Title: Online course/Spanish for Professional Development.

Grant Category: Curriculum

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Summary

This project supports the study and improvement of the Spanish language primarily among faculty and staff members of EWU, as part of their professional development, with the possibility of opening enrolment to other members of the community.
Learning a second language is for everyone. Individuals can learn a second language at different rates and levels of proficiency in a variety of settings. The pursuit of knowledge of a second language and the awareness of diverse cultural aspects as part of professional development can be for a community the cornerstone of an appreciation for cultural and ethnic diversity.
The restricted time, the schedule of our daily life, and the inhibition of sharing class with traditional students don’t always allow everyone to participate in regular courses; however the enrollment online would create an incentive to pursue the goal of learning and/or improving Spanish. The course, taught through Blackboard delivery system, allows members of the community an attractive and first hand experience with the Hispanic language and culture, a first step to improving their Spanish language skills, to travel to Hispanic countries, to interact with the Hispanic community, or, simply, to increase the awareness of cultural diversity at EWU.
The ultimate objective of the program would be to allow the faculty or staff member and other professionals to integrate the achieved goals into their professional life, whether from a cultural perspective or from the application of the skills they have learned.
Statement of the issue or problem:

Many members of the community learned Spanish years ago either in school or in their travels; others are willing to approach the learning of a second language for their professional development. The Spokane area doesn’t offer many possibilities to initiate or to retain their language ability. Developing the different skills involved in the process of learning a second language, as a result of comparing with their own language, is the highway to interact with another culture. Knowledge of Spanish continues to be crucial to doing research, communicating with clients and patients, interacting with the community, and acquiring cultural and historical knowledge.

Other universities are aware of the Spanish language status in the American society and have promoted the study for faculty and staff among their regular curriculum and as part of their professional development (Florida International University, University of Florida, Rollins College, University of Wisconsin-Green Bay, University of Central Arkansas, etc.)

The regular attendance in any of our regular Spanish courses, due to scheduling conflicts, is problematic; however the opportunity to develop a course online would fulfill an urgent need and would be an inducement to discover the capabilities to interact with other members of our community. Increasing the number of opportunities to learn Spanish would integrate the most important aspects of appreciation and communication with Hispanics at EWU. This is an experimental course that can be expanded to other members of the community: parents, high school teachers, advisors, and the like, as part of their continuing professional development classes.

According to the American Council on the Teaching of Foreign Languages (ACTFL) the Standards for Foreign Language Learning in the 21st Century (1999) were based on three assumptions:

- Competence in more than one language and culture enables people to:
  - Communicate with other people in other cultures in a variety of settings.
  - Look beyond their customary borders.
  - Develop insight into their own language and culture.
  - Act with greater awareness of self, of other cultures, and their own relationship to those cultures.
  - Gain direct access to additional bodies of knowledge.
  - Participate more fully in the global community and marketplace.

- All students can be successful language and culture learners, and they:
  - Must have access to language and culture study that is integrated into the entire school experience.
  - Benefit from the development and maintenance of proficiency in more than one language.
  - Learn in a variety of ways and settings.
  - Acquire proficiency at varied rates.

- Language and culture education is part of the core curriculum, and it:
  - Is tied to program models that incorporate effective strategies, assessment procedures, and technologies.
Reflects evolving standards at the national, state, and local levels.
Develops and enhances basic communication skills and higher order thinking skills.

Taking into consideration the desired outcomes, the Standards task force identified five goal areas: Communication, Cultures, Connections, Comparisons, and Communities—the five C's of foreign language education. (http://www.nclrc.org)

**Project Objectives:**

1. Promoting the learning of the Spanish language and culture among faculty and staff members at EWU and future growth to other members of the community.
2. Cultural awareness.
3. Professional development for the faculty and staff members pursuing the course.

**Project Design:**

The course will be designed online during the summer of 2006 and will be offered during the fall quarter of the academic year 2006-2007. No previous knowledge of Spanish is required. This online class would consist of an introductory Spanish course for Professional Development, which could be expanded according to demand. This basic experimental course online (SPAN 199-Spanish for Professional Development) would have the possibility to expand into different levels according to the success, expectations and demands from faculty, staff and members of the community. In the experimental phase, faculty and staff members will be the targeted participants. Span 199-Spanish for Professional Development will not satisfy the University foreign language requirement for Bachelor of Arts candidates.

Many faculty and staff members will be able to enroll with an employee's work-related waiver of most fees. My ultimate goal is to open the course up to general participation through Independent Learning, while maintaining it as a special opportunity for faculty and staff.

The needs of different community members can be met through courses online, which permit every individual to set their own schedule. The main objectives of the course are:

- Learning basic knowledge of Spanish grammar structure and vocabulary.
- Acquiring beginning language proficiency by stressing listening comprehension and oral skills.
- Writing for the purpose of communication and to practice grammatical concepts and vocabulary.
- Cultural awareness by developing reading skills through short reading assignments.

**Explanation of the Role and Expertise of Dr. José García-Sánchez:**

Prof. José García-Sánchez, associate professor of the Spanish program, has successfully taught courses in Spanish language and literature at EWU during the last seven years. He has more than 15 years of experience teaching Spanish language and culture at different level and colleges in the United States.

Prof. José M. García Sánchez will be responsible of the preparation and development of the online course.
Dissemination plan

I will recruit their participation through a direct e-mail notice of the opportunity and through Good Morning, Eastern. Promotion in the Distance Education and Online Courses web page, Department of Modern Languages and Literatures web page, any other promotional features used by the university to disseminate the class as part of the Diversity project. The relevance of the course, design, objectives and goals achieved will be promoted at regional (WAFLT) or at national language conferences.

Timetable:

Summer 2006:

June 26-30: En línea Lesson 1 (Material developed online)
July 3-7: En línea Lesson 2-3 (Material developed online)
July 10-14: En línea Lesson 4 (Material developed online)
July 17-21: En línea Lesson 5 (Material developed online)

Detailed budget and brief rationale for all items:

Summer Stipend: $5000

Reference person:

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Resume of Dr. José M. García-Sánchez:

Academic Background:

• Specialization: Spanish Literature
• Minor: Cultural Studies
1993                 Master of Arts: Spanish. Arizona State University
• Specialization: Spanish American Essay
1989                 Licenciado: University of Salamanca
• Spanish Philology

Academic Experience:

Eastern Washington University
Department of Modern Languages and Literatures
2003-Present  Associate Professor  (Spanish Program Coordinator)
1998-2003    Assistant Professor

Saint Anselm College
Department of Modern Languages and Literatures
1996-98     Assistant Professor

Arizona State University
Department of Languages and Literatures.
1991-94     Teaching Associate: Spanish
1994       Teaching Associate: Campo etnográfico de Ensenada, México
1994-95    Research Associate
1994-95    Editorial Assistant, Chasqui; revista de literatura latinoamericana

Academic Research:


Articles: (since 2004)

Los discursos de reconocimiento de Juan Francisco de la Bodega y Quadra. Dieciocho 29.2 (Forthcoming)


Conferences:  (since 2002)

Los discursos de reconocimiento de Juan Francisco de la Bodega y Quadra. RMMLA, Coeur d’Alene, 2005


Lázaro de Tormes: El texto infiel. XV Southeast Conference on Foreign languages and Literatures. Orlando: Rollins College, 2004


Service to the University, College, Department:

- Academic Computing Council (ACC) (Fall 2005-Present)
- Summer Spanish Program Director in Salamanca, Spain (2003-present)
- WAFLT Board member (2005-Present)
- Interdisciplinary Group (Spring 05-Fall 2005)
- College Personnel Committee (Fall 2003-05)
- Modern Languages and Philosophy Personnel Committee. (Fall 03-Present)
- Florence and Earle Stewart Book Scholarship Applications Committee (Fall 2003-Present)
- Counseling, Admissions, Advising, Registration and Placement Committee (CAARP) (Fall 2002-2005)
- Professional Degree Candidacy Interview Committees (1998-Present)
- Student Research & Creative Works Symposium Advisor (2002-Present)
- Modern Language hiring committees (Fall 98-Present)
- Graduate Council Representative (Fall 1998-Present)
- E.F. Evaluator
- McNair mentor