

**2018 Application Form for
ASC Grants for New Service-Learning Course Proposals**

Application Deadline: February 5, 2018

You **MUST** use this form to submit your proposal. Please send submission (form and supplementary materials) to Linda Hood (hood.82@osu.edu), Executive Assistant to Associate Executive Dean Steven Fink.

1. Working Title of Course Proposal: Global Citizens

2. Applicant Information

- Name: Janice M. Aski
- Title: Professor
- Department: French and Italian
- Address: 214 HH
- Phone: 6142884983
- E-mail: aski.1

3. Course Description

General description of course goals of proposed undergraduate course (expected outcomes)

In 2014, four members of the United States Senate and four member of the United States House of Representatives requested that the American Academy of Arts and Sciences examine the role of language learning in the economy and the fulfilment of all Americans, and that they propose actions to ensure excellence in all languages as well as international education and research. Two key findings of the study (*America's languages: Investing in language education for the 21st century*, viii: 2017) are that the ability to understand, speak, read, and write in world languages, in addition to English, is critical to success in business, research, and international relations in the twenty-first century and that the United States lags behind most nations of the world, including European nations and China, in the percentage of its citizens who have some knowledge of a second language.

Most public middle schools in Ohio do not offer foreign language or, if they do, the number of languages offered is limited (and this limitation continues in high school). At the same time, high schools are creating “Global Citizen Certificates” (e.g. Wellington High School) because they recognize the importance of preparing our children/students for a globalized future. The goal of this program is to expose middle school students to a variety of languages and cultural study in order to 1) generate enthusiasm for foreign language study, which will

begin in high school for many students; 2) begin the process of creating responsible, aware, global citizens that may or may not continue in high school and university; 3) prepare students for language study at the university level by exposing them to a variety of languages that (in some cases) are not frequently taught in high school but are, in many cases, offered at the university level. This program is designed for middle school students who have had little or no exposure to foreign languages. However, we welcome students with any background in foreign languages and cultures who would like to continue the development of their understanding of the peoples and cultures of the world.

This undergraduate (UG) service-learning course will be offered in one of two formats each year:

1) **Global Citizens Summer Camp:** Undergraduates will enroll in a 2-credit preparatory course that will be taught the second 7 weeks of Spring 2019. In addition, they will be required to enroll in the 1-credit service learning component for the week of the summer camp on the OSU campus, which will be followed by debriefing and reflection, for a total of 3 credits. The first iteration of the camp will be a one week, non-residential camp running from 9-5. The proposed camp offering is June 4-June 9, 2019 (alternative start date: June 18). The cost of the camp will be \$125/student, and five full-ride scholarships will be paid for by the Center for Languages, Literatures and Cultures (CLLC).

Ideally we would run the UG course with a minimum of 12 students. However, we wish to keep the first iteration of the program small so that we can familiarize ourselves with procedures and the students we will be working with. Keeping that in mind, we will first offer participation to 2 UGs from each of the following languages: Italian, German, French, Portuguese. If at least two students from these languages do not enroll, we will open enrollment up to students of other languages. Each UG student would teach 3-6 students, so with two sections of each language, we would have a minimum of 24 participants and a maximum of 48. (See the complete tentative camp course description at the end of this proposal).

Another goal of this program is to give teaching and practical organizational experience to a graduate student in one of the foreign languages. The graduate student (GS) will co-teach the two-credit methodology course for the UGs, teach in the afternoons of the camp and oversee the camp. The afternoons of the camp will be divided into two sessions, a culture/global citizen class and a culture/global citizen activity (one day of which would be

a movie). The GS will also oversee the international games that are taught by the UGs, run the camp-final reflection activity and open forum, and guide the undergraduates through the post-camp reflection process and final paper.

The GS will be selected through an application process. GSs interested in teaching this course submit a proposal, which would essentially be a syllabus for the material they would like to teach in the afternoon sessions. One graduate student will be selected based on the merits of the course s/he designs. (See below for the budget proposal for the camp.)

2) **Global Citizens at Indianola Informal:** Undergraduate students will enroll in a 3 credit course, the first four weeks of which will be dedicated to preparation for teaching and the last 11 of which will involve teaching language and culture at Indianola Informal K-8 located at 251 East Weber Road to fifth grade students. (Their statement of support is attached to this proposal.) The class will be taught for 55 minutes once/week as an after-school program.

Expected Learning outcomes. At the end of both iterations of this course undergraduate students will be able to:

1. use the foreign language that they study and teach in the camp more spontaneously and fluidly;
2. explain the challenges and satisfactions derived from interacting and managing this age group, achieving teaching goals, maintaining immersion instruction;
3. explain the importance of the development of global understanding for middle school students;
4. prepare pedagogically effective immersion language/culture lesson plans for elementary level students

General description of content of proposed undergraduate course

Global Citizens Summer Camp: Undergraduates (UGs) will enroll in a 2-credit course that will be taught the second 7 weeks of spring semester (Spring 2019), during which they will learn about full-immersion foreign language and culture teaching as well as issues in teaching the participant age group. They will also prepare the modules/lesson plans that they will teach in the camp. Each foreign language department that has UGs enrolled

in the course will dedicate 5 GTA service hours during spring semester to looking over the UG teaching materials to control for their correct use of language and appropriate representation of culture. (They may choose to allow the UGs to attend GTA office hours if they have questions.) The instructor of the service learning course will direct the topics and scope of the materials. The culture modules that they prepare will be shared with the class so that all UG students learn about other cultures. At the conclusion of the camp, the graduate student directing the camp will guide the debriefing discussion and assist students with their final reflection paper.

Global Citizens at Indianola Informal: Undergraduate students will enroll in a 3 credit course, the first four weeks of which will be dedicated to preparation for teaching and the last 11 of which will involve teaching language and culture at Indianola Informal. During the first four weeks, UGs learn about full-immersion foreign language and culture teaching as well as issues in teaching the participant age group. They will also create the first two lesson plans that they will teach. After the first four weeks, during the first meeting of the following weeks students will debrief about the lesson that they taught and write a lesson plan for the next class they will teach. The second meeting of each week will be teaching at the school. Since they start writing their lesson plans before they start teaching, they are always ahead of schedule and will have time to consult with a Graduate Teaching Associate in their language if they have questions. Each foreign language department that has UGs enrolled in the course will dedicate 5 GTA service hours during spring semester to looking over the UG teaching materials to control for their correct use of language and appropriate representation of culture. (They may choose to allow the UGs to attend GTA office hours if they have questions.) The instructor of the service learning course will direct the topics and scope of the materials. The culture modules will be shared with the class so that all UG students learn about other cultures. At the conclusion of the course, the professor will guide the debriefing discussion and assist UG students with their final reflection paper.

General description of service-learning component of the course

Global Citizens Summer Camp: UGs will be required to enroll in the 1-credit service learning course for the week of the camp and the reflection follow-up. Each morning of the camp, UGs will be responsible for teaching

a two-hour immersion introductory language class (with breaks) followed by a one-hour module in English on the culture/s of the country/countries of their language. The participants will rotate through the languages, so the UGs will be teaching the same modules each day. UGs will also be responsible for teaching and playing an international game one afternoon of the camp. (See the proposed schedule below.)

Global Citizens at Indianola Informal: Students will be responsible for teaching a 55-minute immersion language class, with a certain number of modules on culture taught in English.

General explanation of how service-learning activities will contribute to the course goals.

At the end of either iteration of this course undergraduate students will be able to:

Course goal (expected outcomes)	SL and course activities
use the foreign language that they study and teach in the camp more spontaneously and fluidly	Teaching lessons to different students each day
explain the challenges and satisfactions derived from interacting and managing this age group, achieving teaching goals, maintaining immersion instruction	<p>Reflection/debriefing activity at the end of the course</p> <p>Students will have readings and homework on pedagogical concepts and techniques</p> <p>Students will have readings and homework on the issues involved in teaching FLs to young learners</p> <p>Students will take an exam which will test their knowledge of the pedagogical concepts and the techniques used when teaching foreign languages to young learners.</p>
explain the importance of the development of global understanding for middle school students	<p>Development of culture presentation in their target language and sharing the information with the other UG participants before teaching the information to the middle school students</p> <p>Reflection/debriefing activity at the end of the course</p>
prepare pedagogically effective immersion language/culture lesson plans for elementary level students	<p>Lesson/module planning in consultation with the instructor and a graduate teaching assistant of their language</p> <p>Students will have readings and homework on pedagogical concepts and techniques</p> <p>Students will take an exam which will test their knowledge of the pedagogical concepts</p>

4. Optional: Should you happen to already have a tentative syllabus (with course number), please provide it.

See the attachment below, which is the original week plan for summer camp version. The courses will be written in SP and SU 2018 and submitted to the Arts and Sciences Curriculum Committee in early AU 2018.

5. Community Focus and Reciprocity

Identify and provide a brief profile of the intended community partner(s).

Global Citizens Summer Camp: Students will be drawn from middle schools in the city of Columbus. I have been collaborating with the Ohio Department of Education, which has offered to advertise the camp widely to all public middle schools.

Global Citizens at Indianola Informal: Students will teach fifth grade students at Indianola Informal K-8 (251 East Weber Road), where I piloted a similar program from 2007-2015. This is a Columbus Public school to which students enroll through a lottery system. This school was chosen because I have taught with UG students there before, it is among the many middle schools that do not offer foreign languages, and it is near OSU. We chose fifth grade because the age group is easier for inexperienced instructors to teach than early elementary children, and fifth grade is the last year that after school sports are not offered and therefore will not conflict with the course. The vice principle, Mr. Toure, describes their need in the following way (email communication):

“Indianola students do not receive the opportunity to study foreign languages due to our K-8 configuration – which limits the allocation of teachers we are given by the district. We emphasize the Arts at Indianola, providing our Elementary and Middle School students the opportunity to leave here with HS credits in Art/Music/P.E. Indianola wants the Global Citizens program here in order to help us produce aware and empathetic Global Citizens, which is part of our – and the district’s mission – ‘to produce global citizens prepared for leadership and service’. I have had many informal conversations with parents which have included regrets that foreign languages are not offered to our students, especially starting young when the brain is most ready to learn multiple languages. The cultural component that comes with learning language is also something that will benefit our students and broaden their understanding of our increasingly diverse/global community.”

Describe the community partners' participation in the development of the service project.

Global Citizens Summer Camp: The Department of Education and the schools will advertise the program to their students.

Global Citizens at Indianola Informal: The partner advertises the course to the parents and provides contact information of the participants and teaching space in the school. Parents are asked to provide a snack for the students. For additional information regarding the collaborative planning, see the next response.

How does the service project reflect priorities and stated goals/needs of community partners and collaborative planning by all partners?

Global Citizens at Indianola Informal: The teaching approach at Indianola lends itself to curricular innovation and integration. Below is a brief description of their teaching approach:

“Ours is an informal program. Teachers plan integrated units using Columbus City Schools’ curriculum and children’s interests to build authentic learning experiences. Together with students, they often plan “webs” that focus on a theme or central question to guide their learning. Visual arts, music and dance play a central role in our curriculum. Teachers work closely with the arts team to create and plan for thematic units, including sharing student work and performances.”

<http://indianolakids.org/about-our-school/>

At each offering, the professor teaching the Global Citizens program will work with the school to identify ways in which the content of the program can be integrated into the students’ class work. Mr. Toure explains how this collaboration will take place (email communication):

“Our staff is collaborative in nature, as the regular classroom teachers and the Arts teachers meet frequently to share themes and topics that can be integrated across content/curriculum – an important component of our ‘Informal’ pedagogical philosophy. The 5th grade teachers, with my support, will be willing and excited to communicate the culture modules that would be most beneficial to their students, and will likely make that

connection with topics being covered in their day-to-day learning. We can arrange in-person meetings, phone conferences and/or emails in order to communicate these topics and plans with each other.

Describe the anticipated community benefit and impact of the service project.”

When I offered the after-school teaching experience at Indianola in the past, UG students reported that it was the most gratifying experience that they had. They developed deep connections with the students and thought carefully about their learning styles and issues. The elementary and middle school students went on to high school to report how easy it was for them to continue their foreign language study. They felt like they had a head start and some ended up in more advanced classes and foreign language became their favorite subject. One student is a sophomore in high school and will be taking a trip to Spain this spring. I expect the same positive outcomes from this program.

6. Letter of Support from Department Chair

**Please note that Prof. Renga has given Janice M. Aski permission to teach the courses for a 'minimum' of two years because Prof. Aski would be happy to have instructors from other departments teach the courses after they have been established and are running smoothly.*

January 27, 2018

Dear Members of the Selection Committee,

I write to pledge my full support of Prof. Aski, and her endeavors to create a Global Citizen's Summer Camp that will begin in 2019. Prof. Aski. will be scheduled to teach the Global Citizenship Summer Camp in Spring/Summer of 2019 and the Global Citizen Immersion Course at Indianola Alternative the following Spring, 2020. Prof. Aski will teach these courses in alternation for a minimum of two years as part of her normal teaching load.

Further, the course will count towards the major and the minor in both French and Italian

Sincerely,



Dana Renga
Director of Graduate Studies, Italian
Associate Professor and Chair
The Department of French and Italian
Affiliate Faculty, Film Studies and Comparative Studies
The Ohio State University
1775 College Rd., Columbus, OH 43210

• **Renga, Dana** <renga.1@osu.edu>

To:Janice Aski

Jan 26 at 12:22 PM

Dear Janice,

I write to confirm that FRIT will cover the cost of a graduate student to work in the Global Citizens Summer Camp were the graduate student chosen from French or Italian.

All best,

Dana

Dana Renga
Associate Professor and Chair
The Department of French and Italian
Director of Graduate Studies, Italian
Affiliate Faculty, Film Studies, Comparative Studies, and Women's, Gender, and Sexuality Studies
The Ohio State University
1775 College Rd., Columbus, OH 43210

Holub, Robert C. <holub.5@osu.edu>

To:Janice Aski

Jan 25 at 11:20 AM

Dear Janice,

On behalf of Germanic Languages and Literatures I wanted to inform you that we will be happy to support a graduate student in the summer camp program if the student chosen is from GLL.

Thanks for putting in so much work for this worthwhile proposal.

Best wishes,
Bob

February 2, 2018

Dear Associate Dean Fink:

As chair of the Department of Spanish and Portuguese (SPPO), I am writing to express the department's support for Dr. Janice Aski's proposal for the ASC Service-Learning grant for course development.

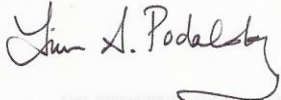
As outlined in her proposal, the Global Citizens Summer Camp and the Global Citizens at Indianola Informal K-12 course have clear benefits for members of the larger Columbus-area community as well as for OSU undergraduates and graduate students. The Summer Camp and the course at Indianola Informal will provide opportunities to expose local middle-school students to languages that are not available to them in the regular school curriculum. In so doing, the programs have the potential to change expectations about the value and availability of future language-learning opportunities.

The camp/course also have advantages for OSU students. Undergraduates with interest in second-languages and cultures will have the ability to share their knowledge and skills outside of the conventional classroom and to learn from

those interactions (e.g. to improve their presentational skills; to recognize the role that second-language acquisition does and can play in pre-secondary educational systems) in a supervised fashion. The camp/course also provide opportunities for current OSU graduate students to enhance and broaden their pedagogical skills by helping to supervise the undergraduates (e.g. in the appropriateness of given lesson plans); and by interacting with a younger student population (i.e. the middle school students).

Given those benefits, I confirm that my department would be willing to provide financial support for a single graduate student over the summer term, were someone from our program to be selected to oversee the summer camp. SPPO also supports the idea that the undergraduate service-learning courses (for Global Citizens Summer Camp and the Global Citizens at Indianola Informal) hold GE status. I also plan on forwarding the proposal to our Undergraduate Studies Committee for consideration about how such courses might fit into our programs.

Sincerely,



Laura Podalsky
Chair and Professor

Amara A Toure <atoure2541@columbus.k12.oh.us>

To:Janice Aski

Cc:Brandy L Koeth

Jan 23 at 3:04 PM

Hello Janice,

Indianola Informal K8 is excited to partner with you and the OSU Language Department for the proposed Global Citizens after school program. Unfortunately, due to the nature/structure of our K8 school, Foreign Languages are not currently part of our academic program. This opportunity will be welcomed by our families, who are always seeking out means to enrich their children's life experiences – culturally and academically. The diverse population at Indianola will also benefit the OSU students' pedagogical experiences.

Thank you for thinking of our school community as part of this Global Citizens program – that is one of our missions: to produce global citizens. As a person who grew up overseas, speaking two languages, I am very aware of - and look forward to - the benefits this program will bring to our participating students.

Thank you!

Amara Touré
Assistant Principal
Indianola K-8
614.365.5579 – office
614.537.8482 – mobile
251 E. Weber Rd
Columbus, OH 43202

Martinez, Glenn A. <martinez.474@osu.edu>

To:Janice Aski

Feb 4 at 5:29 PM

Here you go:

Dear Janice,

The CLLC is strongly supportive of the proposed Global Citizenship camp that you propose. This initiative fits extremely well in our mission to serve the language departments while elevating the profile of language and culture instruction both on campus and beyond. Because of this, we are pleased to commit to funding 5 scholarships annually and covering the cost of all teaching materials moving forward.

All best,
Glenn

Glenn Martinez, Director
Center for Languages Literatures and Cultures
Division of Arts and Humanities
College of Arts and Sciences

Appendix A

Global Citizens Summer Camp Program of activities

1 week (5 instructional days): June 4-June 9, 2019 (alternative start date: June 18)

Middle School Students (6th-8th grade)

The first iteration of this camp will be a one week, non-residential camp running from 9-5. Early drop off (8 AM) and late pick up (6 PM) will be available for a fee.

Components of the camp: language/culture specific lessons (UG-led), cultural studies/global citizenship lectures and activities (G-led), international games, camp-final reflection activity and discussion.

Week 1

Monday	Tuesday	Wednesday	Thursday	Friday
9-11 introduction to the camp and instructors; Language assignments (GS/UG)	9-11 language A instruction (UG)	9-11 language B instruction (UG)	9-11 language C instruction (UG)	9-11 language D instruction (UG)
11-12 brief language instruction in all participating languages (greetings, etc.) Students spend X mins with each language and then move to the next (GS/UG)	11-12 language A specific culture presentation (UG)	11-12 language B specific culture presentation (UG)	11-12 language C specific culture presentation (UG)	11-12 language D specific culture presentation (UG)
12-1 lunch (G/UG)	12-1 lunch (G/UG)	12-1 lunch (G/UG)	12-1 lunch (G/UG)	12-1 lunch (G/UG)

1-3 culture/global citizen class (G)	1-3 culture/global citizen class (G)	1-2:30 Introduction to topic of film (G)	1-3 lecture on games/sports around the world (G)	1-3 reflection activity (G/UG)
3-3:30 snack	3-3:30 snack	2:30-3:00 snack	3-3:30 snack	3-3:30 snack
3:30-5 culture/global citizen activity (G/UG)	3:30-5 culture/global citizen activity (G/UG)	3:00-5 Film (at Wexner center?) followed by discussion (G)	3:30-5 international game (UG) (Each UG language instructor prepares a game and students break into groups to play. E.g. the Italian UG instructor would prepare bocce) (UG/G)	3:30-4:30 open forum and distribution of global citizen certificates (G/UG) 4:30-5:00 evaluations (UG/GS)

UGs are responsible for:

14.5 hours of language teaching, culture lesson and international game. The introductory language teaching hour will be 15 mins repeated several times.

13.5 Hours of support to the program

Total: 28 hours

Graduate students are responsible for:

15.5 hours of instruction on cultural diversity and global citizenship and camp-final reflection

10 hours of service to the program

Approx. 20 hours setting up and overseeing the camp, trouble shooting, attending to children, directing UG reflection activities and papers

Total: 45.5 hours

In the Global Citizens Summer Camp, UGs are doing approximately 28 hours of work. The definition of a credit hour is 37.5 hours. The remaining hours will be completed with a debriefing session with the GS and a final reflection paper.

Appendix B

Global Citizen Summer Camp Budget (based on 24 participants)

Item	Description	Income	Expense
Registration fee	19@ \$125	2375	
5 scholarships <i>Paid for by CLLC</i>	5@\$125	<i>625</i>	<i>625</i>
GTA stipend and benefits*	1 GTA stipend		8000
Morning and afternoon snack	24 @ \$10		240
Materials** <i>Paid for by CLLC</i>	Markers, paper, scissors, notebooks	<i>450</i>	<i>450</i>
totals		3450	9315
Balance to carry forward			5865

The intention is to keep the registration costs and number of participants low the first year of the program so that we can establish proof of concept, ensure success with an unfamiliar program, and start positive word-of-mouth advertising. Therefore, this budget is based on the lowest enrollment possible, 24, and a registration fee of \$125.

Prof. Aski has applied for a grant through the Office of Service Learning which, if awarded, would cover \$4000 of the shortfall in the first year. If the grant is not awarded, the attached letters confirm that the department of the selected graduate student will pay the cost of the GTA instructor in the first year. If the grant is awarded, the departments will pay remaining shortfall.

At the second offering of the camp in 2021, we will raise the registration fee to \$150 and we expect to draw the maximum number of participants projected for one GTA and eight UG instructors, 48 (or 43 paying students, since the CLLC will fund 5 students). With 43 paying participants, income rises to \$6,450 and with costs of \$8,240, the difference is \$1790. The difference will be paid by seed money that will accrue from various sources: 1) If Prof. Aski is awarded a service learning grant from the College of Arts and Sciences, she has

pledged to give the \$2000 award to the program as seed money. 2) Prof. Dana Renga (Chair of the Department of French and Italian) has spoken to the Office of Development, and they believe that the summer camp is a perfect candidate for OSU crowd sourcing. Through crowd sourcing, it is possible to raise up to \$10,000 to create a financial base that will support future camps. 3) We continue to seek grants/support from outside of OSU, and since the camp is offered every two years, there is time to find additional funding.

Plans for the future:

Director of the program: The first year Janice Aski will be the director of the summer camp and Indianola versions of the program and she will create the master courses that can be used in future. Prof. Aski will continue to run both programs.

Funding: See the budget narrative above. The ultimate goal is to create a camp similar to the Concordia Language Village (<http://www.concordialanguagevillages.org/>) in order to make OSU a leader in World Language and Culture Education.

Research aspect: Participating students could do a survey monkey each year that will allow us to track their future language study, career choices, etc. It would be an interesting long-term research study.