only include courses and instructors that are specifically part of the scope of this grant proposal. Add or remove tables as needed. **Please only put a single averaged or totaled (as appropriate) number in each box. Do not put ranges or mathematical equations in any of these boxes.** If the materials used by different instructors in a course vary drastically, it is possible to enter one course per instructor.

For a multi-course project, if a significant amount of students are assumed to take courses in a sequence and only one textbook is used for these courses, please take this into account in your total *(i.e. only include that book in the first course they would purchase it for OR adjust the number of students affected. Please explain in the notes section if making such adjustments).*

## Course 1

| Row # | Requested information | Answer |
| --- | --- | --- |
| N/A | Course title and number | Spanish 2001 Spanish 2002 |
| N/A | Course instructors |  |
| 1 | Average number of students enrolled per section | 15 |
| 2 | Average number of affected course sections scheduled in a summer semester | 4 |
| 3 | Average number of affected course sections scheduled in a fall semester | 9 |
| 4 | Average number of affected course sections scheduled in a spring semester | 9 |
| 5 | Total number of course sections scheduled in an academic year *Add up rows 2-4.* | 22 |
| 6 | Total number of student section enrollments per academic year*Multiply row 1 and row 5.* | 330 |
| 7 | Original required commercial materials*Include each title, author, price for a new copy purchased from either your campus bookstore, the publisher, or Amazon, and a URL to the book showing the price.* | Vistas Plazas Amazon.com  |
| 8 | Original cost per student section enrollment*Add up the cost of all materials in row 7.* | $135 |
| 9 | Average post-project cost per student section enrollment | 0 |
| 10 | Average post-project savings per student section enrollment*Subtract row 9 from row 8.* | $67.5*Students could use this book for two courses. Most student at Gordon State and Clayton State complete both courses; very few students complete just one of intermediate Spanish courses. So, savings per students will be on average $ 67.5 ($135/2 courses).* |
| 11 | Projected total annual student savings per academic year*Multiply row 10 and row 6.* | $22,275 |

## Course 2

|  |  |  |
| --- | --- | --- |
| Row # | Requested information | Answer |
| N/A | Course title and number |  |
| N/A | Course instructor |  |
| 1 | Average number of students enrolled per section |  |
| 2 | Average number of course sections scheduled in a summer semester |  |
| 3 | Average number of course sections scheduled in a fall semester |  |
| 4 | Average number of course sections scheduled in a spring semester |  |
| 5 | Total number of course sections scheduled in an academic year *Add up rows 2-4.* |  |
| 6 | Total number of student section enrollments per academic year*Multiply row 1 and row 5.* |  |
| 7 | Original required commercial materials*Include each title, author, price for a new copy purchased from either your campus bookstore, the publisher, or Amazon, and a URL to the book showing the price.* |  |
| 8 | Original cost per student section enrollment*Add up the cost of all materials in row 7.* |  |
| 9 | Average post-project cost per student section enrollment |  |
| 10 | Average post-project savings per student section enrollment*Subtract row 9 from row 8.* |  |
| 11 | *Multiply row 10 and row 6.* |  |

## Course 3

|  |  |  |
| --- | --- | --- |
| Row # | Requested information | Answer |
| N/A | Course title and number | N/A |
| N/A | Course instructor |  |
| 1 | Average number of students enrolled per section |  |
| 2 | Average number of course sections scheduled in a summer semester |  |
| 3 | Average number of course sections scheduled in a fall semester |  |
| 4 | Average number of course sections scheduled in a spring semester |  |
| 5 | Total number of course sections scheduled in an academic year *Add up rows 2-4.* |  |
| 6 | Total number of student section enrollments per academic year*Multiply row 1 and row 5.* |  |
| 7 | Original required commercial materials*Include each title, author, price for a new copy purchased from either your campus bookstore, the publisher, or Amazon, and a URL to the book showing the price.* |  |
| 8 | Original cost per student section enrollment*Add up the cost of all materials in row 7.* |  |
| 9 | Average post-project cost per student section enrollment |  |
| 10 | Average post-project savings per student section enrollment*Subtract row 9 from row 8.* |  |
| 11 | Projected total annual student savings per academic year*Multiply row 10 and row 6.* |  |

## Course 4

|  |  |  |
| --- | --- | --- |
| Row # | Requested information | Answer |
| N/A | Course title and number | N/A |
| N/A | Course instructor |  |
| 1 | Average number of students enrolled per section |  |
| 2 | Average number of course sections scheduled in a summer semester |  |
| 3 | Average number of course sections scheduled in a fall semester |  |
| 4 | Average number of course sections scheduled in a spring semester |  |
| 5 | Total number of course sections scheduled in an academic year *Add up rows 2-4.* |  |
| 6 | Total number of student section enrollments per academic year*Multiply row 1 and row 5.* |  |
| 7 | Original required commercial materials*Include each title, author, price for a new copy purchased from either your campus bookstore, the publisher, or Amazon, and a URL to the book showing the price.* |  |
| 8 | Original cost per student section enrollment*Add up the cost of all materials in row 7.* |  |
| 9 | Average post-project cost per student section enrollment |  |
| 10 | Average post-project savings per student section enrollment*Subtract row 9 from row 8.* |  |
| 11 | Projected total annual student savings per academic year*Multiply row 10 and row 6.* |  |

# Narrative Section

## Project Goals

According to the article "Data Drive, Metro Atlanta Latino's Fast-Growing, Young and Diverse," between 2000 and 2010, the Latino population in the metro Atlanta region has increased by a rate of 102%. By the year 2040, the Latino population is expected to grow by another 150%. Another interesting fact is that the majority of the Latino influx are often Latinos moving here from other Latino urban centers, such as New York City, Miami, and Houston. As the Hispanization of Georgia continues, so will the need for professionals who have at least a cursory proficiency in the Spanish Language. Even in other areas of Georgia, from Gainesville to Valdosta to Barnesville, the influx of Latinos to the great state of Georgia cannot be denied. (https://atlantaregional.org/whats-next-atl/articles/metro-atlantas-latino-population-fast-growing-young-and-diverse/)

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 direction 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 education 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.

As the majority of the students at Clayton State and Gordon State are from working class families and are first generation college students, utilizing OERs is an extremely beneficial step one can take for student retention. At Clayton State, as mentioned, the majority of the students enrolled in SPAN 2001 or SPAN 2002 fall into one of two categories: 1)they are fulfilling the requirements for their major (especially Criminal Justice, Communications, or English) or 2) are pursuing a health care professional career. If we can remove one less prohibition, having a knowledge of the Spanish language may help students, particularly Criminal Justice and Nursing majors, in their future professions. The same can also be said for English majors who are interested in teaching, and Latino students will continue to make up a larger number of the student population.

In the article "Textbooks are pricey. So students are getting creative" is just one of the many examples of the lengths students are willing to take as the price of textbooks for even two classes has skyrocketed out of control. That particular article elucidates some of the many strategies students are forced to take: spending countless hours scanning textbooks with their phones, looking for pirated copies online, dropping classes that require expensive textbooks, choosing textbooks over groceries, just to name a few.

(<https://www.washingtonpost.com/local/education/textbooks-keep-getting-pricier-so-students-are-getting-creative/2020/01/17/4e1306b8-30b9-11ea-91fd-82d4e04a3fac_story.html>)

## Statement of Transformation

The courses will be designed as follows:

1)A total of eight lessons will be written: four for SPAN 2001 and four for SPAN 2002.

2)In D2L each course will contain four main modules corresponding to each lesson. In each module, submodules will be created, following this format: a)an overview b)vocabulary c)Grammar Point #1 d)Grammar Point #2 e)Grammar Point #3 f)Culture g)Assessments

3)Each lesson will also contain a practice test, so students can review the lesson's material before taking any assessments.

4)The D2L format will also have Discussion Boards and Voice Boards created for each lesson, created specifically for hybrid and fully online courses.

5)At the end of the semester, instructors may create a final exam as all the questions will be in the question library and generating a randomized final exam will be easy.

6)The cultural activities will include information relevant to the Atlanta and Bainbridge metro areas.

7)At both institutions, students will be hired to proofread both the written OER and the activities on D2L. 7% of the student body at Clayton State are Latino, and we can also hire them to record dialogues so students will be able to listen to a variety of local, contextualized dialects. At GSC there is a similar makeup of Latino students who can be hired to proofread as well.

## 3. Action Plan

This team will create contextualized materials to cover the following points:

Vocabulary:

a)fiestas, holidays

b)leisure, vacation

c)technology

d)housing/home

e)nature

f)city life g)well being

h)professional world

Grammar points:

a)review preterit, imperfect

b)qué cuál cuáles, se constructions

c)informal commands, por vs. para

d)formal commands, stressed possessives

e)present subjunctive

f)adverbial clauses, present perfect

g)adjective clauses, future

h)future perfect, imperfect subjunctive

The members of this team, Dr. Darren Broome and Dr. Dennis Miller have been teaching Spanish in the USG for over a decade. Dr. Broome has designed OERs for SPAN 1001 and SPAN 1002 at his home institution, and Dr. Miller is near completing the OERs for SPAN 1001 and SPAN 1002 at Clayton State. We are both aware of the OERs currently out there:

1)As mentioned, Dr. Broome has designed OERs for SPAN 1001 and SPAN 1002, but this grant would allow him the opportunity to complete OERs for SPAN 2001 and SPAN 2002.

2)The University of North Georgia's Hola a todos is an excellent resource for SPAN 1001 and SPAN 1002, but nothing comparable for SPAN 2001 and SPAN 2002.

3)The University of West Georgia has designed an OER for SPAN 1001 and SPAN 1002, but not, to our knowledge, for SPAN 2001 and SPAN 2002.

## 4. Quantitative and Qualitative Measures

1. As the courses are piloted, we will be able to garner the following information: a)have we designed enough homework exercises? b)do they need to be tweaked? c)do we need to create more?

2. We will take into consideration feedback students have provided regarding the OERs for SPAN 1001 and SPAN 1002 and implement it in our design. We will also have students complete surveys to help us further tweak the course designs as needed.

3. We will have students answer relevant questions such as: a)which activities/resources do you find most useful? b)which resources are not necessary? c)what is one thing we can change to make this course even more effective? d)does this course help you feel more connected to your local community?

## 5. Timeline

June - August 2021

- The lessons for SPAN 2001 will be written

September - December 2021

- The lessons for SPAN 2002 will be written

January - February 2022

- The D2L component will be created, four modules to correspond with the four lessons for SPAN 2001

- Revision and peer revision of the materials designed

March - April 2022

- The D2L component will be created, four modules to correspond with the four lessons for SPAN 2002

-Revision and peer revision of the materials designed

May 2022

- Roll out the new sequence for SPAN 2001 during the first summer session

June 2022

= Roll out the new sequence for SPAN 2002 during the second summer session

## 6. Budget

Budget: $10, 800

$5,400 for Dr. Broome

$5,400 for Dr. Miller

## 7. Sustainability Plan

The ability for students, the majority of whom are first generation college students from disadvantaged backgrounds to organize fully OER platforms will help them create their degree plans in a timely fashion. It has multiple benefits: 1) it removes the stress of having to expend money on textbooks, an expenditure which varies from semester to semester. 2) the textbook can be more Georgia-centric in its focus, providing more relatable content. 3) more importantly, textbooks generally do not reflect the demographics of either institutions, and students are more receptive to materials where they see themselves because, as stated earlier, representation matters. 4) the texts can be easily modified to reflect the needs of the students and/or keep the local cultural information relevant.

The material designed for Spanish 2001 and Spanish 2002 will immediately impact a large portion of our students. Spanish 2001 and Spanish 2002 are taught each semester. Team members will regularly maintain and update as needed. Evaluation and assessment will remain included in the course to create opportunities for improvement. As the college grows, the number of sections will only increase. The creation of these materials will save students money and hopefully generate more interest in the Spanish language and culture. The creation of these materials should improve the success rates in Spanish 2001 and Spanish 2002. With this positive change team members will want to share the experience with colleagues on campus as well as with other USG colleagues.

# Creative Commons Terms

*I understand that any new materials or revisions created with ALG funding will, by default, be made available to the public under a Creative Commons Attribution License (CC-BY), with exceptions for modifications of pre-existing resources with a more restrictive license.*

# Accessibility Terms

*I understand that any new materials or revisions created with Affordable Learning Georgia funding must be developed in compliance with the specific accessibility standards defined in the* [*Request for Proposals*](https://www.affordablelearninggeorgia.org/about/rfp_r18)*.*

# Letter of Support

*The Department Chair from the corresponding project, or the Department Chair’s direct report such as the Dean or Provost, must provide a signed Letter of Support for the project. This letter should acknowledge the following:*

* *The department will provide support for fund disbursement in correspondence with the Grants/Business Office.*
* *The department approves of the work on the proposal by the applicant(s).*
* *The department acknowledges the sustainability of the use of these affordable resources after the grant work is complete.*

*In the case of multi-institutional affiliations, all participants’ institutions must provide a letter of support.*

*Please provide the name and title of the department chair (or other administrator) who provided you with the Letter of Support.*

|  |
| --- |
| Dr. C. Jeffery KnightonProvost and Vice President for Academic AffairsGordon State CollegeDr. Nasser MomayeziDean of Arts and SciencesClayton State University  |

# Grants or Business Office Letter of Acknowledgment

*Institutional Grants/Business Offices will be responsible for fund disbursement, often in correspondence with the Department Chair, including expense and travel reimbursement. Applicants will need to provide a short Letter of Acknowledgment stating that the Grants/Business Office knows about the applicant’s intent to apply for an Affordable Materials Grant. Either the Department Chair or the Project Lead can work with the Grants/Business Office to get this signed letter.*

*In the case of multi-institutional affiliations, all participants’ institutions must provide a letter of acknowledgment.*

*Please provide the name and title of the grants or business office representative who provided you with the Letter of Acknowledgment.*

|  |
| --- |
| Tammy Presley *tammep@gordonstate.edu*Scott McElroyScottmcelroy@clayton.edu |