Affordable Materials Grants, Round 20:

Continuous Improvement Grants

(Fall 2021-Fall 2022)

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 20 RFP Page](https://www.affordablelearninggeorgia.org/about/rfp_r20).
* The italic text provided below is meant for clarifications and can be deleted.

The Round 20 Kickoff will include an asynchronous training module, required for all team members to complete, followed by the synchronous Kickoff Meeting on December 10, 2021 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

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| --- | --- |
| Requested information | Answer |
| Institution | Kennesaw State University |
| Applicant name | David Johnson |
| Applicant email | djohnson@kennesaw.edu |
| Applicant position/title | Professor of English |
| Submitter name | Same as above |
| Submitter email | Same as above |
| Submitter position/title | Same as above |

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.

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| --- | --- | --- |
| Team member | Name | Email address |
| Team member 1 | David Johnson | djohnson@kennesaw.edu |
| Team member 2 |  |  |
| Team member 3 |  |  |
| Team member 4 |  |  |
| Team member 5 |  |  |

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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# Project Information

| Requested information | Answer |
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| Type of Project | * Replacement of current OER in course with new/better OER. Create an OER textbook for *History of the English Language* course. * Creation of OER lectures with voice actors. |
| Requested Amount of Funding  *$10,000 maximum total award per grant* | $2,000 compensation for applicant.  $800 for two student research assistants  $800 for recorded lectures using voice actors (These will be OER that I will share.)  **$3600 – Grand Total** |
| Course Titles and Course Numbers | *The History of the English Language*, LINGUISTICS 3040 |
| Final Semester of Project | Fall 2022 |
| Currently Existing Resource(s) to be Revised/Ancillaries Created  *Please provide a title and web address (URL) to each of the currently existing resources that you are revising, creating new ancillary materials for, or replacing. If replacing, please include a title and web address (URL) to the new OER as well.* | Three semesters ago, I decided to stop using an expensive textbook (*Biography of the English Language -*2012- by Millward and Hayes) for my asynchronous online *History of the English Language* course. Since that time I have used collections of readings from the [*Oxford English Dictionary*](https://www.oed.com/) website concerning the history of English such as this reading on [Middle English](https://public.oed.com/blog/middle-english-an-overview/). Also, I gathered readings from [*The History of English*](https://www.thehistoryofenglish.com/index.html) website. In addition, I have been utilizing podcasts from [The History of English Podcast](https://historyofenglishpodcast.com/). However, this is more of a collection of web readings and resources instead of a systematic textbook. |

# Project Goals

There are four project goals:

1. **An OER textbook**: As noted above, the collection of resources that I am currently using in my *History of the English Language* course lacks unity and systematicity. The disparate sources have different writing styles and formats. I will compile an OER textbook that that draws on OER sources. The course will still use podcasts and videos, but a more systematic textbook is needed to accompany these materials. The OER textbook that I will compile will have a more unified style. The textbook will use OER resources, but I will remix and revise OER sources (following all licensing requirements). A unified collection of readings in a similar style will improve student understanding of the material and give the course a more “polished” look as opposed to a collection of web readings. After three semesters, I have found that students like *not* having to purchase an expensive textbook. However, the students do not like using sources that lack a similar style and cohesion. In addition, the internet sources currently used were not written for students in a college course.

Finally, I will tailor the OER textbook to coincide with what I call *Linguistic Connections* that are included in the course. In these *Linguistic Connections*, I link the history of the English language with current language issues (e.g. pronoun usage, swearing, and Supreme Court cases dealing with language). The new OER textbook will highlight principles from the history of the English language that are used in the *Linguistic Connections* units that I have already created. In other words, the new OER textbook will make ties between course content and contemporary issues (*Linguistic Connections*) more apparent and engaging for students.

1. **Recorded Lectures over the OER textbook**: I have published [an article](https://www.tandfonline.com/doi/abs/10.1080/00091383.2019.1547062?journalCode=vchn20) about the need for online instructors to have a strong presence in the online classroom. It is my belief that instructors need to create their own materials to accompany readings. I have always created interactive lectures to accompany assigned readings in my online courses. This grant will allow me to create new lectures to go with the new OER textbook in *History of the English Langauge*. I will make the new lectures OER and share them. Other instructors will be able to use parts or all of these new lectures. They can remix them to fit their own pedagogical context.
2. **Use of voice actors**: I often (though not exclusively) create lectures using voice actors to read my lectures over the material. To be clear, I write the lectures, but I contract with professional voice actors to read the lectures. I have published [an article](https://facultyweb.kennesaw.edu/djohnson/Curriculum%20Vitae.php) about using voice actors for online lectures. This is particularly important for a class like *History of the English Language* because dialects are such a large part of the course. Voice actors with various accents (e.g. British, Irish, Jamaican, Southern American, Canadian) read the lectures. This increases student engagement and adds a layer of diversity to the course while ironically increasing pedagogical presence. The idea behind the use of voice actors is two-fold. First, the voice actors engage students in a way that listening to just one voice the entire semester will not. Second, since students study aspects of dialects (syntax, phonology) and social attitudes towards dialects during linguistics courses, these speakers of different dialects allow students to hear and analyze dialects. In essence, the online recorded lectures with actors become both a mechanism to engage students and an object of study (i.e., the medium and the object of study become one and the same). This grant will allow me to create new lectures and hire additional voice actors to read the lectures.
3. **Student Assistants**: I will hire two student assistants to help with locating and evaluating new reading sources. During the Spring 2022 semester, two students will work with me to evaluate OER readings to determine which will be appealing, engaging, and meaningful to students in *History of the English Language*. In addition, students can assist with deciding on appropriate voice actors for the lectures that I will write. Once these new lectures are created, they will be OERs so that anyone could use them. The student assistants will be current or former *History of the English Language* students.

# Action Plan

During the **Spring 2022 Semester**, I will be teaching *History of the English Language*. During this time, the “old” materials will be used. As I go through each unit during the semester, I will evaluate new materials that will be an improvement to what is currently being used. Two student assistants will assist with this. This will take approximately 40 hours during the semester for me. Students will spend approximately 15 hours assisting me. These students will be in the current course or a previous course. They will read the current materials and will be paid to assist with selecting new materials. They will be getting additional academic training in the field by reading and evaluating supplementary articles.

During the **Summer 2022 Semester**, I will write lectures to accompany the new OER materials/textbook. The two student assistants will help with locating and evaluating voice actors. It is beneficial to have other opinions on which voices will be most appealing to students. Finally, I will create the lectures using *Camtasia* combining the audio MP3s of the voice actors and graphics. All lectures will be accessible. The two student assistants will spend approximately 5 hours assisting with this aspect. The creation of lectures will take approximately 40 hours for me to create.

Once the lectures are complete, they will be stored on the repository as well as my Kennesaw State website. They will be open access.

*History of the English Language* is taught two to three times a year at KSU. These resources will be available to other instructors at KSU, and I will use them each time I teach the course. Some of the materials can be used in other linguistics courses as well such at *Introduction to Linguistics*.

# Timeline

**Milestone 1 – Spring 2022**  
I will gather and evaluate OER materials for the course with student assistants. I will assemble the textbook.  
**Milestone 2 – Summer 2022**I will write lectures to accompany the materials. I will work with student research assistants to evaluate and select voice actors to hire. We will assemble the audio MP3s with visuals to create interactive video lectures.  
**Milestone 3 – Fall 2022**OER materials ready for use.

# Budget

$2000 for David Johnson as compensation (Summer 2022)

$800 for hiring voice actors

$800 for two student assistants ($400 each) approximately 20 hours of work for each student.

**Total: $3600**

# Creative Commons Terms

*I understand that any new materials or revisions created with Affordable Learning Georgia 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

*The Department Chair from the corresponding project, or the Department Chair’s direct report such as the Dean or Provost, must provide a signed Letter of Support for the project. This letter should acknowledge the following:*

* *The department will provide support for fund disbursement in correspondence with the Grants/Business Office.*
* *The department approves of the work on the proposal by the applicant(s).*
* *The department acknowledges the sustainability of these affordable resources after the grant work is complete.*

*In the case of multi-institutional affiliations, all participants’ institutions must provide a 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*  *Department Chair*  *Department of English*  *Kennesaw State University* |

# 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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| *Kimberly Hunt*  *Grants and Contract Manager*  *Office of Research*  *Kennesaw State University* |