

**Affordable Learning Georgia Textbook Transformation Grants
Proposal Form**

Please complete per inline instructions; completed form not to exceed four pages.

Institution Name	Valdosta State University		
Team Members (Name, Title, Department and email address for each)	<p>Christine A. James, PhD; Professor; Department of Philosophy and Religious Studies; 1500 N. Patterson St.; Valdosta State University; Valdosta, GA 31698-0050; 229.259.7609 Office Phone; chjames@valdosta.edu</p> <p>Michael Holt; Assistant Professor, Reference Librarian, and Coordinator for Marketing and Assessment; Valdosta State University Odum Library; Valdosta, GA; Office: 229.333.7105; moholt@valdosta.edu</p>		
Sponsor, Title, Department	Fred Downing; Valdosta State University; 1500 N. Patterson St.; Valdosta State University; Valdosta, GA 31698-0050; fldowning@valdosta.edu		
Course Name, Course Number and Semester Offered (Spring 2015 Required)	<p>Principles of Logic and Argumentation, PHIL 2020</p> <p>Christine James will have at least one active section of this course in Spring 2015</p>		
Average Number of Students in the Course	At VSU: 40 students per section; 5-6 sections per semester; 12-13 per year	Number Course sessions per Academic year	At VSU: Approximately 14 per Academic year including summer
Award Category (pick one)	<input type="checkbox"/> No-Cost-to-Students Learning Materials <input type="checkbox"/> OpenStax Textbooks <input checked="" type="checkbox"/> Course Pack Pilots		
List the original course materials for students (including title, whether optional or required, & cost for each	<p>The PHIL 2020 courses usually require the use of at least one Logic textbook. Instructor choice varies, but the most commonly used books are the following 4:</p> <p>A Concise Introduction to Logic, Patrick J. Hurley</p>	[Cost]	\$129.11

Item)	<p>The Art of Reasoning, David Kelly</p> <p>Sweet Reason: A Field Guide to Modern Logic, James M. Henle</p> <p>Critical Thinking, Brooke Noel Moore and Richard Parker</p>	<p>\$107.68</p> <p>\$64.55</p> <p>\$152.08</p> <p>Total Cost: Average \$113.36</p>	
Projected Per Student Cost	<p>\$113.36</p> <p>VSU: Potentially 160 students per semester; up to 350 per year if we make a flexible course pack with units different faculty members can pick and choose as they like.</p> <p>System Wide: PHIL 2020 is taught at a variety of universities, colleges, and technical schools in Georgia in both f-2-f and online formats. If the free course pack materials are accessible the impact will be thousands of students per year. eCore would also be interested.</p>	Projected Per Student Savings (%)	<p>Up to 100% of the #113.36 per student, depending on possible licensure of software and apps for formal logic proofs/derivations and truth trees</p>

1. PROJECT GOALS

List the goals you're trying to achieve in the proposal.

1. Gathering a variety of course pack materials for PHIL 2020 Logic, to be arranged by Units related to the types of logical analysis commonly taught within the State System PHIL 2020 courses: Informal Logic and Fallacies; Deduction and Induction; Categorical Logic, Syllogisms, and Venn Diagrams; Truth Tabling, Truth Trees, and Validity; Applications of Logic to Law, LSAT and GRE preparation, and Writing Argumentative Research Papers.
2. Exploring the feasibility of including material such as The Logic App for creation of proofs and derivations; online Truth Tree generators; and video material involving PowerPoint, lecture, and captioning for ADA compliance.
3. Working with the VSU Student Success Center and the Logic tutor, Dan Nix, to develop material that will be usable in tutoring contexts, as well as face-to-face classes, or online classes.

1.1 STATEMENT OF PROBLEM

Required Elements:

- Describe the problem
- Identify stakeholders affected by the problem
- Describe the impact of this problem on stakeholders and course success
- Indicate the proposed solution and list a few key benefits

The PHIL 2020 course is one of the most expensive courses for students, because of the high cost of Logic textbooks. The course is in the ALG top 50 interest courses list. The development of a course pack, made up of items that are 1) free or low cost and 2) adaptable to online and hybrid courses and ready to be uploaded as modules in Desire2Learn (which also relates to the future online PHIL 2020 offered through eCore) will make the Logic course accessible to a wider audience of students who might otherwise find the textbooks cost prohibitive. The stakeholders affected are 1) students who take PHIL 2020 as a part of their Area C course requirements, 2) students who take Logic as part of the Political Science, Psychology, and Biology requirements at Valdosta State, and 3) students who take Logic to prepare for the Analytic Reasoning sections of the LSAT and GRE exams. This includes both f-2-f and online students, and will include an even greater number of online students in approximately 5 years when PHIL 2020 is added to the eCore offerings for Area C. Now is the perfect time to gather material for course packs, with specific attention to OER materials, because all eCore courses are moving to Open Educational Resources. The benefits include keeping the cost of taking the course down for students, and increasing enrollment in PHIL 2020 courses throughout the state system. In addition, the increased accessibility of the course materials will result in higher completion rates and grade success for students who are digital natives. Christine James has been a reviewer for eCore PHIL 2010 twice, and a reviewer for Saylor's online course materials. She is familiar with the structure of successful online courses and the process of developing and reviewing them. Michael Holt is a Librarian with multiple degrees, including Philosophy, and he is the Marketing and Assessment Coordinator for VSU's Odum Library.

1.2 TRANSFORMATION ACTION PLAN

The action plan should include expected activities (e.g., identification, adoption/adaptation, syllabus redesign, course redesign, instructional design, etc.) and quantitative and qualitative measures of impact on student success and experience. The quantitative and qualitative data collected will be utilized in your final report as well as within ALG program communications to demonstrate success. It is important to identify how the data is to be analyzed for each data source. In specific, the action plan should address the project's quantitative impact on student success (items such as Learning Objective success, Drop, Fail, Withdraw (DFW) delta rate, and any other critical factors) to measure impact on student experience. Qualitative measures can include student feedback through survey or other means.

- 1) Identification of OER materials that can be included in a no cost/low cost course pack, 2) Creation of video material with PowerPoint, lecture, and captioning; 3) Revision of syllabus to include new material/replace units previously found in expensive textbooks; 4) Quantitative measures of student success using quizzes in Desire 2 Learn and/or qualitative measures using surveys in Qualtrics, 5)

Matching specific learning outcomes as listed on the syllabus with quizzes and surveys; 6) Analysis of student performance via DFW rate and A-D grades at end of semester.

1.3 TIMELINE

This is a simple timeline of milestone dates for your transformation project. Your interim report will utilize this timeline to indicate if the project is on schedule.

A great deal of this material is already known to our team because of previous experience teaching eCore, previous experience as a reviewer for Saylor online courses including their Logic and Critical Thinking course www.saylor.org/courses/phil102/ A team member has also taught for eCore for a number of years, and has written a Logic textbook. This timeline would involve 1) arranging material into Units that could be adapted to different professor's preferred order of teaching the course (November 2014-January 2015), 2) scanning and uploading material into a course pack that can be housed through VSU's Odum Library and used around the state in Desire 2 Learn; in future the course pack may be adapted and housed by eCore (November 2014-March 2015), 3) contacting The Logic App creator and the creator of online Truth Tree generators to see if an arrangement can be made to include their features in Desire 2 Learn at low cost/no cost (November 2014-January 2015), 4) teaching the PHIL 2020 course in Spring 2015 as a pilot using the new course materials (January 2015-May 2015), 5) completing assessments and reports on the project (May 2015)

1.4 BUDGET

Include Personnel & Projected Expenses not to exceed \$10,800.

One course release/part-time instructor replacement buyout for James: \$3,000.00

One course release/part-time instructor buyout for Holt: \$3,000.00

Materials for printouts, scanning, creation of pdfs and uploading material into format accessible for Desire 2 Learn: \$500.00

Possible licensure or use fees for The Logic App and Truth Tree Generators: \$500.00

Total: \$7000.00

1.5 SUSTAINABILITY PLAN

What is plan for offering the course in the future, including maintenance of course materials?

The course pack materials will be accessible with the help of the Odum Library during the development of the project, and can be uploaded easily into Desire 2 Learn modules. We would gather enough OER material that any instructor could pick and choose which items/modules they would like to use in their individualized PHIL 2020 Logic course. In the future, the OER materials we gather could be shared throughout the state system and in the eCore program as well. I am currently the course revision content expert for PHIL 2010, I believe this course pack will be very useful when the PHIL 2020 course is developed for eCore in the next few years. The potential impact of the course pack is thousands of students if it is done in a pluralistic and inclusive way with units on informal, formal symbolic, categorical, predicate, and applications of logic to specific needs and standardized exams.

1.6 REFERENCES & ATTACHMENTS

This could include any citations, references, your administrative letter of support, etc. Letters of support must be provided from the sponsoring area (unit, office, department, school, library, campus office of the Vice President for Academic Affairs etc.) that will be responsible for receipt and distribution of funding. Letters should reference sustainability.

Possible letters of support from Fred Downing or Sheri Gravett

A separate and thorough list of online course materials, such as: those included in Saylor's Logic and Critical Thinking course, the Creative Commons Open Access formal logic materials including the free booklet ForAllX, links to The Logic App and Truth Tree Generators, is available from Christine James as a separate document for page limitations.

PROPOSAL SUBMISSION: All PROPOSAL DOCUMENTS, REFERENCES, and ATTACHMENTS SHOULD BE SUBMITTED IN A SINGLE EMAIL TO alg@gatech.edu by 5:00 PM, EST, September 8, 2014.

**Letter of Support:
Affordable Learning Georgia Textbook Transformation Grant
By Christine James and Michael Holt**

I am writing in support of the Textbook Transformation Grant Proposal done by Christine James and Michael Holt.

The proposal is to gather materials for PHIL 2020, Logic, which is a popular Area C course. Typically, textbooks for this course cost more than \$100. The savings from this one class at VSU for one year could be approximately \$35,000 for students.

This proposal does indeed move in the direction of a transformative grant, and one that I am glad to support with enthusiasm.

Frederick L. Downing
Professor of Philosophy and Religious Studies
and Head of the Department
Valdosta State University