**Affordable Learning Georgia Textbook Transformation Grants**

**Final Report for Mini-Grants**

# General Information

Date: September 6, 2018

Grant Round: 11

Grant Number: M14

Institution Name(s): Dalton State College

Team Members (Name, Title, Department, Institutions if different, and email address for each):

Barbara G. Tucker, Chair, Department of Communication, Dalton State College, [btucker@daltonstate.edu](mailto:btucker@daltonstate.edu)

Matthew LeHew, Assistant Professor of Communication, mlehew@daltonstate.edu

Project Lead: Barbara Tucker

Course Name(s) and Course Numbers: Fundamentals of Speech, COMM 1110

Final Semester of Project: Fall 2018

***If applicable to your project:***

Average Number of Students Per Course Section: 25-28

Number of Course Sections Affected by Implementation of Revised Resources: 50+

Total Number of Students Affected by Implementation of Revised Resources: 1200-1300

# 1. Project Narrative

*Describe the course of your revision or ancillary creation project, including*

* *A summary of your project’s purpose, plan, and timeline.*
* *The original works which were revised or added to, with links.*
  + *For example, if you revised an open textbook, give the title, author, and link.*
* *A narrative description of how the project’s plan was carried out.*
* *Lessons learned, including anything you would do differently next time.*

The purpose of our project was to update the *textbook Exploring Public Speaking* and complete the ancillaries (testbank and slides) that had not been completed from the grant in 2015 due to Kris Barton’s passing. Matt LeHew agreed to join me in the mini-grant. His contribution is technical in that he was able to use InDesign to convert the text (originally in Publisher) into a better format. It now exists in pdf, Word, azw, and epub, downloadable from the GALILEO repository site and our libguides at Dalton State.

Timeline: In April 2018 we purchased the Adobe Creative Suite software with some of the grant. I engaged colleagues to update or write appendices.

In May 2018 I began my revisions and creating the testbank and slides. Mr. LeHew began the reformatting process.

In June 2018 I completed my revisions and the ancillaries. I also wrote an appendix on public speaking online. Mr. LeHew continued work on the reformatting, which was more tedious than planned. Co-writers finished their parts.

In July 2018 I proofed Mr. LeHew’s work and he continued with the reformatting.

In August 2018 everything was done and it went live.

Students can buy a copy of the book (printed on demand) at our Auxiliary Services ($20 for black and white). Unfortunately, most of them don’t, and I think they would do better with a print copy.

The third edition of the text is found at <https://oer.galileo.usg.edu/communication-textbooks/1/>

At this link are also posted the slides, but there is a note for instructors to contact me personally for the test banks, since those do not need to be publicly available. I have sent at least 25 instructors at other institutions that link.

As to lessons learned: I obviously did not know what I was getting into when I agreed to help Kris Barton with this project. I’m not even sure our motives were that pure. We did want to save the students money, but he also was tired to dealing with publishers. However, the decision to use this book was not multilateral. I would never do that again (I was working in Academic Affairs at the time and didn’t really plan on returning full time to the Communication Department or being the chair). I had written a lot of other instructional material in public speaking so it wasn’t that hard for me to write, so the work, while at times very time-consuming, was generally enjoyable. So I think the biggest lesson was that the other instructors should not be forced to use a book they did not choose. I have since told them (now that I’m chair) that they can use any OER for COMM 1110 they are comfortable with. They just can’t use a publisher’s book. They all use this one, of course.

One other lesson is that I should have gotten Mr. LeHew working on this earlier. He was really under the gun at the end of July, which caused him and me stress.

# 2. Materials Description

* *Describe all the materials you have created or revised as part of this project. These descriptions may be used in the* [*GALILEO Open Learning Materials*](https://oer.galileo.usg.edu/) *repository in the official description field.*

The textbook consists of 15 chapters and 8 appendices. It is 409 pages long. Test questions, with notes about Bloom’s/Krathwohl’s taxonomy, for each chapter and PowerPoint slides for each chapter were completed. No questions for the appendices were included because these were not deemed core material found in any public speaking book. I had completed a significant revision of the book in 2017 (2nd edition) which necessitated two volumes, but the InDesign software allowed the format to be condensed to one volume for the 3rd edition.

# 3. Materials Links

* *If you are hosting your materials in places other than GALILEO Open Learning Materials, please provide these links in this section. Otherwise, leave blank.*

The third edition of the text is found at <https://oer.galileo.usg.edu/communication-textbooks/1/>

At this link are also posted the slides, but there is a note for instructors to contact me personally for the test banks, since those do not need to be publicly available. I have sent at least 25 instructors at other institutions that link.

# 4. Future Plans

* *Describe any planned or actual papers, presentations, publications, or other professional activities that you expect to produce that reflect your work on this project.*
* *Describe any plans to revise or add to these materials in the future.*

I will survey our students on their use and attitude toward the book. I would also like to get students from the other institutions involved in this survey, as well as instructors. I believe this would be usable data.

Other than correcting any errors or updating any current events examples, I do not plan any significant revision of the book. The content is standard, but it has some value-added parts (such as case studies, a strong chapter on logic, more philosophical and classical rhetoric allusions, and examples of real student speech outlines) that I think set it apart. In being “standard” I mean that of the other top five books on this subject, one would find the same chapters, just in different order. It also is generally well written. Because it is “free” and available to any to use in whole or in part, there is some repetition chapter to chapter in case an instructor does not assign the whole book and students would miss certain foundational material. That is intentional. Obviously, the third edition is far and away better than the first, which to be honest was completed the two weeks after Dr. Barton’s death in a hasty manner to be ready for the summer session. The change to InDesign makes for a more attractive book. Therefore, unless users want something different, I do not plan to do much with it in the future.

Anecdotally, the book is used on six continents. In late August I received an email from a professor in Palestine who is using the book at Bethlehem University! That is exciting for all of us. I also know of users in Hong Kong. I am thankful for the bepress update page, which indicates 20.8K downloads as of October 25. I wish my other books “sold” so well!