

**Affordable Learning Georgia Textbook Transformation Grants
Round 2
Summer 2015, Fall 2015, Spring 2016
Proposal Form and Narrative**

Institution Name(s)	Georgia Perimeter College				
Team Members (Name, Title, Department, Institutions if different, and email address for each)	Kathryn Crowther, Assist. Prof., English, kathryn.crowther@gpc.edu Lauren Curtright, Assist. Prof., English, lauren.curtright@gpc.edu Nancy Gilbert, Assist. Prof., English, nancy.gilbert@gpc.edu Barbara Hall, Assoc. Prof., English as a Second Language (ESL) and English, barbara.hall@gpc.edu Tracienne Ravita, Assist. Prof., English, tracienne.ravita@gpc.edu Kirk Swenson, Assoc. Prof., English, kirk.swenson@gpc.edu				
Sponsor, Title, Department, Institution	Pamela J. Moolenaar-Wirsiy, Executive Director, Center for Teaching and Learning, Georgia Perimeter College				
Course Names, Course Numbers and Semesters Offered (Summer 2015, Fall 2015, or Spring 2016)	English 1101: English Composition I, Spring 2016 English 1102: English Composition II, Spring 2016				
Average Number of Students Per Course Section	24	Number of Course Sections Affected by Implementation in Academic Year 2016	237	Total Number of Students Affected by Implementation in Academic Year 2016	5688
Award Category (pick one)	<input type="checkbox"/> No-Cost-to-Students Learning Materials <input type="checkbox"/> OpenStax Textbooks <input type="checkbox"/> Course Pack Pilots <input checked="" type="checkbox"/> Transformations-at-Scale				
List the original course materials for students (including title, whether optional or required, & cost for each item)	<i>Steps to Writing Well with Additional Readings</i> (required)		\$134.64		
	<i>Rules for Writers with Writing about Literature</i> (required)		\$49.99		
Plan for Hosting Materials	<input checked="" type="checkbox"/> <u>OpenStax CNX</u> <input type="checkbox"/> D2L <input type="checkbox"/> <u>LibGuides</u> <input type="checkbox"/> Other				
Projected Per Student Cost	\$0.00	Projected Per Student Savings (%)	100%		

1. PROJECT GOALS

1. Improve accessibility and navigation of *Successful College Writing for GPC Students*. Eun-Ok Baek and James Monaghan's 2010 study of students' digital-textbook use shows students' positive attitudes toward eTexts correlate with these features. Students find it easier to access an online text than a downloadable one, and those who are comfortable reading a longer text onscreen are more favorable toward eTexts than print (9-11, 21-22).
2. Consolidate chapters to eliminate redundancies and reduce printing costs. A survey conducted by the Florida Distance Learning Consortium in 2010 shows that students want a printable version of the eText, as well as the ability to self-print it (Morrison-Babb and Henderson 151). Because a self-print option is the only one available with a Creative Commons Licensed text, the eText must be concise to make printing affordable.
3. Improve chapters on research methods to make *Successful College Writing for GPC Students* viable for English 1102.
4. Develop multimedia-rich and interactive content (e.g., graphics and video) and study aids. Baek and Monaghan (21) and Morrison-Babb and Henderson (151) report that surveyed students want these tools to help them understand and retain content.
5. Embed assessment tools (e.g., learning modules and quizzes) into the content.
6. Gain adoption of the revised *Successful College Writing for GPC Students* as the standard composition and rhetoric textbooks for English 1101 and 1102 at GPC.
7. Collect and analyze instructors' feedback on the currently used and revised versions of *Successful College Writing for GPC Students*.
8. Increase student engagement and completion of English 1101 and 1102 at GPC. Although they could not claim a direct causal relationship, in their year-long study, Andrew Feldstein et al. found a significant correlation between the use of eTexts, higher student grades, and lower rates of failure and withdrawal (7).
9. Measure student performance and retention in English 1101 and 1102 at GPC and compare these to past semesters for all data points of success and failure.

1.1 STATEMENT OF TRANSFORMATION

For the past two decades, Georgia Perimeter College (GPC) faculty and students have used *Steps to Writing Well* in English 1101 and *Rules for Writers with Writing about Literature* in English 1102. These printed textbooks have been popular because they provide: detailed writing instruction in basic areas, such as thesis statements and paragraph development; chapters on various modes of exposition and argumentation, including professional writing and student essays in each mode; a grammar handbook with exercises; and chapters on research and documentation. However, the costs of these textbooks have become prohibitive for two-year college students. Textbook searches by GPC's English 1101/1102 curriculum committee have identified few viable alternative textbooks at affordable prices. Moreover, the eText *Successful College Writing for GPC Students*, which the team members completed in Summer 2014, requires extensive revision to help students meet the Learning Objectives of English 1101 and 1102. By increasing textbook access for over 5000 students per semester, a formidable, no-cost, electronic textbook for English 1101 and 1102 will affect many stakeholders, including GPC students, the Department of English, faculty in other departments, and the GPC administration. Its impacts will include: improving GPC students' performances and completion rates in English courses; improving GPC students' performances in other courses that require writing and research; increasing GPC's rates of retention and graduation and, thereby, improving GPC's

funding formula; contributing to the success of GPC's Quality Enhancement Plan; and contributing to the success of Complete College Georgia.

1.2 TRANSFORMATION ACTION PLAN

Team members will track instructors' use of the current version of *Successful College Writing for GPC Students*, and they will solicit, collect, and compile feedback and recommendations for revision from instructors and students. They will work with Tracy Adkins and William (Ken) Moss of GPC's Office of Information Technology (OIT) and with GPC Librarian Mary Ann Cullen to develop multimedia content and assessment tools and to collect formative data. Team members will revise the eText as follows:

Preface and Introduction: Kathryn Crowther, Lauren Curtright, Nancy Gilbert, Barbara Hall, Tracienne Ravita, and Kirk Swenson

Outlines, Paragraphs, and Thesis Statements: Tracienne Ravita

Pre-Writing and Drafting: Nancy Gilbert

Grammar and English as a Second Language: Barbara Hall and Kirk Swenson

Rhetorical Modes with Readings and Sample Student Essays: Kathryn Crowther

Research and Documentation: Lauren Curtright

Team members will select the most easily navigable format of the eText on OpenStax. Team members will present the eText to the English 1101/1102 curriculum committee for adoption in Spring 2016 as a standard textbook for English 1101 and 1102. Finally, team members will conduct surveys and evaluate summative data on the use of the eText as a standard textbook in English 1101 and 1102.

1.3 QUANTITATIVE AND QUALITATIVE MEASURES

- Quantitative: Comparison of Drop/Fail/Withdraw (DFW) rates to measure whether the eText correlates with higher course completion rates in English 1101 and 1102.
- Quantitative: Comparison of PASS alerts and final grades to measure whether the eText correlates with improvements in Learning Objective success in English 1101 and 1102.
- Qualitative: Surveys of instructors and students on their experiences using the eText.

1.4 TIMELINE

1. Spring of 2013: After teaching a section of English 1101 with the textbook *Steps to Writing Well*, GPC's Interim President Rob Watts inquired about the possibility of creating a lower-cost or no-cost textbook for the course and asked Professor Rosemary Cox to lead the project. Cox assembled a committee of faculty, librarians, OIT staff, and Learning and Tutoring Center administration to find or create an existing no-cost electronic textbook on composition and rhetoric to adopt at GPC.
2. Fall 2013: Committee members surveyed instructors and students to discover their textbook content and format preferences. After researching many options, the committee selected *Writing for Success*, a Creative Commons licensed textbook by The Saylor Foundation.
3. Spring 2014: The committee divided into groups to revise *Writing for Success*.
4. Summer 2014: A pilot of five sections of English 1101 was conducted using *Writing for Success*; the committee condensed and edited the 600+ page textbook for general release.
5. Fall 2014: With technical assistance from Tracy Adkins and William (Ken) Moss, the committee released the eText, titled *Successful College Writing for GPC Students*, which is currently used in 23 sections of English 1101 at GPC.

6. Spring 2015 and Summer 2015: Team members will track instructors' use of the current version of *Successful College Writing for GPC Students*, and they will solicit, collect, and compile feedback and revision recommendations from instructors and students.
7. Summer 2015 and Fall 2015: Team members will revise the eText based on their research, creation and editing of content, and analysis of data; they will make the eText available on OpenStax; and they will present the eText for adoption as a standard textbook for English 1101 and 1102 in Spring 2016.
8. Spring 2016: Team members will collect and evaluate summative data on the use of the revised eText as a standard textbook in English 1101 and 1102.

1.5 BUDGET

The budget for the project, based on the Request for Proposals' specification of \$30,000, will be allocated as follows:

- About \$4,867 per faculty member on the six-member team for one course release each in Fall 2015.
- \$800 for travel expenses related to the project kick-off meeting.

1.6 SUSTAINABILITY PLAN

It is reasonable to expect that at least 100 sections of English 1101 and at least 100 sections of English 1102 will continue to be offered every fall and spring semester at Georgia Perimeter College in the future. Instructors may use the eText in sophomore-level literature courses and other courses with writing and text-based research, as well. At no cost, the English 1101/1102 curriculum committee—which is in charge of textbook selections for both courses—will continue to track and assess use of the eText in English 1101 and 1102. As needed, at the discretion of the curriculum committee, team members and other interested faculty will serve on a subcommittee responsible for revising the eText.

1.7 REFERENCES & ATTACHMENTS

- Baek, Eun-Ok, and James Monaghan. "Journey to Textbook Affordability: An Investigation of Students' Use of eTexts at Multiple Campuses." *International Review of Research in Open and Distance Learning* 14.3 (2013): 1-26. ERIC. Web. 17. Nov. 2014. <http://files.eric.ed.gov/fulltext/EJ1017493.pdf>
- "ENGL 1101 Textbook User Guide." *Georgia Perimeter College Libraries*. Georgia Perimeter College, 29 Oct. 2014. Web. 14 Nov. 2014. <http://guides.gpc.edu/ENGL1101textbook>
- Feldstein, Andrew, et al. "Open Textbooks and Increased Student Access and Outcomes." *European Journal of Open, Distance and E-Learning* 2 (2012): ERIC. Web. 17 Nov. 2014. http://www.eurodl.org/materials/contrib/2012/Feldsteint_et_al.pdf
- Morris-Babb, Meredith, and Susie Henderson. "An Experiment in Open-Access Textbook Publishing: Changing the World One Textbook at a Time." *Journal of Scholarly Publishing* 43.2 (2012): 148-155. *Academic Search Complete*. Web. 17 Nov. 2014.
- Oberlander, Cyril, David Harris, and David Ernst. "Open Textbook Publishing & Adoption." Posted by Una Daly. Open Courseware Consortium. *Slideshare.net*. LinkedIn Corporation, 5 Feb. 2014. Web. 14 Nov. 2014. <http://www.slideshare.net/UnaDaly/open-textbook-adoptions>



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November 24, 2014

TO: Grant Assessment Committee
Affordable Learning Georgia

RE: Textbook Transformation Grant

Dear Committee Members,

It is with great pleasure and enthusiasm that I write this letter of support for the GPC English Division's application for the ALG Textbook Transformation Grant.

Because I have had direct experience teaching First Year Composition classes since taking on the role of President at GPC, I have seen first-hand the need for affordable, and accessible quality texts for all students at GPC. When approached by faculty members from the English Department to develop an eTextbook for ENGL 1101 at no cost to students back in the Spring 2013 semester, I heartily supported and encouraged faculty members willing to devote their time to this project.

The eTextbook piloted in the Fall 2014 Semester, *Successful College Writing for GPC Students*, shows great promise. Work remains to be done, however, to improve the text's navigation and accessibility, to add multi-media and interactive components to the text, and to expand research chapters so the text is viable for ENGL 1102 as well. Receiving ALG's Textbook Transformation Grant would provide an invaluable aid in making the needed changes in the eTextbook possible.

Thank you for your consideration of the GPC English Division's proposal.

Sincerely,

A handwritten signature in blue ink that reads "Robert Watts".

Robert Watts
Interim President



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for Academic Affairs**

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December 2, 2014

Affordable Learning Georgia
Grant Proposal Assessment Committee

Dear Committee Members,

I am writing this letter of recommendation to support the GPC English Division's submission for the ALG Textbook Transformation Grant. As the Interim Vice President for Academic Affairs at Georgia Perimeter College, it is my opinion that the project's goals to develop and add interactive course materials to the newly piloted eTextbook, *Successful College Writing for GPC Students*, will assist in:

- Avoiding student withdrawals from ENGL 1101 and 1102
- Increasing overall student retention and graduation
- Serving as a model for eTextbooks in disciplines outside of English

Completion of the eTextbook for English 1101 and 1102 will have a positive impact on student retention and graduation by making essential course materials available at no cost to all students. Furthermore, its impact could expand beyond English 1101 and 1102 because the eTextbook could gain use, or serve as a model for future eTextbooks, in other courses in English and related fields (such as English as a Second Language) as well as courses in other departments.

Your consideration of the enclosed grant proposal is greatly appreciated.

Sincerely,

A handwritten signature in black ink that reads "Philip Smith".

Philip Smith
Interim Vice President for Academic Affairs



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November 26, 2014

**To: Affordable Learning Georgia
Grant Proposal Assessment Committee**

RE: ALG Textbook Transformation Grant Proposal

Dear Committee Members,

As Director for the Center of Teaching and Learning at Georgia Perimeter College, it is with pleasure that I write to express my support for the GPC English Division's application for the ALG Textbook Transformation Grant. The proposed project to refine and develop course content for the Fall 2014 piloted version of an eTextbook will greatly benefit the CTL's goals to improve the environment for student learning.

Simply put, having an enhanced, no cost, online eTextbook for ENGL 1101 and 1102--an essential part of the core curriculum--will directly benefit both students and the English faculty. Providing a freely available eTextbook ensures that quality learning materials are readily, and freely, available to all students. As a consequence, having a quality eTextbook available further assists faculty members in their goal to improve students' learning experience in face-to-face classes and online.

Thank you for your consideration of the enclosed grant proposal. Rest assured that the CTL stands in support of development activities for the grantees as well as assisting them in sharing their knowledge of this project with colleagues. I look forward to hearing from you soon.

Sincerely,

A handwritten signature in cursive script that reads 'Pamela Moolenaar-Wirsiy'.

Pamela Moolenaar-Wirsiy, Ph.D., M.P.A.
Director, Center for Teaching and Learning