Affordable Materials Grants, Round 19:

Transformation Grants

(Spring 2021-Spring 2022)

Proposal Form and Narrative

Applicant and Team Information

|  |  |
| --- | --- |
| **Requested information** | **Answer** |
| **Institution(s)** | Kennesaw State University (KSU) |
| **Applicant name** | Christine Harkreader |
| **Applicant email** | charkrea@kennesaw.edu |
| **Applicant position/title** | Student Success Manager, KSU Writing Center |
| **Submitter name** |  |
| **Submitter email** |  |
| **Submitter position/title** |  |

|  |  |  |
| --- | --- | --- |
| **Team member** | **Name** | **Email address** |
| **Team member 1** | Christine Harkreader | charkrea@kennesaw.edu |
| **Team member 2** | Mary Lou Odom | modom3@kennesaw.edu |
| **Team member 3** | Rachel Greil | rgreil@kennesaw.edu |
| **Team member 4** | Marie Badillo-Mendez | mbadillo@kennesaw.edu |
| **Team member 5** | Laura Howard | lhoward40@kennesaw.edu |
| **Team member 6** | Sabnam Ghosh | sghosh6@kennesaw.edu |

If you have any more team members to add, please enter their names and email addresses in the text box below.

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| Marielena Zajac, mzajac@students.kennesaw.edu |

Project Information

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| --- | --- |
| **Requested information** | **Answer** |
| **Priority Category / Categories** | * ***Collaborative Projects with Professional Support*** * ***Student Participation in Materials Evaluation and/or Development*** |
| **Requested Total Amount of Funding** | ***$29,850.00*** |
| **Final Semester of Project** | ***Spring 2022*** |
| **Using OpenStax Textbook?** | ***No*** |

Impact Data

Course 1

|  |  |  |
| --- | --- | --- |
| **Row #** | **Requested information** | **Answer** |
| **N/A** | Course title and number | Composition I – ENGL 1101 |
| **N/A** | Course instructor | Sabnam Ghosh |
| **1** | Average number of students enrolled per section | 26 |
| **2** | Average number of affected course sections scheduled in a summer semester | 0 |
| **3** | Average number of affected course sections scheduled in a fall semester | 2 |
| **4** | Average number of affected course sections scheduled in a spring semester | 3 |
| **5** | Total number of course sections scheduled in an academic year  *Add up rows 2-4.* | 5 |
| **6** | Total number of student section enrollments per academic year  *Multiply row 1 and row 5.* | 130 |
| **7** | Original required commercial materials  *Include each title, author, price for a new copy purchased from either your campus bookstore, the publisher, or Amazon, and a URL to the book showing the price.* | Lunsford, Andrea A. *The Everyday Writer.*7th Edition*.*Bedford. 2019. Print. Price: $87.45  Source: <https://www.textbooks.com/Everyday-Writer-Spiral-7th-Edition/9781319102678/Andrea-A-Lunsford.php?kpid=9781319102678N&kenshu=_k_Cj0KCQiApsiBBhCKARIsAN8o_4izxll3jtcgyFhCe2pn11RYkjosAqw1AmVQCP7jxdk1c6-kLqhrNoIaAv-2EALw_wcB_k_&mcid=XKS-7564-41-9796-GoogleShopping-PRIDREPLACE-291&gclid=Cj0KCQiApsiBBhCKARIsAN8o_4izxll3jtcgyFhCe2pn11RYkjosAqw1AmVQCP7jxdk1c6-kLqhrNoIaAv-2EALw_wcB>    Losh, Elizabeth. Alexander, Jonathan. Cannon, Zander. Cannon, Kevin. *Understanding Rhetoric: A Graphic Guide to Writing*. Second Edition. Bedford. 2017. Price: $65.00  Source: <https://www.barnesandnoble.com/w/understanding-rhetoric-elizabeth-losh/1125431818> |
| **8** | Original cost per student section enrollment  *Add up the cost of all materials in row 7.* | $152.45 |
| **9** | Average post-project cost per student section enrollment | $30.00 |
| **10** | Average post-project savings per student section enrollment  *Subtract row 9 from row 8.* | $122.45 |
| **11** | Projected total annual student savings per academic year  *Multiply row 10 and row 6.* | $15,918.50 |

Course 2

|  |  |  |
| --- | --- | --- |
| **Row #** | **Requested information** | **Answer** |
| **N/A** | Course title and number | Composition I – ENGL 1101 |
| **N/A** | Course instructor | Laura Howard |
| **1** | Average number of students enrolled per section | 26 |
| **2** | Average number of affected course sections scheduled in a summer semester | 0 |
| **3** | Average number of affected course sections scheduled in a fall semester | 3 |
| **4** | Average number of affected course sections scheduled in a spring semester | 1 |
| **5** | Total number of course sections scheduled in an academic year  *Add up rows 2-4.* | 4 |
| **6** | Total number of student section enrollments per academic year  *Multiply row 1 and row 5.* | 104 |
| **7** | Original required commercial materials  *Include each title, author, price for a new copy purchased from either your campus bookstore, the publisher, or Amazon, and a URL to the book showing the price.* | *Writing Arguments: A Rhetoric with Readings Plus The Writer’s Handbook*, 11th ed. Price: $39.99  Source: <https://www.pearson.com/store/p/writing-arguments-a-rhetoric-with-readings/P100002499318> |
| **8** | Original cost per student section enrollment  *Add up the cost of all materials in row 7.* | $39.99 |
| **9** | Average post-project cost per student section enrollment | $0 |
| **10** | Average post-project savings per student section enrollment  *Subtract row 9 from row 8.* | $39.99 |
| **11** | Projected total annual student savings per academic year  *Multiply row 10 and row 6.* | $4158.96 |

Course 3

|  |  |  |
| --- | --- | --- |
| **Row #** | **Requested information** | **Answer** |
| **N/A** | Course title and number | Composition I – ENGL 1101 |
| **N/A** | Course instructor | Amelia Lewis |
| **1** | Average number of students enrolled per section | 26 |
| **2** | Average number of affected course sections scheduled in a summer semester | 0 |
| **3** | Average number of affected course sections scheduled in a fall semester | 0 |
| **4** | Average number of affected course sections scheduled in a spring semester | 1 |
| **5** | Total number of course sections scheduled in an academic year  *Add up rows 2-4.* | 1 |
| **6** | Total number of student section enrollments per academic year  *Multiply row 1 and row 5.* | 26 |
| **7** | Original required commercial materials  *Include each title, author, price for a new copy purchased from either your campus bookstore, the publisher, or Amazon, and a URL to the book showing the price.* | Amelia Lewis requires a variety of free online resources she spends significant time and energy curating and updating each semester. She does not currently require commercial materials. |
| **8** | Original cost per student section enrollment  *Add up the cost of all materials in row 7.* | $0.00 |
| **9** | Average post-project cost per student section enrollment | $0.00 |
| **10** | Average post-project savings per student section enrollment  *Subtract row 9 from row 8.* | $0.00 |
| **11** | Projected total annual student savings per academic year  *Multiply row 10 and row 6.* | $0.00 |

Course 4

|  |  |  |
| --- | --- | --- |
| **Row #** | **Requested information** | **Answer** |
| **N/A** | Course title and number | Composition I – ENGL 1101 |
| **N/A** | Course instructor | Chris Martin |
| **1** | Average number of students enrolled per section | 26 |
| **2** | Average number of affected course sections scheduled in a summer semester | 0 |
| **3** | Average number of affected course sections scheduled in a fall semester | 3 |
| **4** | Average number of affected course sections scheduled in a spring semester | 0 |
| **5** | Total number of course sections scheduled in an academic year  *Add up rows 2-4.* | 3 |
| **6** | Total number of student section enrollments per academic year  *Multiply row 1 and row 5.* | 81 |
| **7** | Original required commercial materials  *Include each title, author, price for a new copy purchased from either your campus bookstore, the publisher, or Amazon, and a URL to the book showing the price.* | Chris Martin requires a variety of free online resources he spends significant time and energy curating and updating each semester. He does not currently require commercial materials. |
| **8** | Original cost per student section enrollment  *Add up the cost of all materials in row 7.* | $0.00 |
| **9** | Average post-project cost per student section enrollment | $0.00 |
| **10** | Average post-project savings per student section enrollment  *Subtract row 9 from row 8.* | $0.00 |
| **11** | Projected total annual student savings per academic year  *Multiply row 10 and row 6.* | $0.00 |

Course 5

|  |  |  |
| --- | --- | --- |
| **Row #** | **Requested information** | **Answer** |
| **N/A** | Course title and number | Composition I – ENGL 1101 |
| **N/A** | Course instructor | Marielena Zajac |
| **1** | Average number of students enrolled per section | 26 |
| **2** | Average number of affected course sections scheduled in a summer semester | 0 |
| **3** | Average number of affected course sections scheduled in a fall semester | 2 |
| **4** | Average number of affected course sections scheduled in a spring semester | 0 |
| **5** | Total number of course sections scheduled in an academic year  *Add up rows 2-4.* | 2 |
| **6** | Total number of student section enrollments per academic year  *Multiply row 1 and row 5.* | 52 |
| **7** | Original required commercial materials  *Include each title, author, price for a new copy purchased from either your campus bookstore, the publisher, or Amazon, and a URL to the book showing the price.* | Lunsford, Andrea A. *The Everyday Writer.*7th Edition*.*Bedford. 2019. Print. Price: $87.45  Source: <https://www.textbooks.com/Everyday-Writer-Spiral-7th-Edition/9781319102678/Andrea-A-Lunsford.php?kpid=9781319102678N&kenshu=_k_Cj0KCQiApsiBBhCKARIsAN8o_4izxll3jtcgyFhCe2pn11RYkjosAqw1AmVQCP7jxdk1c6-kLqhrNoIaAv-2EALw_wcB_k_&mcid=XKS-7564-41-9796-GoogleShopping-PRIDREPLACE-291&gclid=Cj0KCQiApsiBBhCKARIsAN8o_4izxll3jtcgyFhCe2pn11RYkjosAqw1AmVQCP7jxdk1c6-kLqhrNoIaAv-2EALw_wcB>    Losh, Elizabeth. Alexander, Jonathan. Cannon, Zander. Cannon, Kevin. *Understanding Rhetoric: A Graphic Guide to Writing*. Second Edition. Bedford. 2017. Price: $65.00  Source: <https://www.barnesandnoble.com/w/understanding-rhetoric-elizabeth-losh/1125431818> |
| **8** | Original cost per student section enrollment  *Add up the cost of all materials in row 7.* | $152.45 |
| **9** | Average post-project cost per student section enrollment | $30.00 or less |
| **10** | Average post-project savings per student section enrollment  *Subtract row 9 from row 8.* | $122.45 |
| **11** | Projected total annual student savings per academic year  *Multiply row 10 and row 6.* | $6367.40 |

Course 6

|  |  |  |
| --- | --- | --- |
| **Row #** | **Requested information** | **Answer** |
| **N/A** | Course title and number | Composition II – ENGL 1102 |
| **N/A** | Course instructor | Sabnam Ghosh |
| **1** | Average number of students enrolled per section | 26 |
| **2** | Average number of affected course sections scheduled in a summer semester |  |
| **3** | Average number of affected course sections scheduled in a fall semester | 3 |
| **4** | Average number of affected course sections scheduled in a spring semester | 2 |
| **5** | Total number of course sections scheduled in an academic year  *Add up rows 2-4.* | 5 |
| **6** | Total number of student section enrollments per academic year  *Multiply row 1 and row 5.* | 130 |
| **7** | Original required commercial materials  *Include each title, author, price for a new copy purchased from either your campus bookstore, the publisher, or Amazon, and a URL to the book showing the price.* | Bullock, Richard. Goggin, Maureen Daly. *The Norton Field Guide to Reading with Writings*. 5E. W.W. Norton and Company. 2019. Price: $72.50.  Source: <https://www.textbooks.com/Norton-Field-Guide-to-Writing-With-Readings-5th-Edition/9780393655780/Richard-Bullock-Maureen-Daly-Goggin-and-Francine-Weinberg.php?kpid=9780393655780U&kenshu=_k_Cj0KCQiApsiBBhCKARIsAN8o_4j_qqxIh0U6aZi6EDqo1BhwblTtWF1Ze35vyDQyGpZRl3UiNglg8d4aAjv4EALw_wcB_k_&mcid=XKS-7564-41-10619-GoogleShopping-PRIDREPLACE-291&gclid=Cj0KCQiApsiBBhCKARIsAN8o_4j_qqxIh0U6aZi6EDqo1BhwblTtWF1Ze35vyDQyGpZRl3UiNglg8d4aAjv4EALw_wcB>  Graff, Gerald. Birkenstein, Kathy. Durst, Russell. *They Say/I Say: The Moves that matter in academic writing with readings*. 4E. Norton and Company. 2018. Price: $52.56  Source: <https://www.barnesandnoble.com/w/they-say-i-say-gerald-graff/1100878525> |
| **8** | Original cost per student section enrollment  *Add up the cost of all materials in row 7.* | $125.06 |
| **9** | Average post-project cost per student section enrollment | $30.00 |
| **10** | Average post-project savings per student section enrollment  *Subtract row 9 from row 8.* | $95.06 |
| **11** | Projected total annual student savings per academic year  *Multiply row 10 and row 6.* | $12,357.80 |

Course 7

|  |  |  |
| --- | --- | --- |
| **Row #** | **Requested information** | **Answer** |
| **N/A** | Course title and number | Composition II – ENGL 1102 |
| **N/A** | Course instructor | Rachel Greil |
| **1** | Average number of students enrolled per section | 26 |
| **2** | Average number of course sections scheduled in a summer semester | 0 |
| **3** | Average number of course sections scheduled in a fall semester | 1 |
| **4** | Average number of course sections scheduled in a spring semester | 1 |
| **5** | Total number of course sections scheduled in an academic year  *Add up rows 2-4.* | 2 |
| **6** | Total number of student section enrollments per academic year  *Multiply row 1 and row 5.* | 52 |
| **7** | Original required commercial materials  *Include each title, author, price for a new copy purchased from either your campus bookstore, the publisher, or Amazon, and a URL to the book showing the price.* | Miller, James S., editor. Acting Out Culture. 4th ed., Bedford/St. Martin’s, 2018. Price: $65.92  Source: <https://www.barnesandnoble.com/w/acting-out-culture-james-s-miller/1127607284>    Palmquist, Mike. The Bedford Researcher. 6th ed., Bedford/St. Martin’s, 2018. Price: $70.75  Source: <https://www.barnesandnoble.com/w/the-bedford-researcher-mike-palmquist/1127607275>    Hacker, Diana, and Nancy Sommers. A Writer’s Reference. 9th ed., Bedford/St. Martin’s, 2018. Price: $89.04  Source: <https://www.barnesandnoble.com/w/a-writers-reference-diana-hacker/1127607270> |
| **8** | Original cost per student section enrollment  *Add up the cost of all materials in row 7.* | $225.71 |
| **9** | Average post-project cost per student section enrollment | $30.00 |
| **10** | Average post-project savings per student section enrollment  *Subtract row 9 from row 8.* | $195.71 |
| **11** | Projected total annual student savings per academic year  *Multiply row 10 and row 6.* | $10,176.92 |

Course 8

|  |  |  |
| --- | --- | --- |
| **Row #** | **Requested information** | **Answer** |
| **N/A** | Course title and number | Composition II – ENGL 1102 |
| **N/A** | Course instructor | Laura Howard |
| **1** | Average number of students enrolled per section | 26 |
| **2** | Average number of course sections scheduled in a summer semester | 0 |
| **3** | Average number of course sections scheduled in a fall semester | 1 |
| **4** | Average number of course sections scheduled in a spring semester | 2 |
| **5** | Total number of course sections scheduled in an academic year  *Add up rows 2-4.* | 3 |
| **6** | Total number of student section enrollments per academic year  *Multiply row 1 and row 5.* | 78 |
| **7** | Original required commercial materials  *Include each title, author, price for a new copy purchased from either your campus bookstore, the publisher, or Amazon, and a URL to the book showing the price.* | The Curious Researcher by Bruce Ballenger, 9th edition. Price: $24.99  Source: <https://www.pearson.com/store/p/the-curious-researcher-a-guide-to-writing-research-papers/P100002328388/9780134508016?creative=499323073575&keyword=&matchtype=&network=u&device=c&gclid=Cj0KCQiAj9iBBhCJARIsAE9qRtB4cjbUGXRu6HhNt7UJIgEDhCSiWbbMr51xDNZRz-QqjE4xdKuK47UaAg-eEALw_wcB> |
| **8** | Original cost per student section enrollment  *Add up the cost of all materials in row 7.* | $24.99 |
| **9** | Average post-project cost per student section enrollment | $0 |
| **10** | Average post-project savings per student section enrollment  *Subtract row 9 from row 8.* | $24.99 |
| **11** | Projected total annual student savings per academic year  *Multiply row 10 and row 6.* | $1049.22 |

Course 9

|  |  |  |
| --- | --- | --- |
| **Row #** | **Requested information** | **Answer** |
| **N/A** | Course title and number | Composition II – ENGL 1102 |
| **N/A** | Course instructor | Kathryn Klein |
| **1** | Average number of students enrolled per section | 26 |
| **2** | Average number of course sections scheduled in a summer semester | 0 |
| **3** | Average number of course sections scheduled in a fall semester | 4 |
| **4** | Average number of course sections scheduled in a spring semester | 3 |
| **5** | Total number of course sections scheduled in an academic year  *Add up rows 2-4.* | 7 |
| **6** | Total number of student section enrollments per academic year  *Multiply row 1 and row 5.* | 182 |
| **7** | Original required commercial materials  *Include each title, author, price for a new copy purchased from either your campus bookstore, the publisher, or Amazon, and a URL to the book showing the price.* | In addition to the commercial text listed here, Kathryn Klein requires a variety of free online materials she spends significant time and energy curating and updating each semester.  Bullock and Goggin. *The Norton Field Guide to Writing with Readings* 5th ed. Price: $87.12  Source: <https://www.barnesandnoble.com/w/the-norton-field-guide-to-writing-richard-bullock/1133481383> |
| **8** | Original cost per student section enrollment  *Add up the cost of all materials in row 7.* | $87.12 |
| **9** | Average post-project cost per student section enrollment | $0.00 |
| **10** | Average post-project savings per student section enrollment  *Subtract row 9 from row 8.* | $87.12 |
| **11** | Projected total annual student savings per academic year  *Multiply row 10 and row 6.* | $15,855.84 |

Course 10

|  |  |  |
| --- | --- | --- |
| **Row #** | **Requested information** | **Answer** |
| **N/A** | Course title and number | Composition II – ENGL 1102 |
| **N/A** | Course instructor | Amelia Lewis |
| **1** | Average number of students enrolled per section | 26 |
| **2** | Average number of course sections scheduled in a summer semester | 0 |
| **3** | Average number of course sections scheduled in a fall semester | 3 |
| **4** | Average number of course sections scheduled in a spring semester | 0 |
| **5** | Total number of course sections scheduled in an academic year  *Add up rows 2-4.* | 3 |
| **6** | Total number of student section enrollments per academic year  *Multiply row 1 and row 5.* | 78 |
| **7** | Original required commercial materials  *Include each title, author, price for a new copy purchased from either your campus bookstore, the publisher, or Amazon, and a URL to the book showing the price.* | Amelia Lewis requires a variety of free online resources she spends significant time and energy curating and updating each semester. She does not currently require commercial materials. |
| **8** | Original cost per student section enrollment  *Add up the cost of all materials in row 7.* | $0.00 |
| **9** | Average post-project cost per student section enrollment | $0.00 |
| **10** | Average post-project savings per student section enrollment  *Subtract row 9 from row 8.* | $0.00 |
| **11** | Projected total annual student savings per academic year  *Multiply row 10 and row 6.* | $0.00 |

Course 11

|  |  |  |
| --- | --- | --- |
| **Row #** | **Requested information** | **Answer** |
| **N/A** | Course title and number | Composition II – ENGL 1102 |
| **N/A** | Course instructor | Chris Martin |
| **1** | Average number of students enrolled per section | 26 |
| **2** | Average number of course sections scheduled in a summer semester | 0 |
| **3** | Average number of course sections scheduled in a fall semester | 0 |
| **4** | Average number of course sections scheduled in a spring semester | 3 |
| **5** | Total number of course sections scheduled in an academic year  *Add up rows 2-4.* | 3 |
| **6** | Total number of student section enrollments per academic year  *Multiply row 1 and row 5.* | 78 |
| **7** | Original required commercial materials  *Include each title, author, price for a new copy purchased from either your campus bookstore, the publisher, or Amazon, and a URL to the book showing the price.* | Chris Martin requires a variety of free online resources he spends significant time and energy curating and updating each semester. He does not currently require commercial materials. |
| **8** | Original cost per student section enrollment  *Add up the cost of all materials in row 7.* | $0.00 |
| **9** | Average post-project cost per student section enrollment | $0.00 |
| **10** | Average post-project savings per student section enrollment  *Subtract row 9 from row 8.* | $0.00 |
| **11** | Projected total annual student savings per academic year  *Multiply row 10 and row 6.* | $0.00 |

Course 12

|  |  |  |
| --- | --- | --- |
| **Row #** | **Requested information** | **Answer** |
| **N/A** | Course title and number | Composition II – ENGL 1102 |
| **N/A** | Course instructor | Marielena Zajac |
| **1** | Average number of students enrolled per section | 26 |
| **2** | Average number of course sections scheduled in a summer semester | 0 |
| **3** | Average number of course sections scheduled in a fall semester | 0 |
| **4** | Average number of course sections scheduled in a spring semester | 2 |
| **5** | Total number of course sections scheduled in an academic year  *Add up rows 2-4.* | 2 |
| **6** | Total number of student section enrollments per academic year  *Multiply row 1 and row 5.* | 52 |
| **7** | Original required commercial materials  *Include each title, author, price for a new copy purchased from either your campus bookstore, the publisher, or Amazon, and a URL to the book showing the price.* | Miller, James S., editor. Acting Out Culture. 4th ed., Bedford/St. Martin’s, 2018. Price: $65.92  Source: <https://www.barnesandnoble.com/w/acting-out-culture-james-s-miller/1127607284>    Palmquist, Mike. The Bedford Researcher. 6th ed., Bedford/St. Martin’s, 2018. Price: $70.75  Source: <https://www.barnesandnoble.com/w/the-bedford-researcher-mike-palmquist/1127607275>    Hacker, Diana, and Nancy Sommers. A Writer’s Reference. 9th ed., Bedford/St. Martin’s, 2018. Price: $89.04  Source: <https://www.barnesandnoble.com/w/a-writers-reference-diana-hacker/1127607270>    Note: As a new TA, Zajac has not taught classes before. We are therefore listing the same materials required by Greil (the only experienced pilot instructor who does not already incorporate OER in place of or in addition to commercial materials), to give an idea of what commercial materials Zajac would require if not for COMPSS. |
| **8** | Original cost per student section enrollment  *Add up the cost of all materials in row 7.* | $225.71 |
| **9** | Average post-project cost per student section enrollment | $30.00 |
| **10** | Average post-project savings per student section enrollment  *Subtract row 9 from row 8.* | $195.71 |
| **11** | Projected total annual student savings per academic year  *Multiply row 10 and row 6.* | $10,176.92 |

Narrative Section

1. Project Goals

**Goal:**

**The overarching goal for the proposed project, Composition Open Modules Promoting Student Success (COMPSS), is to improve student retention, progression, and graduation rates by transforming two general education composition courses required for all KSU students by adopting, adapting, and creating open educational resources (OER) to produce five content-based, self-contained 5-week OER modules that meet all departmental and institutional standards and promote student success while replacing the expensive textbooks typically required in these courses.**

**Objectives:**

* **We will gather and organize existing OER for first-year composition (FYC) courses and evaluate all materials according to departmental and institutional standards.**
* **We will create, adopt, and adapt (as allowed by copyright) OER to develop five high-quality, content-based, self-contained, 5-week OER modules that are cohesive and consistent in tone, terminology, and aesthetics and that meet institutional and departmental standards.**
* **We will assess these OER modules by conducting a pilot study and measuring student satisfaction, instructor satisfaction, student materials use rates, student performance, and student success and retention rates.**
* **We will propose the addition of these OER modules to the KSU FYC Program’s official recommended materials list.**
* **We will share these OER modules with instructors at KSU and other institutions in the USG and beyond by publishing them on the KSU Writing Center’s public webpage, in KSU’s Digital Commons, in ALG’s online repository, and on Soft Chalk.**
* **We will publicize these OER modules and encourage faculty at KSU and other institutions to adopt these OER modules for use in FYC and in other disciplines as appropriate in face-to-face, hybrid, and online settings.**

**We expect COMPSS to result in increased student learning and higher grades, higher rates of retention, and higher rates of graduation.**

2. Statement of Transformation

**As instructors and students continue to adapt to a changing world during a global pandemic, access to high-quality, affordable materials is more important than ever. The COVID-19 pandemic has highlighted the need for low- and no-cost materials that can easily be adapted for use across multiple modalities. At this time when many Georgians are out of work, enrollment in higher education is up: in fall of 2020, KSU experienced an 8% overall increase in enrollment compared with the year before, with a 25% increase in freshmen (Kennesaw State University 2020). At the same time, limited financial resources for many students at KSU and throughout the USG mean the prohibitive cost of textbooks contributes to reduced learning and lower rates of course completion and, ultimately, graduation. Following the abrupt shift to remote learning in spring 2020, more instructors now attempt to design classes that can easily transition to online and hybrid modalities should the need arise in future. Adapting traditional course materials for this purpose can be difficult and time-consuming. Composition Open Modules Promoting Student Success (COMPSS) will address these issues.**

**COMPSS will transform first-year composition (FYC) courses and promote student and instructor success at KSU and other institutions by addressing the ongoing issues of affordability and quality of instruction in all modalities. FYC serves more students than any other program at KSU. All students regardless of major are required to pass both FYC courses (English 1101 and 1102). In the last year alone, 13,636 KSU students took at least one of these courses in which a single textbook can cost as much as $150. Although some instructors in KSU’s FYC program use OER, including four of the pilot instructors for COMPSS, they are in the minority. We believe many more instructors would use OER if accessible, high-quality materials aligned with programmatic and institutional expectations and guidelines were readily available. COMPSS will meet this need.**

**As our team creates the five OER modules, we will gather and modify (as allowed by copyright) high-quality OER as well as create our own. The five OER modules will address the following topics, which correspond to assignments commonly used by KSU FYC instructors (according to a KSU Composition Program syllabus annotation survey in Fall 2019):**

* **Literature review**
* **Annotated bibliography**
* **Research proposal**
* **Argumentative research paper**
* **Analysis --** **A module providing a framework of questions and cognitive strategies to help students effectively approach analysis for a variety of assignments. This module will introduce students to rhetorical analysis, a common composition assignment.**

**Each OER module will be comprehensive and self-contained, and instructors will be able to implement up to three per course (in a 15-week semester) to create high-quality, low- or no-cost classes. For each of the five OER modules, we will develop and incorporate, at a minimum, the following:**

* **5-week schedule**
* **Daily or weekly activities, including low-stakes writing assignments**
* **Discussion prompts and group activities to foster effective student-to-student interaction**
* **Daily or weekly readings**
* **Videos and corresponding handouts, activities, and discussion prompts**
* **Major writing assignments**

**COMPSS will contribute directly to student success: Students will benefit from having high-quality, electronically accessible resources that are free. This will level the playing field for students no matter their economic situation. Research data indicates that using OER in place of expensive textbooks improves student retention and success (Griffiths et al. 2018). Because COMPSS will be readily available electronically, students will be more likely to access and engage meaningfully with course materials and therefore more likely to achieve course learning objectives, earn higher grades, and stay in school.**

**Instructors will benefit from having a single, reliable source of comprehensive, peer-reviewed OER modules that are suitable for online, face-to-face, or hybrid modalities. These materials will save time and energy for instructors, allowing them to focus on helping students learn and succeed (rather than curating, evaluating, and modifying the less-than-ideal OER materials currently widely available for FYC courses).  Importantly, compared with traditional textbooks, OER  encourages instructors’ academic freedom (Wiley 2017). Because the COMPSS modules will be content-based and self-contained, they will allow for maximum flexibility and adaptability regardless of instructors’ philosophies, methods, and modes of teaching, and instructors will be encouraged to adapt the materials to suit their teaching style and preferences. Because the modules will be accessible and modality agnostic, they will help answer calls for resilient teaching practices to support student success (Eyler, qtd. in Gardiner 2020).**

**The FYC Program, housed in the KSU English Department, prepares students to compose in multiple contexts and to navigate complexity and diversity, engaging students through pedagogies that foster critical reading and thinking, composing processes, effective communication, rhetorical agility, and ethical inquiry. COMPSS will benefit the FYC program as  well as other programs and departments across KSU and beyond. Because all students are required to take composition courses to build foundational written communication and critical thinking skills, every KSU student will potentially benefit from this work. During the grant period, we will assess the OER modules in FYC courses and make adjustments based on the results of the pilot study. We will then share the OER modules among all FYC instructors at KSU and at other institutions.**

**The KSU Writing Center promotes the awareness and advancement of writing and literacy throughout the KSU community and supports writers from all backgrounds, disciplines, and levels of writing ability. Research suggests that first-year students using university writing center services achieve higher cumulative GPAs and have higher retention and graduation rates than those who do not (Sailor 2016). Thus, the Writing Center offers unique perspectives on the strategies and resources most likely to help students succeed in FYC courses. COMPSS aligns with the Writing Center’s mission and, while it is FYC-focused, some of the OER modules (for example, literature reviews, annotated bibliographies, and research proposals) will be applicable across a wide range of disciplines such as nursing, psychology, and others in which instructors regularly assign those types of writing. Following our assessment of the pilot and any subsequent adjustments, we will share the interdisciplinary modules with programs and departments across KSU and other institutions.**

**Our seven team members are listed below. Each of us teach, have taught, or will soon teach (in the case of graduate student and TA Marielena Zajac) FYC courses; five team members also work in the Writing Center.**

* **Christine Harkreader – Student Success Manager, KSU Writing Center**
* **Mary Lou Odom – Professor of English; Director of the KSU Writing Center**
* **Rachel Greil – Assistant Director of the KSU Writing Center; Senior Lecturer of English**
* **Marie Badillo-Mendez – Student Success Manager, KSU Writing Center (Marietta Campus)**
* **Laura Howard – TA Coordinator; Online Coordinator for English; Lecturer of English**
* **Sabnam Ghosh – Limited-Term Instructor of English**
* **Marielena Zajac – MAPW student; Teaching Assistant in the KSU Writing Center**

**The impetus for COMPSS was our team members’ and pilot instructors’ shared appreciation of the need for affordable course materials and our frustration with the lack of OER that is cohesive; consistent in tone, terminology, aesthetics, and overall high quality; and suited for FYC courses across multiple modalities. We believe it is not enough to provide free or low-cost course materials; those materials must be of high quality to help students develop critical skills that will serve them in school and beyond (AAC&U 2010).**

**In the Spring 2022 semester, seven pilot instructors will implement the OER modules into their English 1101 and/or English 1102 courses. Four of the pilot instructors – Ghosh, Greil, Howard, and Zajac – are members of our development team. The other three – Kathryn Klein, Amelia Lewis, and Christopher Martin – are instructors who collaborated with Harkreader as members of the OER Workgroup in 2019 and 2020, and who already use OER in their courses; the student cost savings in their classes will therefore be far less significant than in classes taught by instructors currently using traditional textbooks. Nevertheless, even if only the seven pilot instructors for COMPSS adopt the OER modules, the student savings will exceed $76,000 in two semesters. After the grant period, we expect the COMPS modules to be added to the list of recommended materials for teaching FYC, leading to massive increases in student savings. If these OER modules are adopted by all instructors in the FYC program at KSU, then calculating based on the fall 2020 and spring 2021 student enrollment in FYC courses (13,636 students) and multiplying by the savings of Greil’s students using COMPSS materials versus traditional textbooks (a savings of $195.71 per student in one FYC class in one semester), COMPSS would save KSU students taking FYC courses more than $2.6 million in two semesters (13,636 students x $195.71 savings = $2,668,701.56 total student savings).**

**Christine Harkreader, a team member who has experience both teaching English 1101 and English 1102 classes at KSU and working in the Writing Center, experienced frustration when attempting to build FYC courses using OER beginning in 2018. She became interested in OER after some of her students expressed that they were unable to complete course assignments because they were unable to afford the required textbooks. Harkreader expended significant time and effort curating OER, which she shared with colleagues on the FYC D2L page and discussed with members of the FYC OER Workgroup she led beginning in 2019. Three of the pilot instructors for COMPSS – Amelia Lewis, Kathryn Klein, and Christopher Martin – were also members of the OER Workgroup. Despite locating and organizing a library of OER, they found it necessary to heavily modify most of the materials before they could use them in their own classes; the materials’ quality simply did not meet their and their students’ requirements, and they did not meet department or institutional standards. Now that she works in the Writing Center, Harkreader has begun to consider how to develop and share high-quality OER on a large scale to benefit more students and instructors than any one instructor could alone, in FYC and in other disciplines.**

**Rachel Greil, a team member and pilot instructor, teaches FYC courses and has more than twenty years of experience working in the KSU Writing Center. Greil has also been frustrated by the high cost of textbooks used in FYC classes, and her work in the Writing Center has allowed her to see materials used by other instructors and to hear complaints about cost from students in many disciplines. Although she sees the value of OER, she has not found appropriate OER to replace the commercial materials she uses in her classes. Although GALILEO provides access to scholarly sources as well as newspaper and magazine articles, many students hesitate to use the library.**

**Greil is one of five writing center professionals working on COMPSS; she, Harkreader, Odom, Badillo-Mendez, and Zajac bring a unique perspective developed as a result of interacting with students who see the Writing Center as a “safe space” that supports them without evaluation or grades. In the Writing Center, students often share their frustrations and critical feedback about course materials: many confess that they can’t or don’t purchase textbooks due to their high cost, while others express that they often feel overwhelmed by course materials they find confusing or inconsistent. As more classes than ever are conducted remotely, students increasingly struggle with accessibility, and a significant part of the Writing Center’s work involves helping students “decode” the language of course materials. The knowledge of and experience with student writers that members of the Writing Center bring to COMPSS will ensure the OER modules are cohesive, consistent, high-quality, and accessible for students.**

**Mary Lou Odom is a professor of Rhetoric and Composition in KSU’s English department and has taught courses ranging from English 1101 and 1102 to graduate-level composition theory and pedagogy seminars. In addition to over a decade of experience directing the KSU Writing Center, Odom brings to COMPSS experience in FYC administration, teaching assistant education and supervision, and the creation and direction of writing across the curriculum initiatives. She has conducted and published research in each of these areas as well as on the reading behaviors of college students and the ways that instructors can select texts and use writing that will improve reading-related learning outcomes in all disciplines (Odom 2017). This work, in particular, will help inform the creation of original content for the modules.**

**Laura Howard, a team member and pilot instructor, has previously created and assessed OER materials as a former ALG grantee alongside pilot instructor Amelia Lewis. Since her work on that project, Howard has continued using the OER she located and created for use in English 1101 and English 1102, and she has continued to create additional resources based on experience gained through work on the ALG project in 2017 and 2018. She is currently teaching English 1102 using a combination of resources from her prior grant experience and a textbook that costs $24.99, which is well below the affordable textbook threshold of $35. Her English 1101 course currently uses OER developed during her previous ALG grant project, in addition to a textbook costing $39.99 (hardcover) or $19.99 (ebook). The addition of a textbook to English 1101 since her previous ALG project is the result of pedagogical and programmatic shifts since 2018; however, the textbook price remains affordable in line with ALG principles. Significantly, COMPSS will yield programmatically and pedagogically responsive materials that will reduce these costs and go beyond her previous work by providing additional, up-to-date, richer and more comprehensive content to use in online classroom, face-to-face, or hybrid classrooms.**

**While Howard’s previous work as an ALG grantee is valuable and has been transformative for her course design and her teaching, the FYC program has changed significantly since 2018. Furthermore, the pivot to online teaching as the pandemic hit in spring 2020 and Howard's commitment to resilient pedagogy as an approach to sustainable, inclusive, accessible, and flexible course design have revealed the need for new course design. Howard will bring her experience from the previous grant cycle to bear on COMPSS, which is significantly different because it will produce comprehensive, self-contained OER modules designed to reflect current best practices from the Scholarship of Teaching and Learning and other evidence-based practices supporting resilient pedagogy.**

**Howard’s new role as TA Coordinator at KSU allows her to approach OER and affordable learning from a new vantage point as she introduces novice teachers to the goals of this work and available resources**—**including our proposed new modules**—**to support course planning and design with affordability, inclusivity, and accessibility in mind. Howard can also recommend texts for the FYC program’s approved list of materials, which is distributed to FYC faculty, including new hires, part-time faculty, and TAs. This list is used by faculty for textbook choice. Currently, there are no OER options on this list, but our project team aims to change that with COMPSS. Among the TAs Howard is training and mentoring currently is Zajac, a team member and pilot instructor who helped plan and develop COMPSS and who will help evaluate and assess the OER modules we create. Currently a student in KSU’s Master of Arts in Professional Writing program, Zajac is one of many TAs whose teaching philosophy and practice will be transformed and whose students will benefit as a result of COMPSS.**

**Sabnam Ghosh, a team member and pilot instructor, currently uses a combination of OER and textbooks in her English 1101 and English 1102 classes. She is particularly interested in creating high-quality, accessible OER videos and accompanying materials since there is currently a lack of OER videos that can independently support lecture and teaching materials for FYC classes. Apart from a selection of YouTube videos and worksheets on google (many of which are very basic and are not organized for classroom use), she finds it difficult to locate quality lecture materials and handouts geared towards FYC classrooms. Ghosh looks forward to addressing common student concerns about textbook cost and availability while also revolutionizing her teaching practice and promoting student success in new ways using OER.**

**Pilot instructor Christopher Martin likes that using OER keeps costs down for students and removes the burden of worrying whether all students have access to course texts. Having had trouble finding OER that are high-quality and pertain to what he wants to do, particularly for English 1101 and English 1102, Martin uses his subject matter expertise as a professional writer and trained educator, devoting considerable time and effort to select, adapt, and incorporate dozens of materials and texts. The most useful OER Martin has found is an anthology which was nevertheless "too clunky" and lacked aesthetic appeal. He no longer uses that resource because although his students liked that it was free, they constructively critiqued other aspects of it, and it had limited use in his classroom. Martin is looking forward to incorporating the OER modules our team creates, which he expects will be of high quality and will save him time and energy while helping his students succeed.**

**Pilot instructor Amelia Lewis is a former ALG grantee; as noted above, she collaborated with Howard on a project to develop OER materials for English 1101 and English 1102 courses, and she has continued to use and develop OER for her classes since then. Lewis requires her students to use only resources that are available for free online. Like Martin, she spends extraordinary time and energy curating, adapting, and updating materials each semester. As a pilot instructor for COMPSS, she looks forward to implementing ready-to-go, high-quality OER modules that will help her students succeed and meet learning objectives. Self-contained, content-based OER modules are a new way of experimenting with high-quality OER, and Lewis is looking forward to discovering to what extent this new approach will benefit her students as learners and her as an instructor.**

**COMPSS will benefit students and instructors beyond KSU. Our team will share the OER modules online in several places including Soft Chalk, KSU’s Digital Commons, and the ALG repository of OER. The Writing Center will also host the materials on its public website and will encourage faculty from across disciplines at KSU and other institutions to incorporate them in their courses.**

**This collaboration**—**between writing center experts, FYC instructors, and a graduate student who is learning to design and teach her own FYC courses**—**will transform FYC courses and bring immense value to students, instructors, KSU, and other institutions on a wide scale during the grant period and beyond. COMPSS is a practical, necessary project and the first step toward what will be an ongoing effort even after the grant period ends: all seven of our team members will continue to learn about, develop, and use OER, as will our pilot instructors. Harkreader, Odom, Greil, and Badillo-Mendez will continue to develop additional OER modules and share them widely every year for the foreseeable future. Following the grant period, they will take on this responsibility as part of the ongoing effort to promote student success through the KSU Writing Center.**

3. Action Plan

**Team meetings**

**Harkreader, Odom, Greil, Badillo-Mendez, Howard, Ghosh, and Zajac have met via video conference weekly since mid-January to plan COMPSS. Throughout the grant period, we will ensure that we are meeting objectives and adhering to our timeline by continuing to meet every two weeks (and more often as needed) to discuss progress, troubleshoot, review COMPSS materials and conduct quality control, discuss the pilot study and assessment, and plan the Final Report. We will also be in regular contact via email, phone, and by sharing resources and comments in OneDrive.**

**Asynchronous training**

**All team members will begin asynchronous training on March 19, 2021, as required by ALG.**

**Kickoff Training**

**At least three team members will attend the required synchronous online kick-off training/implementation meeting on March 26, 2021.**

**Content Selection and Creation**

**Harkreader, Odom, Greil, Badillo-Mendez, Howard, and Ghosh will review existing OER to identify suitable OER to adopt and/or adapt for COMPSS, and to determine what materials we will need to create as we develop five content-based, self-contained 5-week OER modules for use in FYC courses. Resources we adopt or adapt will include but not be limited to handouts, videos, and workshops already developed by the KSU Writing Center; GALILEO readings; *An Illustrated Book of Bad Arguments*, by Ali Almossawi; the *Rhetoric and Composition* WikiBook; and other selected readings available online.**

**For each OER module, we will establish learning objectives, create an outline, select existing OER to adopt and/or adapt, identify new materials that need to be created, create new materials, and perform quality control to ensure all materials meet departmental and institutional standards and are of consistent high quality. All team members will share materials on OneDrive, where we can post resources and exchange comments, updates, and revisions electronically in real time even when collaborating remotely.**

**Each OER module will contain, at a minimum, the following: a 5-week schedule, daily or weekly activities/low-stakes writing assignments, discussion prompts and group activities to foster effective student-to-student interaction, daily or weekly readings, videos and accompanying activities, and major writing assignments.**

**Harkreader, Odom, Greil, Badillo-Mendez, Howard, and Ghosh will work in pairs and small groups of three to manage the OER modules. All team members, including Zajac, will review all OER modules to conduct quality control.**

**Quality control**

**Harkreader, Odom, Greil, Badillo-Mendez, Howard, Ghosh, and Zajac will conduct regular quality control checks throughout the process of developing COMPSS modules. We will also do a final quality control check before sharing COMPSS modules with Klein, Lewis, and Martin in preparation for the pilot study. We will critically evaluate each module for completeness; usability; accessibility; cohesiveness; consistency in tone, terminology, and aesthetics; and adherence to institutional and departmental standards.**

**IRB training**

**Harkreader, Greil, Howard, Ghosh, and Badillo-Mendez will devote time in summer 2021 to complete IRB training. (Odom is already up to date with IRB certification.)**

**Accessibility of materials**

**Harkreader, Odom, Ghosh, and Badillo-Mendez will devote time in summer 2021 to complete accessibility training. (Greil and Howard have already completed this training.) We will make sure COMPSS modules are fully accessible.**

**Open licensing**

**We will apply a Creative Commons Attribution License (CC-BY) to COMPSS materials to let others distribute, remix, adapt, and build upon COMPSS modules, as long as they credit us for the original creation.**

**Implementation**

**A total of seven instructors in the FYC Program at KSU – four of our team members (Ghosh, Greil, Howard, and Zajac) and three additional instructors (Klein, Lewis, and Martin) – will serve as pilot instructors who will incorporate COMPSS modules in their English 1101 and/or English 1102 online, hybrid, and/or face-to-face courses during the spring 2022 semester.**

**Evaluation**

**Through anonymous surveys and course evaluations, we will ask pilot instructors and their students to evaluate COMPSS modules’ ease of use, clarity, currency, engagement, accessibility, helpfulness (with regard to achieving learning objectives). We will also evaluate satisfaction rate and materials use rate. Finally, we will assess student performance and student success and course retention: pilot instructors will remove names and other identifying information and then provide our team with data reflecting their students’ grades and withdrawal rates. (The difference between these results and the ALG FYC study from 2017-2018 is that for COMPSS we will be evaluating the impact of complete, self-contained, ready-to-teach modules.)**

**At the end of the Spring 2022 semester, we will compile a final report for ALG including impact on student success and experience.**

**Sharing and publishing materials**

**We will put all course materials into accessible formats and publish the OER modules to the web: the KSU Writing Center will host the OER modules on our website, and we will also publish them on Soft Chalk, in KSU’s Digital Commons, and in ALG’s repository of OER. In addition, we will publish to a D2L section that serves as a resource for FYC faculty at KSU.**

**Harkreader will publicize COMPSS materials via KSU Today (KSU’s system for posting and viewing campus announcements for faculty and staff) and targeted emails to appropriate listservs within KSU and to colleagues at other institutions.**

**Final Report**

**As required by ALG, we will complete a Final Report at the end of the spring 2022 semester. Harkreader will submit this report.**

**Revisions and updates**

**As needed, we will alter and improve our COMPSS modules, and we will continue to do so into the foreseeable future. Following the grant period, all seven of our team members will continue to learn about, develop, and use OER, as will our pilot instructors. Harkreader, Odom, Greil, and Badillo-Mendez will continue to develop additional content-based OER modules on a variety of topics including literacy narratives, proposal arguments, profile essays, and more, taking on this responsibility as part of the ongoing effort to promote student success through the KSU Writing Center.**

4. Quantitative and Qualitative Measures

**Mary Lou Odom will be the principal investigator managing administration of anonymous mid-and end-of-semester surveys and course evaluations to assess student and instructor experience with the OER modules. We will collect this information from students in classes taught by Greil, Howard, Klein, Lewis, Martin, and Zajac in fall 2021 (when they will use materials listed in tables at the top of this document) and in spring 2022 (when they will use the OER modules our team creates) and compare the results. Ghosh, Greil, Howard, Klein, Lewis, Martin, and Zajac will also record average grades and drop/fail/withdrawal rates in their fall 2021 courses for baselines to compare to data from the spring 2022 offerings that will use the OER. All data will be anonymous; pilot instructors will remove names and other identifying information before returning results to our team for analysis.**

**We will evaluate our success according to several metrics:**

* **Student satisfaction – We will ask students to report on ease of use, accessibility, and helpfulness with regard to achieving learning objectives; we will also seek qualitative student feedback and suggestions for improvement.**
* **Instructor satisfaction – We will ask instructors to report on ease of use, accessibility, and helpfulness with regard to helping students achieve learning objectives; we will also seek qualitative instructor feedback and suggestions for improvement.**
* **Student material use rates -- We will determine how many students used the free OER in our modules and how many would have purchased traditional textbooks, and we will compare these numbers.**
* **Student performance – We will analyze anonymous course grade information provided by instructors (all names and identifying information will be removed by instructors before our team reviews the information).**
* **Student success and course retention rates -- We will analyze anonymous drop/fail/withdrawal rate information provided by Ghosh, Greil, Howard, Klein, Lewis, Martin, and Zajac in their fall 2021 courses (for baselines) compared to data from their spring 2022 offerings that will use the OER modules.**

**Research data indicates that using OER in place of expensive textbooks improves student retention and success (Griffiths et al. 2018). We expect that COMPSS will boost student success even in classes taught by pilot instructors already using OER; we expect COMPSS to boost student and instructor satisfaction, student material use rates, student performance, and retention rates in pilot courses using the OER modules in spring of 2022 compared with traditional texts and/or preexisting OER materials used in fall of 2021.**

5. Timeline

**March 19, 2021**

**Harkreader, Odom, Greil, Badillo-Mendez, Howard, and Ghosh will begin asynchronous training through ALG.**

**March 26, 2021**

**At least three team members will attend the synchronous online kick-off with ALG.**

**Harkreader, Odom, Greil, Badillo-Mendez, Howard, and Ghosh will begin developing objectives for each of the five modules, to align with departmental and institutional standards.**

**Harkreader, Odom, Greil, Badillo-Mendez, Howard, Ghosh, and Zajac will begin gathering, organizing, and evaluating existing OER for appropriateness and usefulness in English 1101 and/or English 1102. We will share these materials in a OneDrive folder.**

**May 28, 2021**

**By this date, Harkreader, Odom, Greil, Badillo-Mendez, Howard, and Ghosh will finalize learning objectives for each of the five modules, ensuring alignment with departmental and institutional standards.**

**By this date, Harkreader, Odom, Greil, Badillo-Mendez, Howard, and Ghosh will begin developing outlines for each OER module and creating a repository of OER specifically for each module.**

**June 30, 2021**

**By this date, Harkreader, Greil, Badillo-Mendez, Howard, and Ghosh will begin IRB training. (Odom is already up to date with IRB certification.)**

**August 31, 2021**

**By this date, Harkreader, Odom, Badillo-Mendez, and Ghosh will have completed accessibility training. (Greil and Howard have already completed this training.)**

**By this date, Harkreader, Odom, Greil, Badillo-Mendez, Howard, and Ghosh will have finalized outlines for each of the five OER modules. We will also have created a repository of OER specifically for each module, noting what existing OER fit as-is, what existing OER we need to adapt, and what OER materials we need to create.**

**September 7, 2021**

**By this date, Harkreader, Odom, Greil, Badillo-Mendez, Howard, Ghosh, and Zajac will meet to discuss module outlines. We will perform a quality control check, troubleshoot, and make sure all outlines are of consistent high quality.**

**September 10, 2021**

**By this date, Harkreader will share our outlines with pilot instructors Kathryn Klein, Amelia Lewis, and Christopher Martin (who are not on our development team) so they will have a chance to review the OER modules and provide feedback.**

**September 10, 2021**

**By this date, we will confirm with Klein, Lewis, and Martin that they approve of the COMPSS module outlines (and we will make adjustments as needed).**

**September 13, 2021**

**By this date, Harkreader, Odom, Greil, Badillo-Mendez, Howard, and Ghosh will begin building the five modules based on our outlines by creating, selecting, or modifying (as allowed by copyright) OER materials.**

**October 31, 2021**

**By this date, Harkreader, Odom, Greil, Badillo-Mendez, Howard, and Ghosh, will have created, selected, or modified (as allowed by copyright) materials to complete all five OER modules.**

**November 8, 2021**

**By this date, Harkreader, Odom, Greil, Badillo-Mendez, Howard, Ghosh, and Zajac will meet as a team to discuss the completed modules and do a quality control check to make sure all modules are of similar high quality. We will update the materials as necessary.**

**November 15, 2021**

**By this date, Harkreader will share completed modules with the faculty outside of our team who have agreed to implement COMPSS materials (Kathryn Klein, Amelia Lewis, and Chris Martin) so they have time to review them before the Spring 2022 semester.**

**December 3, 2021**

**By this date, we will conduct an assessment of students' and instructors' experience with pilot instructors’ pre-COMPSS course materials using surveys and course evaluations. We will measure satisfaction rate, material use rate, student performance, and student success and course retention rate. (All data will be anonymous.) Odom will be the principal investigator.**

**January 10, 2022 – First day of classes for spring 2022.**

**This week, pilot instructors Ghosh, Greil, Howard, Klein, Lewis, Martin, and Zajac will introduce their students to the COMPSS modules for the first time.**

**March 11, 2022 – Midpoint of Spring 2022 semester.**

**By this date, we will conduct the first assessment of students' and instructors' experience with COMPSS modules using surveys and course evaluations. We will measure satisfaction rate, material use rate, student performance, and student success and course retention rate. (All data will be anonymous.) Odom will be the principal investigator.**

**By this date, Harkreader, Odom, Greil, Badillo-Mendez, Howard, and Ghosh will review and organize assessment data, and we will update COMPSS materials if needed.**

**May 2, 2022 – Last day of classes for Spring 2022 semester.**

**By this date, we will conduct the second assessment of students' and instructors' experience with COMPSS modules using surveys and student and instructor course evaluations. We will measure satisfaction rate, material use rate, student performance, and student success and course retention rate. (All data will be anonymous.) Odom will be the principal investigator.**

**May 10, 2022**

**By this date, Harkreader, Odom, Greil, Badillo-Mendez, Howard, and Ghosh will review and organize assessment data.**

**May 13, 2022**

**By this date, Harkreader, Odom, Greil, Badillo-Mendez, Howard, Ghosh, and Zajac will meet to discuss the project: what worked well, what didn’t, and how to improve going forward.**

**May 17, 2022**

**By this date, Harkreader will publish all five OER modules to the FYC D2L resource page to make them available for all composition instructors. Harkreader will also publicize them through KSU Today (KSU’s system for posting and viewing campus announcements for faculty and staff) and targeted emails to appropriate listservs.**

**By this date, Harkreader, Odom. Greil, and Badillo-Mendez will publish all five OER modules the KSU Writing Center’s website. Our team will also share the OER modules for publication in KSU’s Digital Commons, on Soft Chalk, and on the ALG’s repository of OER.**

**May 24, 2022**

**Harkreader, Odom, Greil, Badillo-Mendez, Howard, Ghosh, and Zajac will meet to discuss the project and work on the Final Report. Harkreader and Odom will begin drafting the Final Report.**

**June 1, 2022**

**Harkreader will submit the Final Report.**

6. Budget

**Travel and conference fees:**

**Our preference would be to use grant funds to travel to and present at one or more conferences to share COMPSS and publicize and promote the OER modules. However, due to ongoing safety concerns related to the COVID-19 pandemic, it is unclear whether this will be possible in 2022. We will keep apprised of the situation, and if travel is possible in 2022, we will use grant funds currently budgeted for personnel costs below to fund travel and conference fees.**

**Personnel:**

**Compensation for Harkreader, Odom, Greil, Badillo-Mendez, Howard, and Ghosh: $4850.00 each for salary to cover cost of time spent curating, modifying, and creating the OER materials; conducting quality control; evaluating assessment data from pilot classes; helping publish and promote materials; and collaborating on the Final Report during the grant period.**

**Compensation for Zajac: $750.00 for salary to cover cost of time spent locating and evaluating existing OER, reviewing COMPSS modules at various stages of completion to test for usability and consistent high quality, and helping evaluate the COMPSS’ effectiveness and prepare the Final Report.**

**Total requested budget: $29,850.00**

7. Sustainability Plan

**We will alter and improve the OER modules as needed, and we will continue to do so as long as we are in control of hosting them (which includes the foreseeable future). The modular, electronic nature of the materials will make their maintenance and updating relatively straightforward. Harkreader, Odom, Greil, and Badillo-Mendez will be responsible for maintaining and updating the materials.**

**English 1101 and English 1102 are required general education courses for all KSU students. They are offered every semester and always fill, and they will continue to be offered into the foreseeable future. In the fall 2020 and spring 2021 semesters, a total of 13,636 students enrolled in these courses. We hope to have the OER modules we create added to the list of recommended materials for FYC courses at KSU, which would increase their use and impact significantly.**

**We will make the OER modules publicly available by publishing them in several places online including the KSU Writing Center’s website, Soft Chalk, and the ALG repository of OER. The KSU Writing Center will also leverage our connections with writing centers at schools across our region to share the OER modules and encourage instructors across disciplines at multiple schools to adopt them in their courses.**

**We also plan to develop additional materials throughout the foreseeable future. Our team will adjust the OER modules we create for this project as necessary based on our findings during assessment and make note of lessons learned, which we will apply as we continue to develop new OER modules. As noted above, COMPSS will lay the foundation for future work: we will build on this project by developing additional OER modules every year for the foreseeable future, which we will continue to publish and promote across disciplines and institutions. Topics of future OER modules will include literacy narratives, proposal arguments, multi-modal research projects, rhetorical analysis, and more. Harkreader, Odom, Greil, and Badillo-Mendez will take this on as part of their regular work in the Writing Center.**

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Letter of Support

**We have three letters of support for COMPSS, from the following administrators:**

* **Marla Bell – Associate Vice Provost for Student Success**
* **Jeanne Bohannon – Director of Composition; Associate Professor of English**
* **Ralph Wilson – Interim Chair of the Department of English; Professor of English**

Grants or Business Office Letter of Acknowledgment

**We have a letter of acknowledgement from Amanda DesLauriers, a Grants Pre-Award Specialist in the KSU Office of Research.**