

Application Details

Manage Application: ALG Textbook Transformation Grants

Award Cycle: Round 9

Internal Submission Deadline: Sunday, April 30, 2017

Application Title: 318

Application ID: #001753

Submitter First Name: Anita

Submitter Last Name: Turlington

Submitter Title: Associate Professor, English

Submitter Email Address: anita.turlington@ung.edu

Submitter Phone Number: 678-717-3935

Submitter Campus Role: Proposal Investigator (Primary or additional)

Applicant First Name: Anita

Applicant Last Name: Turlington

Co-Applicant Name: --

Applicant Email Address: anita.turlington@ung.edu

Applicant Phone Number: 678-717-3935

Primary Appointment Title: Faculty--Associate Professor, English

Institution Name(s): University of North Georgia

Submission Date: Monday, May 1, 2017

Proposal Title: 318

Final Semester of Instruction: Spring 2018

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

Anita Turlington, Associate Professor, English, anita.turlington@ung.edu;

Dr. Matthew Horton, Associate Professor, English, matthew.horton@ung.edu;

Dr. Laura Ng, Associate Professor, English, laura.ng@ung.edu;

Dr. Laura Getty, Professor, English, laura.getty@ung.edu;

Dr. Kyounghe Kwon, Associate Professor, English, Kyounghe.kwon@ung.edu;

Karen Dodson, Assistant Professor, English; Karen.dodson@ung.edu.

Corey Parson, Managing Editor, UNG Press; corey.parson@ung.edu

Sponsor, (Name, Title, Department, Institution):

Dr. Joyce Stavick, Head, UNG English Department

Dr. Shannon Gilstrap, Associate Head, UNG English Department

Course Names, Course Numbers and Semesters Offered:

English 2112, World Literature II

English 2112 is a study of world literature from the eighteenth century to the present, which involves reading, analyzing and interpreting significant literary works within their historical, social, and cultural contexts. The course carries three hours of credit. Prerequisite: English 1102 with a grade of C or higher.

English 2112 is offered fall, spring, and summer semesters.

**Average Number of 25 - 32
Students per Course
Section:**

**Number of Course 25
Sections Affected by
Implementation in
Academic Year:**

**Total Number of Students 750
Affected by Implementation
in Academic Year:**

List the original course materials for students (including title, whether optional or required, & cost for each item): While some professors use texts available online in order to save students the cost of a conventional textbook, most require traditional textbooks. Professors currently have three options for required texts in English 2112:Norton Anthology of World Literature, vol. D,E,F. The cost new: \$83.76; rental, \$36.26; average used cost, \$55.00Norton Anthology of World Literature, shorter edition, vol.2. The cost new: \$67.50; rental, \$36.26; average used cost, \$36.19Longman Anthology of World Literature, vol. D,E,F. The cost new: \$94.75; rental, \$80.17; average used cost, \$74.99

Proposal Categories: Specific Top 50 Lower Division Courses

Requested Amount of Funding: \$30,000

Original per Student Cost: \$55 - \$83, as most students purchase new or used texts

Post-Proposal Projected Student Cost: No cost unless instructors supplement with additional texts

Projected Per Student Savings: All costs, so average of \$55 - \$83

Projected Total Annual Student Savings: \$55 - \$83 x 750 students = \$41,250 - \$63,000.

Creation and Hosting Platforms Used ("n/a" if none):

We will be using InDesign and an Epub editor in order to design a text that is available to students to read interactively on a desktop or laptop computer, an e-reader, a tablet, or a smartphone.

Other than being hosted via the Galileo site, we will also make the text available through the UNG Press site, and through Digital and Creative Commons sites.

Project Goals:

Materials Creation:

We have four primary goals in developing this open-access textbook for English 2112:

Our primary goal is to design a textbook that contains a representative number of canonical selections included in most similar texts (through 1922, which is the limit for public domain materials), and then links to sites that contain post-1922 works.

The text will be open access and contain internal links that allow for a variety of pedagogical approaches (e.g., chronological or themed).

This course presents a unique challenge to developers because, while the course description includes literature from the post-1922 period, public domain access is not currently available after 1922, so in addition to embedding links in the table of contents to newer works, we will also develop an Instructor's Guide offering a variety of options to find or obtain works post-1922.

In addition, development of the Instructor's Guide will provide an opportunity to create syllabi and other recommended course materials and resources that model integrative learning and transparent teaching and learning practices.

Student success and savings:

Our team has six goals concerning student success and savings:

Our overall goal is to develop an open source text that students will use on a variety of platforms with which they are comfortable and to which they have easy access: computer, tablet, e-reader, and smartphone.

Related to goal one in this section, students who have ready access to a text on a familiar platform that is easy to navigate are more likely to remain in the course and succeed. Additionally, we will eliminate textbook cost as a barrier to student access and success. As our text will include discussion questions, which are generally not included in literature anthologies, we will enhance student success by offering students guidance as they read as well as the opportunity to more readily understand the significance of texts. As the text will not include an overwhelming number of selections, it will be more easily navigable for students and less intimidating than a traditional anthology. Faculty who use syllabi and other resources in the Instructor's Guide will enhance student success through use of transparent teaching and learning practices and integrative learning methodologies.

Pedagogical transformation:

We have five goals for pedagogical transformation:

To facilitate innovative faculty approaches to the course, we will include tools (a world map with live links to texts, alternate tables of content) that allow faculty to present the course using a variety of methodologies;

To promote integrative and cross-disciplinary approaches to the course, we will promote the option of stand-alone themed units, by both English faculty and faculty in other disciplines.

For example, a history professor might enhance a World History course with essays or poems by Romantic poets in response to industrialization; faculty teaching courses in the Gender Studies minor might use a themed unit on Women Writers and Poets; a Biology professor might enhance a course by assigning essays or literary selections that engage cultural anxieties about the increasing influence of scientific inquiry. In addition, we will promote the use of integrative and cross-disciplinary activities and projects within the English 2112 course.

By including an Instructor's Guide, we will encourage faculty to use interactive features of the text, promote the use of the text by faculty in other disciplines, and direct faculty to a variety of options for finding additional materials.

The Instructor's Guide will offer suggested integrative learning activities, assignments, and projects through themed units.

Introductory sections, discussion questions, and writing topics will offer more guidance to instructors than is typically available in traditional texts. Because survey courses are often taught by less experienced faculty, these additions will be significantly helpful in maintaining consistent course quality.

Statement of Transformation:

English 2112 will be transformed in the following ways:

Because students will have ready access to texts that are designed to be more student-friendly, we expect overall retention rates to increase and the DFW rate to begin to decline. Because UNG includes in its overall mission an access mission, particularly on the campuses that offer associate degrees, offering a text that is affordable, accessible, and more student-focused will increase student success rates and retention rates among nontraditional, first-generation, and working students.

While there is no currently available standardized syllabus, our instructor's guide will include sample syllabi based on a variety of approaches. These materials, along with the textbook, will facilitate smoother transition for new or adjunct instructors, thus ensuring more consistent quality of instruction. The English department will gain considerable support for new and adjunct faculty as well as support for current faculty to adopt innovative approaches.

Foregrounding the use of integrative activities and cross-disciplinary pedagogies will align the course more securely with USG's Strategic Imperatives: flexible programs (Strategic Imperative 1) and currency and innovation (Strategic Imperative 3).

Additionally, the course as taught by faculty employing these materials will more directly address UNG's stated mission to "provide a culture of academic excellence in a student-focused environment that includes quality education, service, inquiry, and creativity."

Stakeholders who will be affected by this transformation include potentially 750 or more students each academic year who enroll in English 2112 to meet general core requirements for Area B or C. Faculty stakeholders include English faculty on 5 campuses as well as other potential faculty in a variety of disciplines who will gain newly accessible materials and tools for teaching English 2112 more innovatively or materials and tools for enhancing another course.

Transformation Action Plan:

Our plan to develop an open access text for World Literature II with an accompanying Instructor's Guide will proceed as follows:

1. We have developed a preliminary table of contents. The work of ***finalizing the table of contents and identifying potential works available through public domain as well as links to later works*** will be divided among five contributing English professors:

Dr. Laura Getty specializes in European, British, and East Asian literature,
Dr. Kyounghe Kwon specializes in Asian and American literature,
Dr. Laura Ng specializes in literature of the Americas and Europe, and
Prof. Dodson specializes in British, American and Middle Eastern literature
Prof. Turlington specializes in 19th and 20th century British literature.

2. Once preliminary selections are identified, Corey Parson, Managing Editor of UNG Press and expert in Copyright Compliance, ***will review submissions for copyright compliance.***

After the table of contents is finalized, she will further conduct citation reviews and assign OER licensing.

3. Once the textbook draft is complete, Corey will also work with consultants **to conduct a peer review of the preliminary draft.**
4. Once the Table of Contents is finalized and verified by Corey to be in copyright compliance, Dr. Matthew Horton, who has developed, designed and self-published a number of textbooks for his own course, **will be responsible for text production; he will design the textbook and input the content.**
5. Prof. Anita Turlington, an experienced curriculum designer and copy editor, **will research and contribute works to the text as well as copy edit original material, design and write the Instructor's Guide, develop suggested syllabi, and include options for course design and structure, as well as suggested optional resources. She will also write and submit grant reports.**
6. Once the textbook has been revised as needed and implemented, Anita Turlington and other members of the grant team **will present workshops during Spring 2018 semester to encourage faculty in other disciplines to use the text to enhance their courses.**
7. Professor Turlington will work with Dr. Joyce Stavick and Dr. Shannon Gilstrap **to collect data from student evaluations and Banner reports to assess the effectiveness of the newly developed materials.**
8. Professor Turlington will **work with faculty implementing the newly developed materials to conduct student surveys on the effectiveness of the materials.**
9. Professor Turlington will work with Dr. Joyce Stavick and Dr. Shannon Gilstrap **to train new faculty as needed to use the newly developed materials.**

The textbook will be accessible through the Galileo site listing ALG textbooks, UNG Press site, and Digital Commons and Creative Commons sites.

Quantitative & Qualitative Measures: 1. We will collect quantitative data on how the DFW rates are affected by implementation of the text; in the last three academic years, the DFW rate in English 2112 has ranged from a low of 12% to a high of 17%. We expect to see the rate begin to drop. 2. Other measures used in instructor evaluations will provide information on the positive impact of the use of the text and accompanying resources. Students respond to the following statements for every course they complete: "The course material reflected the course objectives;" "The course objectives were clearly stated in the syllabus;" "Assignments helped me learn the course content;" and "Thought-provoking ideas and concepts were introduced." 3. Qualitative measures will include student surveys conducted at mid-point and the end of each course to collect student impressions of textbook selections, course design, assignments, and assessment measures.

Timeline:

Attend initial kick-off meeting—Turlington and Parson

MILESTONE I: June 1

Initial Table of Contents and Images compiled for review and research by faculty contributors Getty, Kwon, Ng, Turlington and Dodson

June 14: Title substitutions deadline – this deadline is for title substitutions for content that was initially proposed but cannot be obtained online

MILESTONE II: July 1

Final Table of Contents deadline, after which no new titles may be added

Faculty contributors Getty, Kwon, Ng, Turlington and Dodson submit online text sites

Review of revised Table of Contents, citations, and bibliography for accurate copyright and license citations conducted by Parson

Textbook design and production begins by Horton

****Introduce Textbook in English department opening department meeting and recruit faculty for initial implementation.**

MILESTONE III: August 30

Initial drafts of original written materials due to Turlington for copyediting

Initial draft of Instructor's Guide completed by Turlington

Textbook design and production continues by Horton

MILESTONE IV: September 30

Final review of citations compliance by Parson

Revised original materials completed by faculty contributors

Revised draft of Instructor's Guide completed by Turlington

Textbook design and production complete by Horton

Textbook draft submitted to UNG Press staff for peer review by consultants

MILESTONE V: October 30

Textbook draft received from peer reviewers; any revisions to be made initiated by faculty, Turlington and Horton

MILESTONE VI: November 15

Revisions in response to peer review completed by faculty, Turlington and Horton

Introduction of text to English instructors who will implement textbook use in Spring 2018 by Turlington and Horton

MILESTONE VII: Spring semester 2018

Text and Instructor's Guide implemented in English 2112 classes

Workshops presented to UNG faculty in other disciplines--Turlington and Horton

Assessment measures completed by Turlington with Stavick and Gilstrap

Final grant report submitted--Turlington

Budget:

Grant funding request: \$30,000

Breakdown of costs and budget items:

Travel

Travel and expenses for team members to attend kick-off meeting: \$800

Personnel costs:

Stipend for Dr. Matthew Horton to design and produce the textbook: \$5000

Stipend for Prof. Anita Turlington to conduct research on text selections, submit text selections for copyright review, and write and develop original material; develop Instructor's Guide; copyedit original material; write and submit grant reports; present workshops; train faculty; and assess effectiveness of text : \$5000

Stipend for Dr. Laura Getty to conduct research on text selections, submit text selections for copyright review, and write and submit original material: \$3000

Stipend for Dr. Laura Ng to conduct research on text selections, submit text selections for copyright review, and write and submit original material: \$3000

Stipend for Dr. Kyounghye Kwon to conduct research on text selections, submit text selections for copyright review, and write and submit original material: \$3000

Stipend for Prof. Karen Dodson to conduct research on text selections, submit text selections for copyright review, and write and submit original material: \$3000

Fee for Corey Parson to conduct copyright compliance reviews and obtain OER licensing: \$5000

Fee for consultant peer reviewers: \$2000

Materials

Purchase of E-pub editing program: \$200

Sustainability Plan:

English 2112 will continue to be offered every semester on 3 of UNG's 5 campuses (Dahlonega, Gainesville, and Oconee) and fully online; the number of sections offered on the Cumming campus will increase as enrollment grows, and it will eventually be offered at the Blue Ridge campus. All faculty teaching the course online will use the open source text, as will adjunct faculty.

Because the development team includes most of the faculty who regularly teach the course, on the three largest campuses and online, we can state confidently that most of the course sections in a given semester will be taught using the newly developed text; because our department is committed to lowering textbook costs and making textbooks easily accessible to students, other faculty and new faculty teaching English 2112 will be encouraged to use the text.

To encourage and facilitate adoption of course units by faculty in other disciplines, we will offer workshops through the Center for Teaching, Learning and Leadership at least once each semester.



COLLEGE OF ARTS & LETTERS

Department of English

April 26, 2017

Dear Members of the ALG Grant Committee:

Writing a letter of support for the interdisciplinary team working on a new textbook for Affordable Learning Georgia (ALG) is a pleasure. The University of North Georgia (UNG) has an established history authoring well-received, no-/low-cost texts under ALG's aegis in several disciplines, including History, First-Year Composition, and World Literature I. This latest team, led by Prof. Anita Turlington and including three ALG textbook alumni, will no doubt continue this history of excellence with *Masterpieces of World Literature: 1650-1922*. In addition to the English Department's support, the UNG Press has agreed to conduct a peer review of all of this textbook's entries, demonstrating University-wide faith in the team, the textbook, and ALG's mission. I hope that ALG will also show its support by awarding a grant to the team.

Prof. Turlington, as General Editor, is heading up an experienced team of scholars and professionals whose classroom, library, and scholarly experience will no doubt produce a text of which ALG will be proud. Moreover, students will be exposed to and come to understand global literature and culture through an accessible and affordable book. The team has identified students in English 2112: World Literature II as the textbook's primary audience. As this course is a regular offering not only in several areas of many USG institutions' core curriculums but also through eCore, the book has an immediate audience. However, not content with a limited audience, this team plans to compose an Instructor's Guide which will provide alternate structures for presenting the book in themed sections, opening the book to stand-alone units that will enhance courses in other disciplines outside of English. The combined discipline-specific and interdisciplinary opportunities for this book are tremendous, and the English Department applauds the team for thinking in this way. No doubt students will recognize the interdisciplinary motivation in the text's structure, and their college experience will be enhanced.

Ultimately, investing funds from an ALG grant in the team working on the textbook *Masterpieces of World Literature: 1650-1922* will pay dividends for the population most affected by the textbook – students in Georgia. We already know that ALG's efforts save students money and contribute to retention. Know that when ALG awards this interdisciplinary team a grant to continue their work, I and Dr. Joyce Stavick, Department Head of English, will in turn grant the team our full support.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Shannon N. Gilstrap, Ph.D." followed by "Associate Department Head: English".

Shannon N. Gilstrap, Ph.D.
Associate Department Head: English

cc: Joyce Stavick, Ph.D. / Department Head: English

Blue Ridge

Cumming

Dahlonega

Gainesville

Oconee

P.O. Box 1358 | Gainesville, Georgia 30503 | 678.717.3697 | Fax 678.717.3832 | ung.edu

The University of North Georgia is designated as The Military College of Georgia® and as a State Leadership Institution.

Affordable Learning Georgia Textbook Transformation Grants

Round Nine

For Implementations beginning Summer Semester 2017

Running Through Spring Semester 2018

Proposal Form and Narrative

- *The proposal form and narrative .docx file is for offline drafting and review. Submitters must use the InfoReady Review online form for proposal submission.*
- **Note: The only way to submit the proposal is through the online form in Georgia Tech's InfoReady Review at:**
<https://gatech.infoready4.com/#competitionDetail/1757803>
- *If you are copying and pasting into InfoReady Review from this form, first convert the file to plain text and copy/paste from the plain text file.*
 - o *In Word, go to File > Save As... > and change the file format to "Plain Text (.txt)."*
 - o *Copy and paste from the .txt file.*
 - o *Be sure to save both copies in case you are asked to resubmit.*
- *Microsoft Word Document formatting pasted into InfoReady Review will render the reviewer copy unreadable. If you paste Word-formatted tables into InfoReady Review, you may be asked to resubmit your application if time permits.*
- *Italicized text is provided for your assistance; please do not keep the italicized text in your submitted proposal. Proposals that do not follow the instructions may be returned.*

Submitter Name	Anita Turlington
Submitter Title	Associate Professor, English
Submitter Email	Anita.turlington@ung.edu

Submitter Phone Number	678-717-3935
Submitter Campus Role	Proposal Investigator
Applicant Name	Anita Burlington
Applicant Email	Anita.turlington@ung.edu
Applicant Phone Number	678-717-3935
Primary Appointment Title	Associate Professor, English
Institution Name(s)	University of North Georgia
Team Members	<ul style="list-style-type: none"> • <i>Anita Burlington, Associate Professor, English, anita.turlington@ung.edu;</i> • <i>Dr. Matthew Horton, Associate Professor, English, matthew.horton@ung.edu;</i> • <i>Dr. Laura Ng, Associate Professor, English, laura.ng@ung.edu;</i> • <i>Dr. Laura Getty, Professor, English, laura.getty@ung.edu;</i> • <i>Dr. Kyounghe Kwon, Associate Professor, English, Kyounghe.kwon@ung.edu;</i> • <i>Karen Dodson, Assistant Professor, English; Karen.dodson@ung.edu.</i> • <i>Corey Parson, Managing Editor, UNG Press; corey.parson@ung.edu</i>

Sponsor, Title, Department, Institution	Dr. Joyce Stavick, Head, Department of English, University of North Georgia and Dr. Shannon Gilstrap, Associate Head, Department of English, University of North Georgia				
Proposal Title	<i>Masterpieces of World Literature: The Age of Reason to the Twentieth Century: Development of an Open Access Textbook for English 2112</i>				
Course Names, Course Numbers and Semesters Offered	<p>English 2112, World Literature II</p> <p>English 2112 is a study of world literature from the eighteenth century to the present, which involves reading, analyzing and interpreting significant literary works within their historical, social, and cultural contexts. The course carries three hours of credit. Prerequisite: English 1102 with a grade of C or higher.</p> <p>English 2112 is offered fall, spring, and summer semesters.</p>				
Final Semester of Instruction	Spring 2018				
Average Number of Students Per Course Section	25-32	Number of Course Sections Affected by Implementation in Academic Year	25	Total Number of Students Affected by Implementation in Academic Year	750
Award Category (pick one)	<input type="checkbox"/> No-or-Low-Cost-to-Students Learning Materials <input type="checkbox"/> OpenStax Textbooks <input type="checkbox"/> Interactive Course-Authoring Tools and Software <input checked="" type="checkbox"/> Specific Top 100 Undergraduate Courses				
List the original course materials for students (including	<p>While some professors use texts available online in order to save students the cost of a conventional textbook, most require traditional textbooks. Professors currently have three options for required texts in English 2112:</p> <p>Norton Anthology of World Literature, vol. D,E,F. The cost new:</p>				

title, whether optional or required, & cost for each item)	\$83.76; rental, \$36.26; average used cost, \$55.00 Norton Anthology of World Literature, shorter edition, vol.2. The cost new: \$67.50; rental, \$36.26; average used cost, \$36.19 Longman Anthology of World Literature, vol. D,E,F. The cost new: \$94.75; rental, \$80.17; average used cost, \$74.99
Requested Amount of Funding	English 2112 can be used by UNG students to satisfy general core requirements for either Area B or C; therefore, we offer the course every semester on three of our five campuses and at least once a year on the two smallest campuses. Since consolidation, in the last three academic years, academic year enrollment in English 2112 has ranged from a low of 505 to a high of 630 students. We expect this number to increase. Therefore, we are requesting funds in the amount of \$30,000 to fund a large team of developers.
Original Per Student Cost	Because a limited number of textbooks are available for rent, most students attempt to purchase used textbooks. The majority of UNG English faculty require the Norton anthology (either the 3-volume set or the shorter edition); thus, the average cost per student ranges from \$36 - \$83. Most students purchase either a mid-range used text, at an approximate cost of \$55 or a new text.
Post-Proposal Projected Per Student Cost	The only cost to students will be incurred if professors choose to supplement the free text with additional texts.
Projected Per Student Savings	Most student are likely to spend approximately \$55 on a used textbook.
Projected Total Annual Student Savings	Assuming that current student costs average \$55 – \$83, assuming approximately 750 students per academic year, total cost savings will range from \$41,250 - \$63,000.
Creation and Hosting Platforms Used	We will be using InDesign and an Epub editor in order to design a text that is available to students to read interactively on a desktop or laptop computer, an e-reader, a tablet, or a smartphone. Other than being hosted via the Galileo site, we will also make the text available through the UNG Press site, and through Digital and Creative Commons sites.



NARRATIVE

1.1 PROJECT GOALS

Materials Creation:

We have four primary goals in developing this open-access textbook for English 2112:

- Our primary goal is to design a textbook that contains a representative number of canonical selections included in most similar texts (through 1922, which is the limit for public domain materials) and then links to sites that contain post-1922 works.
- The text will be open access and contain internal links that allow for a variety of pedagogical approaches (e.g., chronological or themed).
- This course presents a unique challenge to developers because, while the course description includes literature from the post-1922 period, public domain access is not currently available after 1922, so in addition to embedding links in the table of contents to newer works, we will also develop an Instructor's Guide offering a variety of options to find or obtain texts post-1922.
- In addition, development of the Instructor's Guide will provide an opportunity to create syllabi and other recommended course materials and resources that model integrative learning and transparent teaching and learning practices.

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- Our overall goal is to develop an open source text that students will use on a variety of platforms with which they are comfortable and to which they have easy access: computer, tablet, e-reader, and smartphone.
- Related to goal one in this section, students who have ready access to a text on a familiar platform that is easy to navigate are more likely to remain in the course and succeed.
- Additionally, we will eliminate textbook cost as a barrier to student access and success.
- As our text will include discussion questions, which are generally not included in literature anthologies, we will enhance student success by offering students guidance as they read as well as the opportunity to more readily understand the significance of texts.
- As the text will not include an overwhelming number of selections, it will be more easily navigable for students and less intimidating than a traditional anthology.
- Faculty who use syllabi and other resources in the Instructor's Guide will enhance student success through use of transparent teaching and learning practices and integrative learning methodologies.

Pedagogical transformation:

We have five goals for pedagogical transformation:

- To facilitate innovative faculty approaches to the course, we will include tools (a world map with live links to texts, alternate tables of content) that allow faculty to present the course using a variety of structures;
- To promote integrative and cross-disciplinary approaches to the course, we will promote the option of stand-alone themed units, by both English faculty and faculty in other disciplines. For example, a history professor might enhance a World History course with essays or poems by Romantic poets in response to industrialization; faculty teaching courses in the Gender Studies minor might use a themed unit on Women Writers and Poets; a Biology professor might enhance a course by assigning essays or literary

selections that engage cultural anxieties about the increasing influence of scientific inquiry. In addition, we will promote the use of integrative and cross-disciplinary activities and projects within the English 2112 course.

- By including an Instructor's Guide, we will encourage faculty to use interactive features of the text, promote the use of the text by faculty in other disciplines, and direct faculty to syllabi and other resources.
- The Instructor's Guide will offer suggested integrative learning activities, assignments, and projects through themed units.
- Introductory sections, discussion questions, and writing topics will offer more guidance to instructors than is typically available in traditional texts. Because survey courses are often taught by less experienced faculty, these additions will be significantly helpful in maintaining consistent course quality.

1.2 STATEMENT OF TRANSFORMATION

English 2112 will be transformed in the following ways:

- Because students will have ready access to texts that are designed to be more student-friendly, we expect overall retention rates to increase and the DFW rate to begin to decline.
- Because UNG includes in its overall mission an access mission, particularly on the campuses that offer associate degrees, offering a text that is affordable, accessible, and more student-focused will increase student success rates and retention rates among nontraditional, first-generation, and working students.
- While there is no currently available standardized syllabus, our Instructor's Guide will include sample syllabi based on a variety of approaches. These materials, along with the textbook, will facilitate smoother transition for new or adjunct instructors, thus ensuring more consistent quality of instruction. The English department will gain considerable support for new and adjunct faculty as well as support for current faculty and faculty teaching fully online course sections to adopt innovative approaches.
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- Additionally, the course as taught by faculty employing these materials will more directly address UNG's stated mission to "provide a culture of academic excellence in a student-focused environment that includes quality education, service, inquiry, and creativity."

Stakeholders who will be affected by this transformation include potentially 750 or more students each academic year who enroll in English 2112 to meet general core requirements for Area B or C. Faculty stakeholders include English faculty on 5 campuses as well as other potential faculty in a variety of disciplines who will gain newly accessible materials and tools for teaching English 2112 more innovatively or materials and tools for enhancing another course.

1.3 TRANSFORMATION ACTION PLAN

Our plan to develop an open access text for World Literature II with an accompanying Instructor's Guide will proceed as follows:

1. We have developed a preliminary table of contents, which is appended to this document. The work of finalizing the table of contents and identifying potential works available through public domain as well as links to later works will be divided among four contributing English professors:
 - Dr. Laura Getty specializes in European, British, and East Asian literature,
 - Dr. Kyounghe Kwon specializes in Asian and American literature,
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The textbook will be accessible through the Galileo site listing ALG textbooks, UNG Press site, and Digital Commons and Creative Commons sites.

1.4 QUANTITATIVE AND QUALITATIVE MEASURES

1. We will collect quantitative data on how the DFW rates are affected by implementation of the text; in the last three academic years, the DFW rate in English 2112 has ranged from a low of 12% to a high of 17%. We expect to see the rate begin to drop.
2. Other measures used in instructor evaluations will provide information on the positive impact of the text and accompanying resources. Students respond to the following statements for every course they complete:

- "The course material reflected the course objectives;"
- "The course objectives were clearly stated in the syllabus;"
- "Assignments helped me learn the course content;" and
- "Thought-provoking ideas and concepts were introduced."

We will sample these measures over an extended period and compare data trends to course sections using other texts.

3. Qualitative measures will include student surveys conducted at mid-point and the end of each course to collect student impressions of textbook selections, course design, assignments, and assessment measures.

1.5 TIMELINE

Attend initial kick-off meeting—Turlington and Parson

MILESTONE I: June 1

Initial Table of Contents and Images compiled for review and research by faculty contributors Getty, Kwon, Ng, Turlington and Dodson

June 14--Title substitutions deadline – this deadline is for title substitutions for content that was initially proposed but cannot be obtained online

MILESTONE II: July 1

- Final Table of Contents deadline, after which no new titles may be added
- Faculty contributors Getty, Kwon, Ng, Turlington and Dodson submit online text sites
- Review of revised Table of Contents, citations, and bibliography –for accurate copyright and license citations conducted by Parson
- Textbook design and production begins by Horton

****Introduce Textbook in English department opening department meeting and recruit faculty for initial implementation.—Turlington**

Interim grant reports submitted--Turlington

MILESTONE III: August 30

- Initial drafts of original written materials due for copyediting to Turlington
- Initial draft of Instructor's Guide completed by Turlington
- Textbook design and production continues by Horton

MILESTONE IV: September 30

- Final review of citations compliance--Parson
- Revised draft of Instructor's Guide completed--Turlington
- Textbook design and production complete--Horton
- Textbook draft submitted for peer review--Parson

MILESTONE V: October 30

- Textbook draft received from peer reviewers; any revisions to be made initiated by Turlington and Horton

MILESTONE VI: November 15

- Revisions in response to peer review completed by Turlington and Horton
- Introduction of text to English instructors who will implement textbook use in Spring 2018--Turlington

MILESTONE VII: Spring semester 2018

- Use of text and Instructor's Guide implemented in English 2112 classes
- Workshops presented to UNG faculty in other disciplines—Turlington and Horton

- Initial assessment of materials effectiveness—Turlington, working with Dr. Stavick and Dr. Gilstrap
- Final grant report submitted--Turlington

1.6 BUDGET

Grant funding request: \$30,000

Breakdown of costs and budget items:

Travel

- Travel and expenses for team members Turlington and Parson to attend kick-off meeting: \$800

Personnel expenses

- Stipend for Dr. Matthew Horton to design and produce the textbook: \$5000
- Stipend for Prof. Anita Turlington to develop Instructor's Guide, copyedit original material, present workshops on materials use, conduct assessments, and write and submit grant reports: \$5000
- Fee for Corey Parson to conduct copyright compliance reviews and obtain OER licensing: \$5000
- Stipend for Dr. Laura Getty to conduct research on text selections, submit text selections for copyright review, and write and submit original material: \$3000
- Stipend for Dr. Laura Ng to conduct research on text selections, submit text selections for copyright review, and write and submit original material: \$3000
- Stipend for Dr. Kyounghe Kwon to conduct research on text selections, submit text selections for copyright review, and write and submit original material: \$3000
- Stipend for Prof. Karen Dodson to conduct research on text selections, submit text selections for copyright review, and write and submit original material: \$3000
- Fee for peer reviewers contracted with UNG press: \$2000

Materials

- Purchase of E-pub editing program: \$200

1.7 SUSTAINABILITY PLAN

English 2112 will continue to be offered every semester on 3 of UNG's 5 campuses (Dahlonega, Gainesville, and Oconee) and fully online; the number of sections offered on the Cumming campus will increase as enrollment grows, and it will eventually be offered at the Blue Ridge campus. All faculty teaching the course online will be encouraged to use the open source text, as will adjunct faculty.

Because the development team includes most of the faculty who regularly teach the course, on the three largest campuses and online, we can state confidently that most of the course sections in a given semester will be taught using the newly developed text; because our department is committed to lowering textbook costs and making textbooks easily accessible to students, we anticipate that other faculty and new faculty teaching English 2112 will be encouraged to use the text.

To encourage and facilitate adoption of course units by faculty in other disciplines, we will offer workshops through the Center for Teaching, Learning and Leadership at least once each semester.

1.8 REFERENCES & ATTACHMENTS

This could include any citations, references, your administrative letter(s) of support, etc. Letters of support must be provided from the sponsoring area (unit, office, department, school, library, campus office of the Vice President for Academic Affairs, etc.) that will be responsible for receipt and distribution of funding. Letters must reference sustainability. In the case of multi-institutional affiliations, all participants' institutions/departments must provide a letter of support.