**Affordable Learning Georgia Textbook Transformation Grants**

**Final Report**

**Date:** May 24, 2015

**Grant Number:** 33

**Institution Name:** Columbus State University

**Team Members**

Dr. Susan Hrach, Professor of English and Director, Faculty Center for the Enhancement of Teaching and Learning: hrach\_susan@columbusstate.edu

Mr. Japheth Koech, eJLearning Specialist, Center of Online Learning: koech\_japheth@columbusstate.edu

**Project Lead:** Dr. Susan Hrach

**Course Name and Course Numbers:** World Literature I (ENGL 2111)

**Semester Project Began:** Fall 2014

**Semester of Implementation:** Spring 2015

**Average Number of Students Per Course Section:** 29

**Number of Course Sections Affected by Implementation:** 1

**Total Number of Students Affected by Implementation:** 33

1. **List of Resources Used in the Textbook Transformation**

**Primary reading material**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Title*, translator | PermaLink | License type[NC= non-commercial],host | Translation date | Electronic format(s), description of translation, supplementary material  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Bhagavad Gita*, trans. Sir Edwin Arnold | <http://www.ancienttexts.org/library/indian/gita/book1.html> | Public domainAcademy for Ancient Texts | 1885 | HTMLFull text in verse |
| ------ | <http://legacy.fordham.edu/halsall/india/bhagavadgita.asp> | Public domainInternet History SourcebookFordham U. | 1885 | HTMLFull text in prose |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sappho poems, trans. Richard Lattimore and Jim Powell  | <http://www.poets.org/poetsorg/poems/45578> | NCAmerican Academy of Poets, with permission of the authors | 1949, 2007 | HTML |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Virgil, *Aeneid*,trans. Theodore Williams and others | <http://www.perseus.tufts.edu/hopper/text?doc=Perseus:text:1999.02.0054> | Public domainPerseus ProjectTufts U. | 1910 | HTMLSearchable by lines, with Latin, in verse |
| -----trans. J.W. MacKail | http://www.gutenberg.org/ebooks/22456 | Public domainProject Gutenberg | 1885 | HTML, ePub, Kindle, in prose |
| -----trans. E. Fairfax Taylor | http://www.gutenberg.org/ebooks/18466 | Public domainProject Gutenberg | 1907 | HTML, ePub, Kindle,with notes, in verse |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Verses from Rumi and Omar Khayyam*multiple trans.  | <http://www.blissbat.net/rambles/persian.html> | Public domainPersian Poetry |  | HTMLSide-by-side comparisons, with biographies, art, and Sufi context  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Atsumori*, trans. Arthur Waley | <http://www.sacred-texts.com/shi/npj/npj08.htm> | Public domain | 1921 | HTML |
| *Atsumori*, trans. Karen Brazell | <http://www.glopac.org/Jparc/AtLearnCenter/nohplayat/atmain.html> | NCJapanese PARC / GloPAC | 1998 | HTMLwith Japanese and notes |
| “Translating a No Drama,” Yasuko Claremont | <http://openjournals.library.usyd.edu.au/index.php/LA/article/view/4946/5640> | Open Journal*Literature and Aesthetics* 17.2 (2007): 209-223 | 2007 | PDFSecondary articlecompares Waley’s and Brazell’s translations |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Tale of Genji*, trans. Edward Seidensticker | <http://ebooks.adelaide.edu.au/m/murasaki-shikibu/tale-of-genji/index.html> | Public domain Adelaide U. | 1978 | HTML, ePubComplete text |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Song of Roland*trans. Charles Moncrief | <http://www.orbilat.com/Languages/French/Texts/Period_02/1090-La_Chanson_de_Roland.htm> | Public domainOrbis Latinus | 1919 | HTMLFull book in verseFrench side-by-side |
| ----trans. Leonce Rabillion | <https://archive.org/details/LaChansonDeRolandRabillon> | Public domainInternet Archive Community Texts | 1885 | Facsimile PDF, HTML, ePub, KindleFull book in verse |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Lais*, trans. Patricia Terry | [http://www.google.com/url?q=http%3A%2F%2Fpublishing.cdlib.org%2Fucpressebooks%2Fview%3FdocId=ft4580069z%26chunk.id=d0e58%26toc.depth=1%26toc.id=d0e58%26brand=ucpress&sa=D&sntz=1&usg=AFQjCNHyNFJJm57ptQnB6Uu-6v\_kCM\_MmQ](http://publishing.cdlib.org/ucpressebooks/view?docId=ft4580069z&chunk.id=d0e58&toc.depth=1&toc.id=d0e58&brand=ucpress) | NCUC Press eBooks & California Digital Library | 1995 | HTMLSelected *lais* in verse: “Lanval,” “Chevrefoil,” “Eliduc,” “Laustic,” “Les Deus Amanz” |
| ----trans. Judith P. Shoaf | <http://people.clas.ufl.edu/jshoaf/marie_lais/> | With translator’s permission U. of Florida | 1991-96 | PDFSelected *lais* in verse:“Lanval,” “Chevrefoil,” “Laustic,”“Equitan,” “Le Fresne,” “Bisclavret,” “Yonec,”  “Chaitavel” |

**Films and Multimedia**

*Films on Demand* database subscription via Columbus State University Libraries

* *The Genji Scrolls Reborn* (MIRC, 2002): <http://digital.films.com.proxygsu-col1.galileo.usg.edu/PortalViewVideo.aspx?xtid=31140>
* *Inside the Medieval Mind: Sex (*BBC, 2008): <http://digital.films.com.proxygsu-col1.galileo.usg.edu/PortalViewVideo.aspx?xtid=42042>
* *The Song of Roland (*Regents of the U. of Colorado,2005): <http://digital.films.com.proxygsu-col1.galileo.usg.edu/PortalViewVideo.aspx?xtid=35688>
* *Exploring Literary Translation* (Annenberg Learner, 2015): <http://www.learner.org/courses/worldlit/art-of-translation/index.html>
* *Sappho’s poetry: love as a divine act* (BBC, 2012): <http://digital.films.com.proxygsu-col1.galileo.usg.edu/OnDemandEmbed.aspx?Token=52455&aid=8690&loid=256926&Plt=FOD&w=400&h=300%27%3E&nbsp>;

Film clips on YouTube

* *Virgil’s Aeneid and the Meaning of Fate* (“The Common Room,” biola.edu, 2013): <https://www.youtube.com/watch?v=jaq9bWVs_Mo>
* *In Our Time: The Aeneid* (BBC, 2012): <https://www.youtube.com/watch?v=Vv-sjva4ndQ>

**2. Narrative**

A. World Literature from antiquity to the seventeenth century is difficult reading for undergraduates under the best of circumstances. My textbook transformation experience increased the difficulty level of the reading by substituting older (mostly public domain) translations of the texts, and providing them in various digital formats. For the best-prepared students, this challenge was stimulating, and they rose to the task of wrestling with the texts. For students with marginal reading and writing skills, the assigned reading was so hard as to be incomprehensible, and the digital format further frustrated them.

 I myself learned a lot myself about annotating texts in PDF and ePub (iBooks) formats, as well as using the online Evernote app to prepare class notes. I discovered the advantages of teaching with a smart board to work with digital texts in the classroom. Although I approach classroom tech and experimentation with greater enthusiasm than many of my peers, I was surprised by my students’ reluctance to embrace digital texts. They prefer reading on printed pages for reading assignments of almost any length, but especially for assignments longer than ten pages.

B. Offering students an option to buy the reading material from the copy center in a bound text would seem to address some of their concerns about reading online. A print text, however, would not be able to replicate some of the great features of open digital materials (such as the notes and Latin glossary made available for Roman literature through the Perseus Project). Providing a print option also reduces an instructor’s freedom to guide students to newly discovered material or to make any modifications to the reading list. Before going to the trouble of preparing a print version of our reading for students, I plan to repeatedly “sell” them on the advantages of learning how to annotate online reading.

**3. Quotes**

* “This will relieve a lot of stress off of college students who worry about paying for books. Not having to worry about a book made this class very easy for me.”
* “I rather have had a book than no book, to much information to print off [*sic*].”
* “Harder to go back to specific pages or mark pages for future refrence [*sic*].*”*

**4. Quantitative and Qualitative Measures**

**Quantitative Measures**

Data from CSU’s Office of Institutional Research allowed me to compare two sections of OER-based 2111 (both taught by me, the first as a pilot in the summer of 2014) with six sections taught by colleagues since summer 2013 [See Appendix, “ENGL 2111 comparison data].

* The highest GPA (3.29) was achieved in my Spring 2015 TTG course, which included one (1) F grade and (1) WF grade. Two (2) students dropped the course early, one during the scheduled drop/add period and one after the first week due to a delay in financial aid for course tuition. These are not reported as official W grades, but reduced the total number of students enrolled to 33.
* The next-highest GPA (3.13) was achieved by students in colleague’s course, which included 4 grades of WF in a class of 31.

My partner and I surveyed the students two (2) times, at midterm and near the end of term, to ask specific questions about their experience with OER. While students were in favor of open resources, they reported some difficulty reading in digital formats. Despite spending time in class to talk about how to mark and annotate texts in a digital format, only a small minority of students reported feeling comfortable or improving in their ability to work with digital texts. [See Appendix, “Student Experience Survey for Open Educational Resources,” and “Student Experience Survey for Open Educational Resources, part two.”]

The final assignment for the course asked students to reflect on their learning and to self-rate their success in meeting the established course learning outcomes. While the assignment directed students to share screen shots of their reading with marked passages, very few included evidence of digital marking; most included shots of annotated print texts. [See Appendix, “Learning with Purpose” 1 and 2 (digital) and 3 (print).]

The course evaluation results were comparable to past sections of the course I have taught. One factor that made the course especially challenging was its delivery in a 50% online format, and a few students remarked on the need for more help in understanding the reading. [See Appendix, “ENGL2111IWorldLiterature23483\_Lecture\_SusanHrach.pdf”]

**5. Sustainability Plan**

I plan to continue using open resources for this course. I like the freedom to easily modify assigned reading and supplementary materials and I expect that the available range of materials will continue to increase. I am currently teaching a summer course with the same materials I used in the spring; since I am better able to anticipate which readings will present the greatest challenges, I am directly addressing these issues in class, and I expect the outcome may be less frustrating for under-prepared students. We are meeting in a computer lab, which may improve students’ online reading skills by allowing them to practice during class. I am demonstrating for them how to annotate digital texts, but when offered a choice in the first week, the majority of the class elected to print a 5-page assignment and annotate with highlighters and pens. (Sigh.)

**6. Future Plans**

Searching for primary reading and supplementary materials to use for this project has led me to resources for other courses I teach, and I am now planning to adopt OER for my fall Shakespeare course (using the new open texts available through the Folger Shakespeare Library) and for my Renaissance literature course (using the Luminarium website’s resources as well as secondary materials I discovered through MERLOT).

I presented “Reading in the Disciplines: Digital Texts in Humanities Courses” at this spring’s USG Teaching and Learning conference [see Appendix, “2015 USG T&L”]. I have also completed Camp GRAPE through MERLOT this spring and qualified as a peer reviewer for English and Comparative Literature.

I have been serving as a peer reviewer for the introductory essays of UNG’s forthcoming open World Literature I Anthology. Although I queried the editor, Matt Pardue, about contributing my index of open primary sources to the anthology, I was unable to determine whether UNG has already identified sources for primary reading or whether they expect instructors to adopt their anthology of introductory essays in addition to a publisher’s textbook of primary reading. I plan to complete my index of primary (and some secondary) materials for World Literature I as a CSU LibGuide, and make the link available through MERLOT and other open databases.

**7. Description of Photograph**

World Lit 1: Dr. Susan Hrach, team lead and instructor of record in center; students working in small groups

World Lit 2: Dr. Susan Hrach watches student at smart board posting group question next to highlighted section of Virgil’s *Aeneid*

[Photo credits: Mr. Japheth Koech, team partner and eLearning Specialist]