Affordable Materials Grants, Round 21:

Transformation Grants

(Spring 2022-Spring 2023)

Proposal Form and Narrative

# Notes

* The proposal form and narrative .docx file is for offline drafting and for our review processes. Submitters must use the online Google Form for proposal submission, including uploading this document.
* The only way to submit the official proposal is through the Google Form. The link to the online application is on the [Round 21 RFP Page](https://www.affordablelearninggeorgia.org/about/rfp_r21).
* The italic text provided below is meant for clarifications and can be deleted.

The Round 21 Kickoff will include an asynchronous training module, required for all team members to complete, followed by the synchronous Kickoff Meeting on March 25, 2022 from 1pm-4pm. At least two team members from each awarded team (unless the award is for one individual) are required to attend the synchronous Kickoff Meeting.

# Applicant and Team Information

*The* ***applicant*** *is the proposed Project Lead for the grant project. The* ***submitter*** *is the person submitting the application (which may be a Grants Officer or Administrator). The submitter will often be the applicant—if so, just list leave the submitter blank.*

| Requested information | Answer |
| --- | --- |
| Institution(s) | Kennesaw State University |
| Applicant name | Erin Sledd |
| Applicant email | esledd@kennesaw.edu |
| Applicant position/title | Lecturer of English |
| Submitter name |  |
| Submitter email |  |
| Submitter position/title |  |

Please provide the first/last names and email addresses of all team members within the proposed project. Include the applicant (Project Lead) in this list. Do not include prefixes or suffixes such as Ms., Dr., Ph.D., etc.

| Team member | Name | Email address |
| --- | --- | --- |
| Team member 1 | Erin Sledd | esledd@kennesaw.edu |
| Team member 2 | Lesley Gabel | lgabel@kennesaw.edu |
| Team member 3 | Tyler Tait | ttait@students.kennesaw.edu |
| Team member 4 |  |  |
| Team member 5 |  |  |
| Team member 6 |  |  |

# Project Information

| Requested information | Answer |
| --- | --- |
| Priority Category / Categories  *Projects in these categories will receive three extra points in the final score for fitting a priority of these particular rounds of Transformation Grants. The type of funding for the project is determined by the funding categories criteria above. As of Round 18, projects can be a part of more than one category. Note that the below categories only indicate priority, not which applications qualify for a grant. Select all that apply.* | **Priority categories that apply:**   * **Collaborative Projects with Professional Support** * **Student Participation in Materials Evaluation and/or Development** |
| Requested Total Amount of Funding  *$30,000 maximum total award per grant* | *$8,885.00* |
| Final Semester of Project | All Transformation Grants for Round 22 end in Spring 2023. |
| Using OpenStax Textbook?  *This is to indicate to OpenStax that they can provide additional support and resources to your team during the adoption process.* | **Uncertain. It is possible that existing materials will include some of the American literature texts selected. I plan to create audiovisual materials, introductory and lecture/lesson materials.** |

# Impact Data

Please fill in the data below with impact data in below with one course (all sections) in each table, and only include courses and instructors that are specifically part of the scope of this grant proposal. Add or remove tables as needed. **Please only put a single averaged or totaled (as appropriate) number in each box. Do not put ranges or mathematical equations in any of these boxes.** If the materials used by different instructors in a course vary drastically, it is possible to enter one course per instructor.

For a multi-course project, if a significant amount of students are assumed to take courses in a sequence and only one textbook is used for these courses, please take this into account in your total *(i.e. only include that book in the first course they would purchase it for OR adjust the number of students affected. Please explain in the notes section if making such adjustments).*

## Course 1

| Row # | Requested information | Answer |
| --- | --- | --- |
| N/A | Course title and number | American Literature I & II, ENGL 2130 |
| N/A | Course instructors |  |
| 1 | Average number of students enrolled per section | 35 |
| 2 | Average number of affected course sections scheduled in a summer semester | 1 |
| 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.* | 6 |
| 6 | Total number of student section enrollments per academic year  *Multiply row 1 and row 5.* | 210 |
| 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.* | $86.25  Norton Anthology of American Literature: Beginnings to 1865  ISBN: 978-0-393-26454-8  https://wwnorton.com/books/9780393264548  $86.25  Norton Anthology of American Literature: 1865 to present  ISBN: 978-0-393-26455-5  https://wwnorton.com/books/9780393264555 |
| 8 | Original cost per student section enrollment  *Add up the cost of all materials in row 7.* | $172.50 |
| 9 | Average post-project cost per student section enrollment | >$25.00 |
| 10 | Average post-project savings per student section enrollment  *Subtract row 9 from row 8.* | $147.50 |
| 11 | Projected total annual student savings per academic year  *Multiply row 10 and row 6.* | $31,500.00 |

# Narrative Section

## 1. Project Goals

The goal of this project is to design a fully online, asynchronous general education American literature survey course that spans from the beginnings to the present. The course will be designed using no cost and low cost materials as an alternative to expensive anthologies.

Literature anthologies are updated frequently by publishers, which means it is difficult for students to purchase used books with confidence that the required course readings will be included. Norton and Heath are the two main publishers, and they have been increasingly separating out materials to create more “niche” textbooks, driving the cost of textbooks for survey courses even higher.

This specific course, English 2130, is proposed as a response to student interest and request—both for the subject matter and the modality. A fully online, asynchronous course will facilitate students’ ability to graduate sooner, as one barrier to graduation is the availability of courses that work with their schedules.

Although this is the first ALG/OER grant that I (the PI) has applied for, I have long been committed to using OER and affordable resources for my courses instead of textbooks. The course will include the use of resources (such as free, gamified self-assessments) that I have found effective in the past as well as lessons and learning materials that I will create to supplement course readings.

## 2. Statement of Transformation

Currently English 2130 is listed as one of the options to fulfill gen ed literature, but the KSU English department does not have faculty teaching the course in the online, asynchronous format desired by students. The purpose of this grant application is to not only create and remix OER resources to substitute for a textbook, but to also develop a course to meet a stated need.

This project will remix and reuse existing materials for my English 2131 (Early American Literature) and English 2132 (later American Literature) with new materials as well as materials that are already in the OER and Creative Commons.

Significant research has confirmed that educational materials designed with intertextual, student centered, and active learning pedagogy leads to better engagement and understanding. The type of materials that will be remixed and created include short (15 minute) video lectures with engaging slide presentations; interactive materials, such as learning games and online crossword puzzles as low-stakes assessments for reading comprehension and retention; secure online discussion forums where students can engage with each other and the instructor for informal Q&A, direct messaging, and discussions over specific readings.

I have consulted with my department chair, a specialist in American literature, and we agree that the course and literary texts should be organized by theme rather than chronology. Given the broad time span covered in the course, a thematic approach will facilitate including more diverse and marginalized texts and voices as well as materials traditionally included in the canon, and the inherently intertextual nature of the thematic approach will also enhance students’ critical and creative thinking.

Due to the asynchronous, virtual modality, the course will include a group project where students individually complete a part contributing to the whole. This choice is in response to student feedback and requests. Most likely this assignment will leverage online resources, such as mural.co, to create an interactive timeline, which will balance the non-chronological progression of the course and aid students in contextualizing the subject matter.

Materials will be designed to be fully accessible, and, if possible, will incorporate responsive design for various screens.

## 3. Action Plan

**Roles of Each Team member:**

* Erin Sledd (PI) is the faculty member who will design the course, selecting and creating course materials, recording lessons, creating the D2L site etc. Timeline section contains details of tasks/milestones/estimated time commitment.
* Lesley Gabel will offer instructional design support, especially in regards to assessment and assignment design, digital tools and resources.
* Tyler Tate will provide feedback on accessibility and student user experience.

**Review of existing OER materials:**

Currently, OpenStax.org apparently has limited offerings in the humanities. However, several universities have posted OER materials that include a wealth of texts and resources, including First Nations’ traditional stories and songs and slave narratives. Readings that are pre-1925 are now in the public domain, and can be accessed from many digital sites, including Gutenberg.org. Oercommons.org has a recent anthology that contains several 20th century American literature texts. However, some texts that are post-1925 may need to be purchased, hence the $25.00 materials cost.

**Selection/Creation/Adaptation of new course materials:**

Priorities will be as follows:

* PI will review existing materials from other (2131/2132) courses to assess what can be adapted/transformed. ID will be consulted if needed.
* PI will conduct more in-depth review of existing OER resources and select materials for reuse/remix
* PI will select additional low-cost materials as needed
* PI will consult with ID in the creation of new assessments, learning activities, digital tools
* Student Assistant will provide student perspective on materials

**Providing open access to new materials:**

I am happy to make the materials available under the Creative Commons license, and to host them on OpenALG. One purpose of collaborating with an instructional designer and ALG is to identify places to host the materials and make them available.

## 4. Quantitative and Qualitative Measures

*All Transformation Grant projects must measure student satisfaction, student performance, and course-level retention (drop/fail/withdraw rates), but teams and institutions will do this in varied ways. Outstanding applications will include measures beyond the minimum to gain meaningful insights into the impact of the project. Include the following:*

* *Each quantitative or qualitative measure to be used, along with a description of the methods and/or tools used to gather and analyze data.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Measure:** | **Type:** | **Source:** | **Note:** |
| DFWI rates | Quan. | Owlexpress | This is not my area of expertise, but I will consult with my Department Chair to see what comparison data I can acquire. |
| Student evals | both | End of semester | Student evals have their pros and cons, but the qualitative information can be useful. Questions can be tailored to |
| Periodic surveys in D2L | both | Can be created in D2L | PI and ID will consult on survey content and frequency. I am familiar with basic best practices in survey creation. |

Quantitative data from OWLexpress

## 5. Timeline

|  |  |
| --- | --- |
| Erin Sledd:  Principle investigator, subject matter expert, course designer | Note: the bulk of PI time devoted to this project will be during the summer 2022 semester; the stipend will allow the PI to devote a minimum of 15-20 hours a week for 8-10 weeks.  **March 2022: 5-8 hours**  Attend kick off session; take/review notes  Request course shell in D2L  **June 1–15 2022: 30-40 hours**   * Review existing course materials and readings for reuse and adaptation * Review course description and outcomes * Select course themes and begin assembling readings * In depth review/sourcing of OER materials * Select low cost materials * Build out course module/week structure in D2L * Initial consult with Instructional Designer re: course design * Check in with ALG as needed; revise accordingly   **June 16–30 2022: 30-40 hours**   * Assemble reading list and create syllabus * Begin designing course resources: video lessons, assessments, etc. * Review planning to ensure course aligns with catalog description and course learning outcomes * Collaborate with Instructional Designer re: digital resources and tools * Check in with ALG as needed; revise accordingly   **July 1–15 2022: 30–40 hours**   * Begin collaborating with student assistant on accessibility and student user experience * Begin recording video lessons and submitting for captioning * Collaborate with instructional designer on selecting visuals, refining assignments and use of digital resources/tools * Check in with ALG as needed; revise accordingly.   **July 16—30 2022: 30-40 hours**   * Continue and finish recording video lessons, captioning etc. * Consult with student assistant for feedback on user experience accessibility * Collaboration with instructional designer * Check in with ALG as needed; revise accordingly   **August 15 2022: Submit course for ODE review**  **September–December 2022: 20 hours**   * Make changes necessary; begin working on report for ALG   **Spring 2023: Submit Final ALG report**  Note: Depending on English Department scheduling needs, course will be implemented in Spring 2023 |
| Lesley Gabel:  Instructional Designer | * Assist PI in with instructional design, including captioning for video lessons, reviewing assignments for best practices, and locating digital tools and resources. ID will also help with selecting visuals that are public domain, creative commons, etc. * Collaborate with PI to make sure that the course adheres to Kennesaw’s asynchronous online course checklist and best practices.   NOTE: Tamara Powell, Director of Kennesaw State’s RCHSS ODE (Office of Distance Education) provided the budget expected for an instructional designer’s time on a project of this scope. |
| Tyler Tate:  ODE Student Assistant | * Tyler will review materials for accessibility, as well as provide a student perspective on user experience.   NOTE: We have budgeted for 100 hours at $10 hour. |

## 6. Budget

The budget will cover stipends funding the time that the team members will spend developing the course. Because of the scope of work, the PI has requested the maximum stipend. The grants office has separated the stipends for faculty and Instructional designer to reflect taxes and fringe benefits. Fringe benefits are calculated at 23.85 for nine month employees and 37.2 for 12 month employees.

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| --- | --- | --- |
| Principle Investigator (faculty) | Erin Sledd | $3,972 |
| Instructional Designer | Lesley Gabel | $2156 |
| Student Assistant | Tyler Tait | $1007 |
|  | Fringe Benefits | $1,750 |
|  | **Total** | **$8,885** |

## 7. Sustainability Plan

In the context of this course, sustainability will primarily involve a commitment to offering this course multiple semesters annually and making sure resources are updated for accessibility and software/LMS compatibility.

* The maintenance and updating of materials will be done annually as needed; usually in the summer. In terms of subject matter/content, updates and improvements will be driven by student interest, engagement, and response. This can be done by substituting readings and designing new assignments.
* The department chair has expressed full support for this project and course; the department as a whole values OER and ALG materials.
* Although the English Department at Kennesaw does not offer “master courses,” we are encouraged to share materials on the department’s gen ed literature D2L website. The PI and team are more than happy to do so. In the future it is possible that the course might be used as a turnkey solution for new or part-time faculty.
* We would welcome the opportunity to share this project as part of the ALG speaker series. Additionally, the PI would welcome the opportunity to share it at conferences, if and when funds are available.

# Creative Commons Terms

*I understand that any new materials or revisions created with ALG funding will, by default, be made available to the public under a Creative Commons Attribution License (CC-BY), with exceptions for modifications of pre-existing resources with a more restrictive license.*

# Accessibility Terms

*I understand that any new materials or revisions created with Affordable Learning Georgia funding must be developed in compliance with the specific accessibility standards defined in the Request for Proposals.*

# Letter of Support

*Please provide the name and title of the department chair (or other administrator) who provided you with the Letter of Support.*

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| --- |
| John Havard, Chair of the Department of English |

# Grants or Business Office Acknowledgment Form

*Institutional Grants/Business Offices will be responsible for fund disbursement, often in correspondence with the Department Chair, including expense and travel reimbursement. All applicants will need to provide a signed Acknowledgement Form, the template for which is linked on the RFP page, stating that the Grants/Business Office knows about the applicant’s intent to apply for an Affordable Materials Grant. Either the Department Chair or the Project Lead can work with the Grants/Business Office to get this signed form.*

*In the case of multi-institutional affiliations, all participants’ institutions must provide this form.*

*Please provide the name and title of the grants or business office representative who provided you with the acknowledgement form.*

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| --- |
| Renita Wiley, Director, Sponsored Program Administration |