



Affordable Materials Grants, Round 19:
Transformation Grants
(Spring 2021-Spring 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.
- The only way to submit the official proposal is through the online Google Form. The link to the online application is on the [Round 19 RFP Page](#).
- The italic text provided below is meant for clarifications and can be deleted.

The Round 18 Kickoff will include an asynchronous training module, required for all team members to complete, followed by the synchronous Kickoff Meeting on March 26, 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

*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)	Clayton State University
Applicant name	Jennifer Parrott
Applicant email	JenniferParrott@clayton.edu
Applicant position/title	Associate Professor/Director of First-Year Writing
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	Jennifer Parrott	jenniferparrott@clayton.edu
Team member 2	Matthew Sansbury	matthewsansbury@clayton.edu
Team member 3	Mary Lamb	marylamb@clayton.edu
Team member 4	Jim Rickerson	robertrickerson@clayton.edu
Team member 5	Sipai Klein	sipaiklein@clayton.edu
Team member 6	Margaret Fletcher	margaretfletcher@clayton.edu

If you have any more team members to add, please enter their names and email addresses in the text box below.

Project Information

Requested information	Answer
Priority Category / Categories <i>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.</i>	<i>Priority categories:</i> • Collaborative Projects with Professional Support • Student Participation in Materials Evaluation and/or Development • Departmental Scaling Projects • Upper-Level Campus Collaborations <i>Otherwise, put "None."</i> • Collaborative Projects with Professional Support • Student Participation in Materials Evaluation and/or Development • Departmental Scaling Projects

Requested information	Answer
Requested Total Amount of Funding <i>\$30,000 maximum total award per grant</i>	\$30,000
Final Semester of Project	Spring 2022
Using OpenStax Textbook? <i>This is to indicate to OpenStax that they can provide additional support and resources to your team during the adoption process.</i>	Yes/ No

Impact Data

Please fill in the data below with impact data in below with *one course taught by one instructor* 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.**

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	Composition I, ENGL1101
N/A	Course instructor	various
1	Average number of students enrolled per section	24
2	Average number of affected course sections scheduled in a summer semester	5
3	Average number of affected course sections scheduled in a fall semester	48

Row #	Requested information	Answer
4	Average number of affected course sections scheduled in a spring semester	17
5	Total number of course sections scheduled in an academic year <i>Add up rows 2-4.</i>	70
6	Total number of student section enrollments per academic year <i>Multiply row 1 and row 5.</i>	1,680
7	Original <u>required</u> commercial materials <i>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.</i>	<i>Connections, Lamb and Smith, \$42.85</i> <i>Easy Writer, Lunsford, \$17.15</i> tinyurl.com/jjhsi23m
8	Original cost per student section enrollment <i>Add up the cost of all materials in row 7.</i>	\$60.00
9	Average post-project cost per student section enrollment	\$17.15
10	Average post-project savings per student section enrollment <i>Subtract row 9 from row 8.</i>	\$42.85
11	Projected total annual student savings per academic year <i>Multiply row 10 and row 6.</i>	\$71,988

If you have more courses to add, copy the table as many times as needed to complete all courses on the grant.

Narrative Section

1. Project Goals

The proposed project will modify Clayton State's current First-Year Writing textbook, *Connections*, creating an updated, digital version that is freely available to all Clayton State Students taking First-Year Writing courses (ENGL 1101 and 1102). These courses are required in area A1: Communication Outcomes; consequently, most Clayton State students take these courses in their first year. The transition to open educational resources (OERs) will provide a significant savings to almost all first-year students entering the university and potentially lower the number of students who drop the course. In their article, "Efficacy of Open Textbook Adoption on Learning Performance and Course Withdrawal Rates: A Meta-Analysis," Clinton et al. conclude that courses that use open textbooks have lower withdrawal rates than those using commercial textbooks (11).

The cost of textbooks is indeed a barrier to student success. Clare Hansen's article on textbook affordability points to studies that find the cost of textbooks has increased nearly 90 percent between 1998 and 2016 and that nearly 65% of students claim they would not buy a textbook due to its price. Allie Bidwell's article for *U.S. News and World Report* makes a similar claim, adding that students are aware that not purchasing the textbook will likely result in a lower grade in the course. Bidwell also reports that students will design their schedules around textbook cost, even if it means extending their time to graduation, which is ultimately more expensive. Based on this information, we know that the high cost of textbooks affects students' ability to complete courses and, ultimately, their ability to graduate.

Our textbook transformation attempts to eliminate these barriers and increase access to the book by reducing the cost for students and by ensuring that it is readily available in the course management system for all First-Year Writing students and instructors on day one of the semester. By loading the textbook into the D2L course, we will remove obstacles to access including insufficient stock or backlogged orders at the bookstore, students waiting on financial aid to purchase books, students not knowing how to purchase books, issues with access codes not working, etc. These obstacles can hamper student success because students miss early assignments as a consequence of not having access to the book, or they withdraw or fail the course because they never purchased the textbook. Other students become discouraged early and withdraw.

1. Digitize *Connections*, our existing textbook used in ENGL 1101, and make it freely available to students in D2L and through the CSU library website.
2. Edit current content and, where necessary, add additional content to address course outcomes, using OERs and/or new content generated by English faculty.
3. Create a resource of published essays to accompany the textbook and make the essays available to instructors and students through LibGuides, thus eliminating the cost of permission to re-publish these essays in our textbook.

4. Solicit work from current First-Year Writing students to gather model essays for inclusion in the text.
5. Recruit a student intern to assist with various aspects of editing and publishing the digital text.

2. Statement of Transformation

Connections is a required textbook for all sections of our First-Year Writing courses. Dr. Mary Lamb and the faculty of the English department have developed and improved this text over the past decade, updating it every fall. Since its inception, we have printed it with Fountainhead Press; however, due to the pandemic, they can only offer digital copies to students with a minimal reduction in price. We see this situation as an opportunity to produce a digital version of our textbook in house in order to provide it free of cost to students. In addition to digitizing our current text, we will add content focused on conducting research, evaluating sources, using sources responsibly, avoiding plagiarism, and composing multimodally. These content areas respond to the need for students to understand what makes a source credible and how to use credible sources ethically in their writing. Furthermore, we want to provide our students with more opportunities and strategies to communicate in multiple modes. Ultimately, we want to provide students with a no-cost, accessible, comprehensive textbook.

The digital format of the textbook will also facilitate updates, without affecting students or requiring them to purchase the new edition. In the past, we have updated the textbook annually, with new editions each fall. This timeline allowed students to purchase the book in the fall for 1101 and use it again in the spring (or summer) for 1102. However, sometimes students need to repeat a course or take a break between 1101 and 1102, which has resulted in the need to purchase the new edition of the book when they took 1102. In other scenarios, some students like to take ENGL 1101 in the summer before they start their first semester of college; unfortunately, those students needed to purchase the expiring edition of the book for summer and then a new one whenever they chose to take ENGL 1102. Thus, our efforts to digitize the book and make it freely available will allow students more flexibility to decide when to take first-year writing courses without compromising our ability to update the text to maintain current information and best practices in the field.

Finally, the transformation to a free, digital textbook will allow the textbook to be accessible in D2L courses from the first day of the semester, eliminating barriers to access. We will also post copies in the LibGuides for English 1101 and 1102, for students who need to reference the text but are not currently enrolled in a First-Year Writing course, and of course a copy will be hosted through Affordable Learning Georgia for general use and adoption.

3. Action Plan

This section must include:

The role(s) of each team member in the project with details as to the major tasks team members will complete, with an estimate of how long each task will take (e.g. number of hours).

Team Members:

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- Jennifer Parrott, editor and content creator (100 hours)
- Matthew Sansbury, layout/design and digitizing the text (100 hours)
- Mary Lamb, as the original author and editor of *Connections* and the current chair of the department, Dr. Lamb will contribute a forward and assist with editing (100 hours)
- Jim Rickerson will produce a reading list of published essays accessible to students and faculty through the Clayton State library (60 hrs)
- Sipai Klein will develop surveys, seeking IRB approval if necessary, distribute surveys, analyze the resulting data, and contribute to required reports. (100 hours)
- Margaret Fletcher will create new content and assist with editing and proofreading the text (100 hrs)

Action Plan

Training (March 19-26)

- All team members will complete the required asynchronous training March 19-25
- Parrott and Sansbury will complete the synchronous training on March 26

Status Reports/Final Report

Parrott will submit a status report at the end of Summer 2021 and Fall 2021. She will submit the final report at the end of Spring 2022.

Content Development and Editing (March 2021-July 2021)

Parrott, Sansbury, Lamb, and Fletcher will collaborate to create content, review and edit content submissions by other writing faculty and students, organize the text, and proofread the final version of the text. They will also select material from OERs if there are any gaps in the text.

Implementation (August 2021-May 2022)

All instructors of English 1101 and 1102 will use this text in their sections during the 2021-2022 academic year. The text will be loaded into D2L courses and available through the library.

Publication (July-August 2021)

Sansbury will layout the text using principles of UDL and publish it in PDF format. We will work with the Center for Excellence in Learning and Teaching to load the text into every D2L section of English 1101 and 1102 in the Fall of 2021 and Spring of 2022.

Rickerson will create a reading list of materials available through the library to accompany the textbook. This reading list will be accessible through the ENGL 1101 and 1102 LibGuides where it is easily accessible by all instructors and students.

Evaluation (Fall 2021-Spring 2022)

Klein will develop a survey and submit it for IRB approval. During the Fall 2021 and Spring 2022 semesters, we will survey selected faculty their students on the following:

- Ease of use
- Accessibility
- Helpfulness in achieving learning objectives

Klein will analyze data for the status reports and final report.

Information Sharing (ongoing)

Parrott, Sansbury, and Lamb will be available to share their experiences creating OERs with ALG and Clayton State University.

Revisions and Updates (Summer 2022, and annually thereafter)

We plan to continue our plan to revise and update our textbook annually, in response to the satisfaction surveys, to better support student learning and to successfully meet course outcomes. We also will update student contributions, the reading list, and content to remain current in the field and to maintain best practices in teaching and learning.

4. Quantitative and Qualitative Measures

The transformation process can be evaluated according to several metrics, both quantitative and qualitative:

Quantitative: Since all English 1101 students will be using the eText as of Fall 2021, we will assess student performance and course-level retention at the end of the Fall 2021 and Spring 2022 Semester through a combination of course statistics and success on the e-Portfolio (required in all ENGL 1101 and 1102 courses). This data is currently reported to the First-Year Writing Program Director by First-Year Writing faculty.

Qualitative: In addition to course performance and retention, we will also examine student and faculty satisfaction with the eText. We will seek IRB approval to survey students and faculty regarding elements of satisfaction with the eText in terms of ease of use, accessibility, and helpfulness in achieving learning objectives.

Based on analysis of qualitative student and faculty feedback, the team may also invite students and faculty for focus group interviews in the Spring 2021 to aid in revising the eText for the following year.

The team will require IRB approval for student and faculty surveys. Klein is familiar with the process at CSU and will assist with the data collection and data request approval process.

5. Timeline

As outlined in the Action Plan, the majority of this work will take place between March 2021 and August 2021 so that the text will be available to faculty and students for Fall 2021.

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We will assess student performance, student satisfaction, and course-level retention at the end of the Fall 2021 and Spring 2022 Semester through a combination of course statistics, success on the e-Portfolio (required in all ENGL 1101 and 1102 courses), and student and faculty satisfaction surveys. We will seek IRB approval for these surveys. The final report will be submitted in Spring 2022.

6. Budget

Please enter your project's budget below. Include personnel and projected expenses, keeping in mind that this funds the estimated time in your Action Plan. The maximum amounts for the award are as follows:

\$5,000 (summer stipend) Jennifer Parrott will create content and edit the text.

\$5,000 (summer stipend) Matthew Sansbury will do the layout/design and contribute content.

\$5,000 (summer stipend) Mary Lamb, as the founding editor of *Connections* and the current chair of the department, will contribute a forward and assist with editing.

\$5,000 Jim Rickerson will create a reading list for ENGL 1101 using library resources. The reading list will be housed in the ENGL 1101 LibGuide.

\$5,000 (overload) Sipai Klein will develop student and faculty satisfaction surveys, distribute surveys, and analyze survey results.

\$5,000 (summer stipend) Margaret Fletcher will develop content for the textbook and assist with editing and proofreading.

7. Sustainability Plan

Maintenance: We plan to update the textbook annually. Typically, in a given year, the changes are minor, to reflect updates in the field, and updates to required assignments or projects in the First-Year Writing program. This work is done by the Director of First-Year Writing and the English department's composition committee, comprised of those who teach in the First-Year Writing program. However, if significant changes or updates are required, we can make them as needed with the guidance of the Director of First-Year Writing and our department's Composition Committee.

We are committed to using affordable or no cost resources in First-Year Writing courses as long as we are able to provide a high-quality resource that allows us to meet both course outcomes and the needs of our students and faculty.

We are considering at least two expansions of the project in the future:

- To create a companion resource for instructors that includes activities and assignments to accompany the textbook.

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- To create separate OER textbooks for ENGL 1101 and ENGL 1102 rather than sharing one text between the courses.

We are eager to share our work with others in the USG and in the larger field of Composition and Rhetoric through publications and presentations.

The plan for redesigning your course(s), including any instructional design work, curriculum alignment, course accessibility changes, etc.

We do not need to redesign courses because this resource has been developed and updated over the past decade specifically for our First-Year Writing Program. We anticipate updating the text as we update the first-year writing courses moving forward.

The plan for providing open access to the new materials. Affordable Learning Georgia will host any newly created materials in our repository; please indicate if you are using other platforms in addition to the repository to host them.

We plan to make our materials available through Affordable Learning Georgia. We are not planning on using other platforms to host them.

REFERENCES

Bidwell, Allie. "Report: High Textbook Prices Have College Students Struggling" *U.S. News and World Report*. 28 Jan. 2014,
<https://www.usnews.com/news/articles/2014/01/28/report-high-textbook-prices-have-college-students-struggling>.

Clinton, Virginia, and Shafiq Khan. "Efficacy of Open Textbook Adoption on Learning Performance and Course Withdrawal Rates: A Meta-Analysis." *AERA Open*, vol. 5, no. 3, Jan. 2019. EBSCOhost,
search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=eric&AN=EJ1229798&site=eds-live&scope=site.

Hansen, Claire. "Hard Copy or Electronic Textbooks? Professors Are More Concerned About Keeping Them Affordable." *Chronicle of Higher Education*, vol. 65, no. 1, 7 Sept. 2018, p. 1. EBSCOhost,
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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 the use 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.

Nasser Momayezi, Dean, College of Arts and Sciences

Grants or Business Office Letter of Acknowledgment

Institutional Grants/Business Offices will be responsible for fund disbursement, often in correspondence with the Department Chair, including expense and travel reimbursement. Applicants will need to provide a short Letter of Acknowledgment 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 letter.

In the case of multi-institutional affiliations, all participants' institutions must provide a letter of acknowledgment.

Please provide the name and title of the grants or business office representative who provided you with the Letter of Acknowledgment.

Melody Carter, Chief Sponsored Research and Programs Officer