**Affordable Learning Georgia Textbook Transformation Grants**

**Gateways to Completion Pilot**

**Beginning Summer Semester 2018, Ending Fall Semester 2019**

**Applications Due Friday, May 18, 2018***Please submit at least a draft application by May 18. If you will need more time, please contact Jeff Gallant at* *jeff.gallant@usg.edu* *as soon as possible.*

**Proposal Form and Narrative**

*Italicized text is provided for your assistance; please do not keep the italicized text in your submitted proposal.*

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| **Submitter Name** | Charles Fox |
| **Submitter Title** | Associate Dean of English |
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| **Submitter Phone Number** | 678-891-2393 |
| **Submitter Campus Role** | Associate Dean, GSU/PC  |
| **Applicant Name** | **Rebecca Weaver** |
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| **Applicant Title** | **Assistant Prof of English** |
| **Applicant Phone Number** | **678-891-3933** |
| **Institution Name(s)** | Georgia State University/Perimeter College |
| **Team Members** | Rebecca Weaver, Assistant Professor of English Barbara Hall, Associate Professor of EnglishKaren Holly, Associate Professor of EnglishMichelle Kassorla, Assistant Professor of EnglishTracienne Ravita, Assistant Professor of EnglishKirk Swenson, Associate Professor of EnglishNancy Gilbert, Associate Professor of English |
| **Course Title(s)** | First Year Composition IFirst Year Composition II |
| **Course Number(s)** | **ENGL 1101****ENGL 1102** |
| **Final Semester of Instruction** | **Spring 2019** |
| **Average Number of Course Sections Per Year** | **ENGL 1101**: 425**ENGL 1102**: 322 |
| **Average Number of Students Per Course Section** | 20-24 |
| **Average Number of Students Per Summer Semester** | **ENGL 1101:** 900-1080 [45 sections with 20-24 students per section]**ENGL 1102:** 800-906 [40 sections with 24 students per section] |
| **Average Number of Students Per Fall Semester** | **ENGL 1101**: 5200-6240 [260 sections with 20-24 students per section]**ENGL 110**2: 2240-2688 [112 sections with 20-24 students per section] |
| **Average Number of Students Per Spring Semester** | **ENGL 1101**: 2400-2800 [120 sections with 20-24 students per section]**ENGL 1102**: 3400-4080 [170 sections with 20-24 students] |
| **Average Number of Students Per Year** | **ENGL 1101**: 8500 to 10,200**ENGL 1102**: 6440 to 7674 |
| **Are you planning on using an OpenStax textbook?** | [x]  Yes [ ]  No |
| **List the original course materials for students (including title, whether optional or required, & cost for each item)** | *Successful College Composition, 2016* (required text for adjuncts); a no cost e-text *Steps to Writing Well: With Additional Readings* (optional); $76.50*Guide to First Year Writing* (optional GSU publication): $57.75 |
| **Requested Amount of Funding** | $30,000 |
| **Original Per Student Cost** | $76.50 for course sections of ENGL 1101 at PC that assign *Steps to Writing Well*$57.75 for course sections of ENGL 1101 at PC that assign *Guide to First Year Writing* |
| **Post-Proposal Projected Per Student Cost** | $0.00 |
| **Projected Per Student Savings** | 100% |
| **Projected Total Annual Student Savings** | **Up to $775,200 [the actual amount is dependent on the number of instructors using the *SCC* e-text in place of *Steps*, or other approved texts.]** |

## Narrative

## Transformation Action Plan

Team members will track instructors’ use of the current version of *Successful College Composition, 2016*,and they will solicit, collect, and compile feedback and recommendations for revision from instructors and students. They will work with OIT staff and with Library research staff to develop multimedia content and assessment tools and to collect formative data. Team members will revise the eTextbook as follows:

Team members will **select and transform sections of *SCC, 2016* to the most easily navigable format of the e-text** on OpenStax [Merlot].

Team members will create an **“Instructor Guide”** offering additional assignments, assessment tools, and a course template for adjunct instructors’ use.

Team members will present the e-Textbook to the English 1101/1102 curriculum committee for adoption in Spring 2019 as a standard textbook for English 1101 and 1102.

Finally, team members will conduct surveys and evaluate summative data on the use of the e-Textbook as a standard textbook in English 1101 and 1102*.*

**PROJECT GOALS**

**Collect and analyze instructors’ feedback** on the currently used and revised versions of *Successful College Composition, 2016*.

**Improve accessibility and navigation** of *Successful College Composition, 2016* by providing individual chapters/sections in downloadable html formatin iCollege, and for OER formats.

**Add multimedia-rich and interactive content** (e.g., graphics and video) to the eTextbook.

**Embed assessment tools** (e.g., learning modules and quizzes) into the content.

**Create an “Instructor’s Guide”** and curriculum template for faculty adjunct use

**Gain adoption of the revised *Successful College Writing, 2016* as the standard composition and rhetoric textbooks in English 1101 and 1102 at PC.**

**Increase student engagement** in, and completion of, English 1101 and 1102.

**Measure student performance and retention** in English 1101 and 1102 and compare them to past semesters for all data points of success and failure.

**Expand use of text** by promoting its use in disciplines outside of English.

## Statement of Transformation

For the past two years, Perimeter College faculty and students have used *Successful College Composition*, *2016* in ENGL1101 and ENGL 1102. The textbook has been downloaded globally and has been popular with PC faculty because it offers the following:

* Detailed writing instruction in basic areas, such as thesis statements and paragraph development
* Chapters on various expository modes and argumentation with professional writing and student essays in each mode
* A grammar handbook with exercises
* Chapters on research and documentation.

While this textbook has served the PC population well by relaying foundations of writing in visually pleasing formats, revisions to the current content, additional supplemental content and improving navigational functions are needed in order to make the text more impactful. Improvements to the text should be reflected in PC students’ performances in other courses in the core curriculum that require skills at writing and research, and in higher rates of student retention, graduation, and transfer to four-year colleges. The measurements for success will be coordinated and integrated with other USG Momentum-year initiatives.

## QUantitative and Qualitative Measures

* A comparison of Drop/Fail/Withdraw/Incompletes (DFWI) rates to measure whether the eTextbook correlates with higher course completion rates in English 1101 and 1102.
* A comparison of early alerts, midpoint grades and final grades to measure whether the eTextbook correlates with improvements in students’ performances in English 1101 and 1102.
* Surveys of instructors and student on their experiences using the eTextbook.
* Surveys of instructor’s experiences with the added “Instructional Guide.”

## Timeline

**Summer 2018**

* Collect and analyze instructors’ feedback.
* Collect existing supplemental materials from faculty and create new materials for individual chapters and learning modules
* Begin writing Instructor’s Guide
* Collaborate with technology resources for adding interactive content.

**Fall 2018**

* Convertindividual chapters/sections of *Successful College Composition, 2016* into downloadable html formatin iCollege, and for OER formats.
* Create multimedia-rich and interactive content (e.g., graphics and video).
* Embed assessment tools (e.g., learning modules and quizzes) into the content.
* Developcurriculum template for faculty adjunct use.
* Introduce e-Text revisions and improvements to all English faculty; respond to feedback.
* Introduce e-Textbook to faculty in other disciplines through departmental meetings and other faculty development opportunities.

**Spring 2019**

* E-Text available to students.
* Provide surveys to instructors at midpoint of semester to measure efficacy of revisions. Integrate feedback as needed.

## Budget

The budget for the project, based on the Request for Proposals’ specification of $30,000, will be allocated as follows:

* Approximately $5000 per faculty member on the **six-member team** for one course release each in Fall 2018 and/or travel for Profession Development.

## Sustainability Plan

It is reasonable to expect that a minimum of 100 sections of English 1101 and at least 100 sections of English 1102 will continue to be offered every Fall and Spring Semester at Perimeter College in the future. Instructors may use the e-Textbook in sophomore-level literature courses and other courses with writing and text-based research, as well. At no cost, the English 1101/1102 curriculum committee—which is in charge of textbook selections for both courses—will continue to track and assess use of the e-Textbook in English 1101 and 1102. As needed, and at the discretion of the curriculum committee, team members and other interested faculty will serve on a subcommittee responsible for revising the e-Textbook.

Although the e-Text will be used primarily by students in English 1101 and 1102, efforts will be made to encourage faculty from other disciplines to encourage students to use the e-Text as well. With the addition of supplemental exercise and content material, faculty from other departments can refer students who have persistent writing difficulties to the e-Text for additional support. Since the e-Textbook is free, it will be a no-cost resource for students across the college.

**Additional information**

The team will continue to track the usage and efficacy of the revisions and additions to the e-Text by surveying faculty and students past the end date. We will coordinate with other groups, such as the Gateway to Completion initiative, to ensure that the revisions are in alignment with course redesigns.

Over the next year, the team will meet regularly to ensure that deadlines for completion of tasks are met, and that all involved are kept apprised of the project’s progress. Semester reports will be written to document the progress for university administrators and other pertinent parties. A final report will be submitted in May documenting the adoption of the e-Text, student and instructor response to revisions, and tracking the iimpact that this text has had on student learning and success.