

# Grants Collection

## Dalton State College



UNIVERSITY SYSTEM  
OF GEORGIA



Hassan El-Najjar, Natalie Johnson

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# Introduction to Sociology

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## Grants Collection

Affordable Learning Georgia Grants Collections are intended to provide faculty with the frameworks to quickly implement or revise the same materials as a Textbook Transformation Grants team, along with the aims and lessons learned from project teams during the implementation process.

Each collection contains the following materials:

- Linked Syllabus
  - The syllabus should provide the framework for both direct implementation of the grant team's selected and created materials and the adaptation/transformation of these materials.
- Initial Proposal
  - The initial proposal describes the grant project's aims in detail.
- Final Report
  - The final report describes the outcomes of the project and any lessons learned.



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# Syllabus

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# Welcome to Sociology 1101-01

## Course Schedule

### EXAM DATES & TIMES

Exam dates have been posted on the Schedule section of this syllabus. Students are expected to take unit exams in class, on time.

Online chapter tests are clearly and specifically announced in terms of dates, times, and deadlines below each test in the Quizzes section of Georgia View. Students are expected to observe test deadlines.

It is the responsibility of students to read components of this syllabus, updates, and announcements of assignments regularly in Georgia View, in order to know the dates and times of online tests, unit exams, and online discussion deadlines.

### MAKE-UP EXAMS POLICIES

Make-up exams (for the first three in-class exams) can be requested for extremely difficult circumstances (Students are expected to provide documentation for these circumstances).

If an exam is justifiably missed (e.g. physical injury or death in the family), a student may ask for a make-up exam to be scheduled as soon as possible, within a week of the original date.

### A TENTATIVE COURSE SCHEDULE

#### WEEKS -- DAYS -- DATES -- CHAPTERS -- SUBJECTS

1. 1/06 - 1/10      1      **An Introduction to Sociology**

<http://cnx.org/contents/AgQDEnLI@6.14:TrIRM88K@3/Introduction-to-Sociology>

2. 1/11 - 1/17      2      **Research Methods**

<http://cnx.org/contents/AgQDEnLI@6.14:3jKfjHaQ@8/Introduction-to-Sociological-R>

3. 1/18 - 1/24      3      **Culture (January 18: MLK Day Holiday)**

[http://cnx.org/contents/AgQDEnLI@6.14:io7WC\\_uF@5/Introduction-to-Culture](http://cnx.org/contents/AgQDEnLI@6.14:io7WC_uF@5/Introduction-to-Culture)

**4. 1/25 - 1/31 Completion of Unit 1****EXAM I: (CHAPTERS 1, 2, 3), Monday, 2/1****5. 2/01 - 2/07 4 Society and Social Interaction**<http://cnx.org/contents/AgQDnLI@6.14:Merj1xtX@3/Introduction-to-Society-and-So>**6. 2/08 - 2/14 4 & 5 Socialization**[http://cnx.org/contents/AgQDnLI@6.14:Uu\\_0juGN@2/Introduction-to-Socialization](http://cnx.org/contents/AgQDnLI@6.14:Uu_0juGN@2/Introduction-to-Socialization)**7. 2/15 - 2/21 5 & 7 Deviance**[http://cnx.org/contents/AgQDnLI@6.14:F4\\_L3p7G@7/Introduction-to-Deviance-Crime](http://cnx.org/contents/AgQDnLI@6.14:F4_L3p7G@7/Introduction-to-Deviance-Crime)**8. 2/22 - 2/28 7 Deviance****9. 2/29 - 3/06 Exam III****EXAM II: (CHAPTER 4, 5, 7), Monday, 2/29****10. 3/07 - 3/13 (Fall Break: March 7-13)****11. 3/14 - 3/20 9 Stratification in the US**[http://cnx.org/contents/AgQDnLI@6.14:bi\\_khgk9@4/Introduction-to-Social-Stratif](http://cnx.org/contents/AgQDnLI@6.14:bi_khgk9@4/Introduction-to-Social-Stratif)**Mid of the Semester: Thursday, March 17, 2016 (Withdrawing without Evaluation)****12. 3/21 - 3/27 9 & 10 Global Inequality**[http://cnx.org/contents/AgQDnLI@6.14:thZuao\\_-@2/Introduction-to-Global-Inequal](http://cnx.org/contents/AgQDnLI@6.14:thZuao_-@2/Introduction-to-Global-Inequal)**13. 3/28 - 4/03 10 Completion of Unit 3****EXAM III: (CHAPTER 9, 10), Monday, 4/4****14. 4/04 - 4/10 11 Race and Ethnicity**<http://cnx.org/contents/AgQDnLI@6.14:H023hgwT@3/Introduction-to-Race-and-Ethni>**15. 4/11 - 4/17 12 Gender and Sex**[http://cnx.org/contents/AgQDnLI@6.14:T\\_-LTWXd@3/Introduction-to-Gender-Sex-and](http://cnx.org/contents/AgQDnLI@6.14:T_-LTWXd@3/Introduction-to-Gender-Sex-and)

**16. 4/18 - 4/24 11 & 12 Race and Ethnicity & Gender & Sex**

**17. 4/25 - 4/27 Completion of Unit 4**

**Last Day of Classes for the A Session: Wednesday, April 27, 2016**

**EXAM IV (CHAPTERS 11 & 12): Wednesday, May 4, 2016, at 8:00 am.**

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The entire textbook can be accessed at:

[https://openstaxcollege.org/files/textbook\\_version/hi\\_res\\_pdf/54/IntroductionToSociology2e-OP.pdf](https://openstaxcollege.org/files/textbook_version/hi_res_pdf/54/IntroductionToSociology2e-OP.pdf)

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# Initial Proposal

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## Application Details

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### Manage Application: Textbook Transformation Grant

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**Award Cycle:** Round 3

**Internal Submission  
Deadline:** Sunday, May 31, 2015

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**Application Title:** 127

**Submitter First Name:** Hassan

**Submitter Last Name:** Elnajjar

**Submitter Title:** Associate Professor of Sociology

**Submitter Email Address:** helnajjar@daltonstate.edu

**Submitter Phone Number:** 706-272-2674

**Submitter Campus Role:** Proposal Investigator (Primary or additional)

**Applicant First Name:** Hassan

**Applicant Last Name:** Elnajjar

**Co-Applicant Name(s):** Natalie Johnson

**Applicant Email Address:** njohnson1@daltonstate.edu

**Applicant Phone Number:** 706-272-2687

**Primary Appointment Title:** Assistant Professor of Sociology, co-  
applicant

**Institution Name(s):** Dalton State College

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

Hassan El-Najjar, Associate Professor of Sociology, helnajjar@daltonstate.edu

Natalie Johnson, Assistant Professor of Sociology and Criminal Justice,  
njohnson1@daltonstate.edu

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

Dr. Michel Hoff, Social Sciences Department Chair, mhoff@daltonstate.edu

Dr. Andy Meyer, Interim Vice President for Academic Affairs, ameyer@daltonstate.edu

**Proposal Title:** 127

**Course Names, Course Numbers and Semesters Offered:**

## Introduction to Sociology (SOC1-1101)

It will be offered during the fall 2015 semester.

<b>Final Semester of Instruction:</b>	Fall 2015
<b>Average Number of Students per Course Section:</b>	35
<b>Number of Course Sections Affected by Implementation in Academic Year:</b>	9
<b>Total Number of Students Affected by Implementation in Academic Year:</b>	305
<b>List the original course materials for students (including title, whether optional or required, &amp; cost for each item):</b>	Required Textbook: Sociology: A Down-to-Earth Approach by James Henslins The textbook also comes with the following teaching materials: 1. Power-Point Presentations of Chapters. 2. Chapter Outlines 3. Test Bank for all chapters
<b>Proposal Categories:</b>	OpenStax Textbooks
<b>Requested Amount of Funding:</b>	\$10,800
<b>Original per Student Cost:</b>	\$183 per student
<b>Post-Proposal Projected Student Cost:</b>	No cost. The textbook will be offered through free access.
<b>Projected Per Student Savings:</b>	\$183 per student
<b>Plan for Hosting Materials:</b>	D2L

### Project Goals:

#### PROJECT GOALS

Our major goal is to offer students at Dalton State College an Introduction to Sociology (SOC1 1101) free textbook and other learning materials without any cost to them. There are typically about 150 students, in five sections, taking SOC1 1101 in the fall semester, who will benefit from this transformation.

Following the successful transition in the fall 2015 semester, we intend to continue to provide free, OpenStax textbooks in this course on a permanent basis. This goal will save DSC students about \$55,815 per year, in textbook costs.

The importance of achieving this goal is that some students may be unable to purchase the expensive textbook, leading them either to drop the course or to perform poorly in the course. Thus, the adoption of the OpenStax College textbook will relieve students from the textbook costs, improve students' retention rates, and increase students' success rates.

### **Statement of Transformation:**

#### STATEMENT OF TRANSFORMATION

~~To achieve the above-mentioned goals, we are proposing the following steps:

1. Adoption of the OpenStax College "Introduction to Sociology" textbook and making it (together with the other learning materials below) available to students through the Georgia View D2L online system.

The online link to the free access textbook will be available to students and the public at: <https://openstaxcollege.org/textbooks/introduction-to-sociology-2e/get>

The following proposed learning materials will also be provided as an open-access to the public through the Georgia Knowledge Repository, at <http://www.gaknowledge.org/>.

- i. Writing and designing power-point presentations for each required chapter of the textbook and making them available to students and the public.
  - ii. Writing chapter outlines for the required chapters of the textbook and making them available to students and the public.
  - iii. Writing chapter study guides in the form of essay questions and main topics, and making them available to students and the public.
  - iv. Writing multiple-choice chapter tests (quizzes) to be used in assessing students' learning of separate chapters.
  - v. Writing multiple-choice unit exams, to be used in assessing students' learning of the course major units.
2. We believe that the adoption of a free textbook in this course will leave a positive impact on students, as it will relieve them from substantial financial cost. This will be reflected in student retention and success. Moreover, the positive effect of this transformation in this course will facilitate the adoption of free textbooks in other higher level sociology courses in the future.

### **Transformation Action Plan:**

~~Our Action Plan for the Transformation includes the following:

1. The OpenStax College Sociology textbook will be adopted as a required textbook for teaching the Introduction to Sociology (SOC1-1101) course, at Dalton State College during the fall 2015 semester.
2. The online link to the free access textbook will be available to students and the public at:

<https://openstaxcollege.org/textbooks/introduction-to-sociology-2e/get>

The required chapters of the course will be made available to students through the Georgia View D2L system as well as through an online direct link.

3. The learning materials accompanying the textbook will also be available to the students through the Georgia View D2L system and to the public through the Georgia Knowledge Repository, at <http://www.gaknowledge.org/>.
4. The course syllabus and the course materials will be updated and prepared during the summer of 2015 to be ready for use in the fall 2015 semester.
5. The syllabus will include the course objectives, schedule of covering the required chapters, dates and deadlines of tests and assignments, as well as evaluation and grading system.
6. The two applicants of this proposal are the subject matter experts as they teach the course. They will cooperate in executing the tasks mentioned above, dividing the work evenly and reviewing it together.
7. The project's quantitative impact on student success will be measured by data collected about student drop, fail, withdraw (DFW) delta rate during the fall 2015 semester.
8. The project's qualitative impact on student success will be measured by student feedback through the student course evaluation comments.

## TRANSFORMATION ACTION PLAN

### **Quantitative & Qualitative Measures:** QUANTITATIVE AND QUALITATIVE MEASURES

We will use quantitative and qualitative measures of impact on student success and experience.

By the semester mid-term, we will be able to report on drop and withdrawal rates, which will be compared with the previous drop and withdrawal rates when another textbook was used.

The end of the semester students' course evaluations include quantitative and qualitative data, including students' comments on the textbook, learning materials, and the course as a whole. These course evaluations will be used as a source for students' qualitative feedback about the course.

Quantitative data about students' success will be collected from students' final grades as well as from the Drop, Fail, Withdraw (DFW) delta rate.

**Timeline:**

On August 17, 2015, the first day of classes at DSC, the course syllabus will be updated and the course materials will be prepared and ready for use by students. Textbook online links will be posted in D2L, which will give students free access to it.

On December 14, 2015, the course quantitative outcomes (DFW data) as well as qualitative outcome (from student course evaluation) will be compiled and the final report will be submitted.

**Budget:**

The two applicant co-signing on this proposal will be doing a substantial overload work in order to execute all of the above-mentioned tasks. Therefore, they are proposing to be awarded the maximum amount of \$10,000 plus \$800 for the travel project expenses.

**Sustainability Plan:**

The applicants plan to offer the course, using the Open Stax College textbook in the future, including maintenance of the accompanying course materials.

The Department Chair's letter of support also confirms that this course will continue to be offered in the future.



DALTON  
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Chair, Dept. of Social Sciences  
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706.272.2694

November 18, 2014

Dr. Hassan El-Najjar  
Dr. Natalie Johnson  
Dalton State College  
650 College Dr.  
Dalton, GA 30720

Dear Drs. El-Najjar and Johnson,

I am very pleased that you are applying for a grant for Round 2 of the "Affordable Learning Georgia Textbook Transformation Grants" initiative.

I understand that you are proposing adopting the Open Stax Sociology textbook for the DSC Sociology 1101 classes and that this textbook will be available to students at no cost. This is a substantial financial benefit to our students, potentially saving students approximately \$55,000 per year in textbook costs for Sociology 1101.

Your plan involves the adoption of the Open Stax textbook and a complete re-do of the Sociology 1101 class to enhance the learning and persistence of students who enroll in Sociology 1101 on our campus. This will involve a significant amount of work beyond your assigned responsibilities as you develop PowerPoint presentations, write chapter outlines, write chapter study guides, write quiz questions and write exam questions for the class.

I fully support your proposal and will do whatever I can to facilitate your ability to complete the project. I think this is a great benefit to our students and I'm grateful that you are willing to undertake this additional work for the benefit of our students.

Sincerely,

Michael P. Hoff Ph.D.  
Chair, Dept. of Social Sciences  
Dalton State College  
650 College Dr.  
Dalton, GA 30720

[mhoff@daltonstate.edu](mailto:mhoff@daltonstate.edu)

# Final Report

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# Affordable Learning Georgia Textbook Transformation Grants Final Report

**Date:** December 14, 2015

**Grant Number:** 127

**Institution Name(s):** Dalton State College

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

**Dr. Hassan El-Najjar:** Associate Professor of Sociology, [helnajjar@daltonstate.edu](mailto:helnajjar@daltonstate.edu)

**Dr. Natalie Johnson:** Assistant Professor of Sociology and Criminal Justice,  
[njohnson1@daltonstate.edu](mailto:njohnson1@daltonstate.edu)

Social Sciences Department, Dalton State College

**Project Lead:** Dr. Hassan El-Najjar

**Course Name(s) and Course Numbers:** Introduction to Sociology (SOCL -1101)

**Semester Project Began:** Spring 2015

**Semester(s) of Implementation:** Spring 2015, Summer 2015, and Fall 2015

**Average Number of Students Per Course Section in 2015:** 31

**Number of Course Sections Affected by Implementation:** 7

**Fall 2015:** 4 (130 students)

**Summer 2015:** 1 (18 students)

**Spring 2015:** 2 (67 students)

**Total Number of Students Affected by Implementation:** 215

## 1. Narrative

The outcomes of our project were all positive. Our major goal was to offer students at Dalton State College an Introduction to Sociology (SOCL 1101) free textbook and other learning materials without any cost to them.



During 2015, there were 215 students, who enrolled in seven sections, taking SOCI 1101 in the Spring, Summer, and Fall semesters. These students benefited from this transformation in saving about \$39,345, textbook costs.

The transformation impact on instruction was very positive, in that it allowed the instructors the opportunity to develop supplemental materials accompanying the textbook (chapter outlines, study guides, and power-point presentations), which facilitated and benefited the teaching and learning experience.

The adoption of the OpenStax College textbook relieved students from the textbook costs! This improved students' retention rates, and increased students' success rates.

## 2. Quotes:

The following quotations are from the Sociology 1101-01O students' answers to questions I asked them part of their course evaluation, at the end of the Summer 2015 semester.

### Question 1:

What do you think of the **free textbook** I provided you with in terms of saving you money and in terms of the quality of contents?

Student 1: I really loved the free text book. It was very helpful and I liked that I could just open it on my computer.

Student 2: It was really helpful and nice of him.

Student 3: I liked the online free textbook and I am appreciative of any help made to assist student in saving money.

Student 4: I loved it! The textbook was great and you could print and make notes everywhere. Plus it was very cost effective. It also relieved you from carrying a heavy textbook everywhere.

Student 5: I am grateful for the free textbook. I liked being able to mark and make notes on my print out of the chapters. I love books and could not have brought myself to mark in an actual book. It was very convenient the way you released each section as we moved through the course.

Student 6: It was very easy to read and understand. It was much better than having to pay for a book that you only use for 8-9 weeks.

Student 7: It was wonderful. The quality of contents was great, and I very much appreciated being able to save money. Thank you for doing that.

Student 8: This was an excellent textbook, a very easy read! The fact that it was cheap was amazing! Thank you so much!

Student 9: I enjoyed that very much! Online classes are more expensive than the regular classes, so it was a relief to not have to worry about an extra expense.

Student 10: The free textbook was great! Not having to worry about another fee for summer school helped take a load off. The textbook was still well written and had good information even though it was free.

### **Question 2:**

Were my **lecture notes, handouts, and study guides** helpful to you in studying for the course, in doing the assignments, and in taking tests? Explain, comment, or/and provide suggestions.

Student 1: These were all very helpful. They put all the information into an organized, easy-to-read format, which helped me to learn the information much more.

Student 2: They were all very helpful. I particularly liked the Internet and YouTube links you provided.

Student 3: The lecture notes were a life saver in this course. It was a great utensil to use in order to study for unit exams.

Student 4: All of the content available to us was very helpful for quizzes, tests and discussions.

Student 5: Yes. I liked how extra material was given beside the textbook. It helped me know what topics were more important for the exams. It also gave me extra studying material for the exams which I thought was really helpful.

Student 6: Yes, very. I thought the lecture notes and handouts informed me more so than the book.

Student 7: Yes, they were helpful. It was explained in detail.

Student 8: The lecture notes and handouts were extremely helpful, although I feel that I should have utilized the study guides more when taking the Exams; I would have gotten a higher score.

Student 9: Yes, the extra material was helpful. Sometimes it would explain things slightly different and that would clarify the material. The study guides act as a road map to take you through the book and reinforce the information.

Student 10: They were all very helpful. Don't change a thing! Thanks for a great semester.

### 3. Quantitative and Qualitative Measures

#### 3a. Overall Measurements

##### Student Opinion of Materials

**Was the overall student opinion about the materials used in the course positive, neutral, or negative?**

Total number of students affected in this project during Summer 2015: 18

Positive:   100   % of   18   number of respondents

This is evidenced from their numerical course evaluation, which was 5/5, or 100%.

##### Student Learning Outcomes and Grades

**Was the overall comparative impact on student performance in terms of learning outcomes and grades in the semester(s) of implementation over previous semesters positive, neutral, or negative?**

Choose One:

- Positive: Higher performance outcomes measured over previous semester(s)
- **Student Drop/Fail/Withdraw (DFW) Rates**

**Was the overall comparative impact on Drop/Fail/Withdraw (DFW) rates in the semester(s) of implementation over previous semesters positive, neutral, or negative?**

##### Drop/Fail/Withdraw Rate:

  25   % of students, out of a total   130   students affected, dropped/failed/withdrew from the course in the final semester of implementation (Fall 2015).

Choose One:

- Positive: This is a lower percentage of students with D/F/W than previous semester(s).
- **3b. Narrative**

During the Fall 2015 semester, there were 130 students enrolled in four Sociology 1101 at Dalton State College. There were 33 students who withdrew, made a failing, or a D grade (DFW). These represented 25% of the total number of students during the semester of full implementation.

During the Summer and Spring 2013 semesters, before the textbook transformation, there were 87 students enrolled in three Sociology 1101 at Dalton State College. There were 26 students who withdrew, made a failing, or a D grade (DFW). These represented 29.8% of the total number of students during the semester of full implementation.

Thus, by comparing the DFW rates before and after the adoption of the OpenStax College Sociology textbook, it's obvious that the DFW rates decreased from 29.8% before the transformation to 25% after.

### **Student Learning Outcomes**

The following assessment about achieving the course student learning outcomes was also reported to Weave Online.

#### **Sociology 1101-01, Fall Semester 2015 (35 Students)**

##### **Findings for Student Learning Outcome 1**

The following assessment is based on data from the Sociology 1101-01 regular face-to-face course, which was taught at the Dalton Campus, during the **Fall Semester of 2015**, with 35 participant students

Using data from the Fall Semester of 2015, from 35 students in the Sociology 1101-01 course, taught at the Dalton Campus, I assessed students' ability to articulate and analyze perspectives and values of diverse cultural groups through their answers to questions in Unit Exam I and Online Tests 1, 2, and 3. All tests are composed of multiple-choice questions.

##### **Overall, 87.1% of the students achieved outcome 1.**

Averaging the statistical findings from Exam I and online tests 1, 2, and 3, the overall average number of students who achieved the Learning Outcome 1 target was **87.1%**. Thus, the benchmark was met.

##### **1. Unit Exam I**

On Exam I, 31 students out of 35 (**88.5%**) demonstrated understanding of the content and the material covered at the 70% level or better. The average score for the class as a whole was 81.91%.

Exam I covers content of the first three chapters of the textbook, including the sociological perspective, research methods, and culture.

Chapter 1 covers the sociological perspective, which includes presentation of the three main sociological theories: Functional, conflict, and symbolic interaction. These theories guide sociological research to study society and its diverse cultural groups.

Chapter 2 covers research methods, which includes methods of studying diverse cultural groups in society.

Chapter 3 covers the study of culture, which includes using the concepts of cultural relativism and ethnocentrism to understand relations among various cultural groups.

## **2. Online Tests**

On Online Test 1, 27 students out of 35 (**77.1%**) scored 70% or better on questions covering the functional, conflict, and symbolic interaction perspectives, which are covered in Chapter 1. The average score for the class as a whole was 76.89%.

On Online Test 2, 34 students out of 35 (**97.1%**) scored 70% or better on questions covering the sociological research methods, used by sociologists in studying various cultural groups in society. The average score for the class as a whole was 88.06%.

On Online Test 3, 30 students out of 35 (**85.7%**) scored 70% or better on questions covering the study of culture, which includes using the concepts of cultural relativism and ethnocentrism to understand relations among various cultural groups. The average score for the class as a whole was 83.07%.

### **Findings for Student Learning Outcome 2:**

Using data from the Fall Semester of 2015, from 25 students in the Sociology 1101-01 course, taught at the Dalton Campus, I assessed students' ability to articulate and analyze perspectives and values of diverse cultural groups through their answers to questions in Unit Exam IV and Online Tests 11 and 12. All tests are composed of multiple-choice questions.

### **Overall, 90.4% of the students achieved outcome 2.**

Averaging the statistical findings from Exam IV and online tests 11 and 12, the overall average number of students who achieved the Learning Outcome 2 target was **90.4%**. Thus, the benchmark was met.

## **1. Unit Exam IV**

On Exam I, 30 students out of 35 (**85.7%**) demonstrated understanding of the content and the material covered at the 70% level or better. The average score for the class as a whole was 82.57 %.

Exam IV covers content of two chapters of the textbook.

While Chapter 11 deals directly with issues related to racial and ethnic groups, Chapter 12 deals with the same issues with focus on gender and sex. Chapter 11 teaches students about racial and ethnic inequality, including making them aware about aspects of discrimination, the historical background, and how sociologists explain it. A major emphasis is on enabling students to analyze why such a phenomenon still exists, and the way out of prejudice and discrimination, contributing to the development of their critical thinking.

Chapter 12 teaches students about gender inequality, particularly in various racial and ethnic groups, including making them aware about aspects of gender discrimination, the historical background, and how sociologists explain it. A major emphasis is on enabling students to analyze why such a phenomenon still exists, and the way out of gender discrimination, contributing to the development of their critical thinking.

## **2. Online Tests**

On Online Test 11, 33 students out of 35 (**94.2%**) scored 70% or better on questions covering the functional, conflict, and symbolic interaction perspectives, which are covered in Chapter 11. The average score for the class as a whole was 83.15 %.

### **Findings for Student Learning Outcome 3:**

Using data from the Fall Semester of 2015, from 25 students in the Sociology 1101-01 course, taught at the Dalton Campus, I assessed students' ability to articulate and analyze perspectives and values of stratification and social inequality (Critical Thinking), through their answers to questions of Unit Exam III and Online Chapter Tests 9 and 10.

### **Overall, 82.8% of the students achieved outcome 3.**

Averaging the statistical findings from Exam III and online tests 9 and 10, the overall average number of students who achieved the Learning Outcome 2 target was **82.8%**. Thus, the benchmark was met.

## **1. Unit Exam III**

On Exam III, 28 students out of 35 (**80%**) demonstrated understanding of the content and the material covered at the 70% level or better. The average score for the class as a whole was 77.89 %.

Exam III covers content of two chapters of the textbook.

These two chapters deal with issues of stratification and inequality in the U.S. and the world as a whole, thus addressing Learning Outcome 3.

Chapter 9 teaches students about social class in the U.S, including how to use theories to explain wealth, poverty, and inequality in society. In particular, it teaches students about those who are less fortunate in society, and how they have become so. In a way, it teaches them critical thinking.

Chapter 10 teaches students about global stratification and inequality, including teaching them about how to use various theories to explain the distribution of wealth and poverty worldwide. In particular, it teaches students to rely on facts before reaching conclusions.

## **2. Online Tests**

On Online Test 9, 31 students out of 35 (**88.5%**) scored 70% or better on questions covering the functional, conflict, and symbolic interaction perspectives, which are covered in Chapter 9. The average score for the class as a whole was 86.55 %.

On Online Test 10, 28 students out of 35 (**80%**) scored 70% or better on questions covering the sociological research methods, used by sociologists in studying various cultural groups in society. The average score for the class as a whole was 85.93 %.

## **4. Sustainability Plan**

The applicants plan to offer the course, using the Open Stax College textbook in the future, including maintenance of the accompanying course materials. The Department Chair's letter of support also confirms that this course will continue to be offered at Dalton State College in the future.

## **5. Future Plans**

Following the successful transition in the fall 2015 semester, we intend to continue to provide free, OpenStax textbooks in this course on a permanent basis. We have saved DSC students about \$\$39,345 during 2015, in textbook costs. We intend to continue saving DSC students more money in the future, in textbook costs.

We also intend to keep using the accompanying materials, which we used with the textbook (chapter outlines, study guides, and power-point presentations), with updates.

## **6. Description of Photograph**

Dr. Hassan El-Najjar with his students in Sociology 1101-02, Fall 2015, Dalton State College.

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*Instructions:*

*A. Your final report submission must include four separate component files:*

1. *Completed report form. Please complete per inline instructions. The italicized text is provided for your assistance; please delete the italicized text before submitting your report.*
2. *Syllabus, organized chronologically (day and/or week and unit), with links to materials as used per assignment. For each resource, give the title, author, Creative Commons licenses (if appropriate), and freely accessible URL to the material. Include all open-access links to all adopted, adapted, and newly created course materials.*
3. *Supporting data on the impact of your Textbook Transformation (survey, analyzed data collected, etc.)*
4. *A photograph of your team and/or your students for use in ALG website and materials.*
  - a. *Photograph must be 800x600 pixels at minimum (length x height).*
  - b. *Photograph must be taken together: individual team member photographs and website headshots not accepted.*

B. Go to [http://affordablelearninggeorgia.org/site/final\\_report\\_submission](http://affordablelearninggeorgia.org/site/final_report_submission) to submit these four components of your final report. Follow the instructions on the webpage for uploading your documents. You will receive a confirmation email. Based on receipt of this report, ALG will process the final payment for your grant. ALG may follow up with additional questions or to request your participation in a publication, presentation, or other event.