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Fall 10-20-2015

Antonieta Gallegos-Ruiz CD Summer 2015

Antonieta Gallegos-Ruiz
CSUSB, agullrui@csusb.edu

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Recommended Citation

Gallegos-Ruiz, Antonieta, "Antonieta Gallegos-Ruiz CD Summer 2015" (2015). *Innovative Course Redesign Grant Reports*. 18.

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2015 Innovative Course Development Grant Report

Project director: Antonieta Gallegos-Ruiz
Department: World Languages and Literatures
E-Mail: agallrui@csusb.edu
Date Submitted: March 10, 2015
Title of Grant Award: 2015 Innovative Course Development Grant
Project Goal: Developing online self-guided modules, self-assessment tools for an interdisciplinary project-based and service learning Spanish terminology course
When Implemented: Fall 2015 (Current quarter)

Brief Description of the Project (as described in the proposal):

The innovations outlined in the Innovative Course proposal are designed to promote active student-centered learning with an interdisciplinary focus through the integration of self-guided interactive online modules and an interdisciplinary project-based service learning practical component. for Span 316A: Spanish for the Professions--Communications. Span 316A provides students with the terminology in the area of mass communication for the purpose of proficiency in Spanish in this specialized field. The course is taught in the traditional face-to-face teacher-centered format via PowerPoint lectures and discussions of assigned readings. The interdisciplinary focus would be student-centered and would further enhance the students' knowledge of the scope of the field of Mass Communications. This project includes the development of written Spanish language materials and self-assessment tools that are currently non-existent in this very broad field. Students will follow interactive online modules and make use of online resources and tools found in Blackboard 9.1.

How the Project was Implemented (including how it differed from the original plan):

The Project was implemented by way of a five-part developmental process:

1. I translated materials in all areas of Communications into Spanish to be used as classroom readings since no materials are available in the target language that can be used as a textbook. First, I selected the readings taken from various textbooks and other materials and translated what I needed from English into Spanish. I translated materials to comprise 8 learning modules (about 13 pages per module) to be studied. The amount of total translated pages was 90. By way of these readings, students will become familiar with the idiomatic form of Spanish within the context of the area of Communications. These also help students gain the necessary understanding of terminology by placing it in context. I combined my translations with other material in English for those students who are not as proficient in Spanish.

2. I developed web-based self-guided and interactive learning modules guiding students through the extensive vocabulary strands in the field of communications with corrective feedback posted on Blackboard for each topic discussed in the module. These modules included vocabulary strands, terminology exercises and questions that students are able to access all 8 learning modules through Blackboard.

3. I also developed comprehensive online reviews the material covered in class for the midterm and final exams. (based on the previous self-assessments and exercises) The objective is to ensure student comprehension of material and to master a great deal of terminology.

4. I developed guidelines for interdisciplinary focused projects. I assigned team interdisciplinary oral presentations and individual interdisciplinary focused research papers. A handout defining what is “interdisciplinary” and how it applies to their projects and to this course was also developed.

5. One of the innovations of this course is the service learning component. 24 students will be broadcasting over the revived program *Coyote Radio en Español* beginning *October 22 and will* continue through December 3rd. Thanks to the support of Lacey Kendall, this 2-hour radio program experience will provide students with a hands-on approach to learning while at the same time allow them explore other facets of Communications. The *Strategic Communications Office*, with the support of Joe Gutierrez, and the *Career Center* are another two areas where students are completing their service learning course requirement. I developed guidelines for completing this course requirement as well.

How did my developed innovations differ from the original plan?

The project that I outlined originally has been met with one exception. Although the translated material that I had projected in my original proposal is adequate for the course, I would have wanted to translate an additional 30-40 pages of text to be used as supplementary readings. All in all, I feel I have completed the project as originally planned.

Results of the Project:

The Summer stipend generously funded through this Innovative Course Development Grant enabled me to translate 90 pages of text for the course readings, develop 8 learning modules that include lists of terminology, terminology exercises and questions on content with their respective self-assessments in the form of corrected self-guided practice exercises. I designed the interdisciplinary project and the team oral presentation and research paper guidelines. I contacted university entities such as *Coyote Radio*, the *Strategic Communications Office* and the *Career Center* whereby students could perform their service learning requirement and wrote guidelines for this component.

Since this course is currently being taught this Fall 2015, I do not have results of a survey whereby students respond to their experience in this innovative course. I plan to have them at the end of this quarter. However, I have heard comments from students that the learning modules are helpful, the service learning component is of interest to them and that the interdisciplinary project is a challenge.

Additional Comments (Lessons Learned, Insights, Future Plans, etc.)

I learned that having additional translated text in the area of Communications can provide students with additional readings and it has given me the idea of developing a textbook in the area of Spanish for Communications. Also, I learned that the concept of “interdisciplinary” is difficult for the students to grasp, I have had to meet with them, as teams, to explain with a variety of examples the concept. I discovered that if I give them several examples they will grasp it. I am now sold on the concept of integrating a service learning component to courses where the subject matter lends itself to this type of activity.

Attachments submitted:

Syllabus

Service Learning Guidelines and Coyote Radio Schedule

Written Project and Oral Presentation Guideles

Upon request, 90 pages of translated text and sample terminology, practice exercises and questions, Assessments.