Unit Plan: World Languages

March 14, 2008

Part I: Description of the Unit

We are a team of three full-time and a half-dozen adjunct faculty members who offer courses in Chinese, French, Italian, Japanese, and Spanish, and who subscribe to the “Five C’s” of the Foreign Language Standards of the California Department of Education: Communication, Culture, Connections, Comparisons, and Communities. We offer opportunities for study and practice not only in our classrooms, but also in the Learning Connection, which includes the Language Center for traditional and computerized study, the World Languages Discussion Room for a variety of independent and collaborative pursuits among students (such as small conversation groups and study groups), and PATH (Tutorial Services) for one-on-one and small group, directed consultations. Our mission is to offer a range of world language courses and activities in response to the diversity of the wider Chabot community: lower-division university courses with transferable units to prepare students for upper-division courses at four-year institutions; programs for transfer majors and AA degrees; conversation courses to promote communicative competence in world languages in our community; world language courses appropriate for the Chabot community in response to world events; a world language tutor training program designed to prepare our tutors better to serve our students at PATH; partnering and supporting campus organizations and activities that encourage the active learning of world languages and that raise international consciousness and, finally, an active commitment to each and every one of Chabot College’s Leaning Goals, all of which reflect important aspects of studying world languages and cultures: Global and Cultural Involvement, Civic Responsibility, Communication, Critical Thinking, and Development of the Whole Person.

Part II: Accomplishments (what you have done), Results (what you have accomplished) and Goals (what you hope to accomplish)

I. World Languages Courses:
   a. Introductory French, Italian, Japanese, and Spanish courses continue to flourish as well as the Chinese and Spanish conversation courses taught at two other locations besides Chabot. Also, we have offered one section of Spanish 1A in the fall of 2007 as well as spring of 2008 at our new San Leandro campus adding to our growing World Languages program.

   b. We have included Service Learning as a component of the Spanish AA program.

   c. After being approved by the DE committee, Cristina Moon has piloted a hybrid Spanish 1A course in the fall of 2007. This is the first world language course taught as a hybrid at Chabot. Currently, we are offering one section in the spring of 2008 and we will offer it also in the summer as a four-week intensive course. The hybrid platform for Spanish 1A has been received with great excitement by our students who enjoyed the flexibility of time and resource tools for learning Spanish. Just this semester on the first week of instruction, there were 17 additional students (on top of the 40 students already enrolled) that wanted to add the course.
d. Spanish 2A and 2B have been approved for the writing and critical thinking GE requirement for the AA/AS degrees.

e. We offered experimental Chinese 1A and 1B in response to a request from the Hayward Multi-cultural Center and after being approved by the Curriculum Committee in the fall of 2007, Chinese 1A will be offered for the first time at Chabot in the fall of 2008.

f. We have scheduled an “all-day” (all five hours on the same day) French 1A section for the fall of 2008 to go after a market as yet untouched by the French curriculum.

g. We have instituted pilot conversation groups, Quia, and Blackboard for lab credit in the Spanish program. So far in the Spring Semester 2008, there are six conversation groups that meet once a week at PATH; one grammar study group that meets once a week at PATH; and one virtual conversation group that meets online in Blackboard and Quia. This is just a small sample of what is to come when we have the lab hours officially added to all our course outlines. We have an urgent need for a World Languages lab that does not share the facility and resources with other disciplines.

h. We have started a World Languages tutor and learning assistant training course (Tutoring 49B) that focuses on helping our tutors better serve our students.

II. Language Center/PATH

a. We have generated excellent student use of the Language Center/PATH, yet we continue to have problems getting the SARS reports to document this use. We fear that we are not going to get credit for this accomplishment since student use of these facilities is not credited to our enrollment management. The most recent SARS reports we have seen are extremely inaccurate. Perhaps hundreds of hours of world language student use of the facility are going unreported (or underreported), and therefore perhaps unreported or underreported to Sacramento! This is the only discouraging piece of news that must be reported in this Unit Plan, and it will be followed up in our Program Review. The Language Center and Admission and Records seem to be too understaffed to respond to our continued expressions of concern on this topic.

b. We have been working with the staff to have all the computers at the Language Center include the US-international keyboard setting for our students who need to type accents while using the computers at the facility. We have done the changes in all seven computers at PATH. However, it should be noted that there was resistance from IT staff to help us with this need. If we want our lab to serve our students, we need more enthusiastic support from IT, or we need more faculty control of technical decisions.

III. Instructor Development:

b. We used the February flex day for a World Languages Faculty meeting focusing on assessing learning outcomes in relation to oral production/speech. World language teachers used an oral report rubric developed by the sub-division and submitted to the SLOAC committee last year, and reported to each other on our experiences with the rubric (or similar assessment methods) in the fall semester 2007.
b. We are currently putting the final touches on a writing assignment rubric for world language courses what was conceived and started at the flex meeting mentioned above. We are pleased by the collegial contributions to both rubrics on the part of adjunct faculty. We are close to establishing a common method of assessing our students’ oral and written work in World Languages.

IV. Outreach/ Marketing:
   a. We are currently working on updating our World Languages website. The website will include information about the programs, special courses, instructors, events, links to our Tutoring Center and Lab. The website will help with the outreach and marketing of our program to the community as well as to current and future students.
   b. We continue to partner and/or support International Night, the Puente Project, ASCC, M.E.Ch.A., CLEA, the Latino Business Roundtable, la Alianza de Hayward, the Ballet Folclórico Mexicano de Carlos Moreno, Statewide Danzantes Unidos organization, the TV program Lo mero mero.
   c. The percentage of Latino students has increased to nearly 25% of our local service area population.

Goals
1. Continue to use the February flex day for a World Languages Faculty meeting focusing on assessing learning outcomes in relation to the skills we are promoting in classes
2. Continue to be responsive to community requests for new offerings in world languages.
3. Frederick Hodgson reports that his spring combined class of French 1B, 2A, and 2B is, for the very first time, the largest section of all his courses. There are 17 1B students in the class. The 1B group should be separated out and given its own section, with the combined level class including just the 2A and 2B. This will result in an improved program of learning for all the levels involved.
4. Update ALL world language course outlines in order to add lab hours and as part of Program Review.
5. Explore different platforms to adequately implement the mandatory lab hours that soon will be added to all our courses when we currently do not have the facilities.

Part III: Staffing Requests

Dean Marcia Corcoran proposed to us a breathtaking expansion of World Language offerings on Chabot’s campus for 2007-2008 that would require increased staffing for more than 20 sections: two new French 1As for fall 2007; a new French 1B for the spring of 2008; seven new sections of Spanish (Spanish On-Line, Spanish 50 A in the fall; Spanish 50B in the spring; three new Spanish 1A sections in the fall; and a new Spanish 1B in the fall); Chinese 1A and 1B in the fall and spring respectively; and conversational Arabic and Farsi in both the fall and the spring. We hope that her enthusiasm for our program in undiminished and that she continues to think expansively. Possible items to be included:
1) Summer courses: As far we know, we are offering three sections of Spanish 1A—one is the hybrid 1A —, one section of Spanish 1B, and we are not sure how many Spanish and Chinese Conversation courses.

2) New staff: We clearly need another full time Spanish Instructor. With a total of fourteen sections of Spanish 1A, 1B, 2A, 2B, several Spanish Conversation and Culture courses, and the potential of adding more sections of beginning Spanish in response to community request, we need another colleague.

3) We need reassigned time for a World Languages project development coordinator. We have begun the development of a new World Languages Center, and for the language laboratory component (We are adding one lab hour to all World Language courses 1A, 1B, 2A and 2B) to be effective as of fall 2009, we are in urgent need of creating the necessary platforms to accommodate our students’ lab hours. Our subdivision would rotate the responsibilities of the World Languages coordinator. The duties include:

   a. 1. Oversee the development of the World Languages Center (WLC) at Chabot and work with other world languages instructors to coordinate the WLC activities with classroom instruction.

   b. 2. Coordinate with PATH, create an inventory of resource materials for student an tutor use in PATH, create folders available to the tutors to track their interaction with students, and to organize materials related to WL instruction.

   c. 3. Coopoperate with the Learning Connection coordinator and the PATH coordinator.

   d. 4. Identify and recommend WL tutors.

   e. 5. Train tutors and learning assistants; work with WL instructors, tutors, and learning assistants to develop pilots for WL courses aiming to promote student interest, understanding, and participation in cultural activities.

   f. Develop “conversation groups” to be led by trained learning assistants to lead groups of students in target language conversation outside class.

Part IV: **Enrollment Requests (Discipline Plan Spreadsheet)**

- **Part V: Requests for Additional Resources**—

- **Equipment Request (Measure B Bond) (Budget Committee)**

  - Five (?) CD players with excellent sound dedicated to the use of world language faculty that can be conveniently accessed with no prior arrangement required
  - For the French classroom, five French language maps of (1) the French-speaking world, (2) of France, (3) of traditional French provinces, of (4) Quebec, and (5) of French-speaking Africa.
  - Classroom maps of the Hispanic, Italian, Mandarin, and Japanese-speaking worlds for WL classrooms.
  - New desktops or laptops to be used only for WL at PATH with software and settings set up for our students. According to IT, the current seven computers at the lab are not capable of handling new programs and/or new settings. We would like to add iTunes to all the computers to download all the CDs, DVDs, podcasts, and the like, so students do not have to handle or check out individual CDs/DVDs.
  - IPods with recording devices and speakers to be used to record student presentations digitally and to easily transfer the recordings to iTunes.
Students would have immediate access to their recordings and could easily send the audio files electronically. Also, the iPods would be used to store, record, and play the audio and video files.

- I have not used the links to make these requests because they do not cooperate and require PC (I have a Mac and am unfamiliar with right clicking), so if someone could do this for us, I would greatly appreciate it. Next time, it won’t be FH who prepares the unit plan!