

Grants Collection

Kennesaw State University



UNIVERSITY SYSTEM
OF GEORGIA



Daniel Farr and Tiffani Reardon

Introduction to Sociology





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.



Unless otherwise indicated, all Grants Collection materials are licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

Initial Proposal

**Affordable Learning Georgia Textbook Transformation Grants
Rounds Three, Four, and Five
For Implementations Beginning Summer Semester 2015
Running Through Spring Semester 2017**

Proposal Form and Narrative

- Proposal form and narrative for offline drafting and review. Submitters must copy and paste their final draft into the online form for submission.
- Note: The only way to submit the proposal is through the online form in Georgia Tech's CompetitionSpace at:
<http://gatech.infoready4.com/CompetitionSpace/#competitionDetail/1734734>
- 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	Daniel Farr
Submitter Title	Lecturer of Sociology
Submitter Email	Dfarr4@kennesaw.edu
Submitter Phone Number	470-578-7970
Submitter Campus Role	Primary Investigator
Applicant Name	Daniel Farr
Applicant Email	Dfarr4@kennesaw.edu
Applicant Phone Number	470-578-7970
Primary Appointment Title	Lecturer of Sociology; Coordinator of Sociology Internships, Department of Sociology and Criminal Justice
Institution Name(s)	Kennesaw State University

Team Members	Tiffani Reardon, Instructional Designer, College of Humanities and Social Sciences, Kennesaw State University; treardo2@kennesaw.edu				
Sponsor, Title, Department, Institution	Dr. Samuel Abaidoo, Chair, Department of Sociology and Criminal Justice, Kennesaw State University Dr. Tamara Powell, Director, College of Humanities and Social Sciences Office of Distance Education				
Proposal Title	OpenStax Introduction to Sociology Goes Online				
Course Names, Course Numbers and Semesters Offered	Introduction to Sociology, Soci1101 (online), numerous sections of Soci1101 are offered both fall and spring semesters [for example, in Fall 2015 there are 7 sections offered face-to-face (various instructors, most sections ~39 students each, one sections ~250) and 3 sections offered online (various instructors, ~30 students each)]; for this grant, I will minimally teach two sections of Intro to Soc. per year. The developed online course, based on OpenStax, would be available to other online instructors for adoption as well.				
Final Semester of Instruction	This text will be used by myself, and potentially others in the department, to teach Soci1101 online for the foreseeable future.				
Average Number of Students Per Course Section	30	Number of Course Sections Affected by Implementation in Academic Year	3+	Total Number of Students Affected by Implementation in Academic Year	90+
Award Category (pick one)	<input type="checkbox"/> No-Cost-to-Students Learning Materials <input checked="" type="checkbox"/> OpenStax Textbooks <input type="checkbox"/> Specific Top 50 Lower Division Courses				
List the original course materials for students	Sociology, 15 th ed. (Macionis; Pearson. 2014) \$232.73 – required text				
Original Per Student Cost	\$232.73 (per textbook publisher website)				

Post-Proposal Projected Per Student Cost	\$0 for electronic downloadable option via OpenStax, or \$24.01 if desire printed copy via Amazon.com
Projected Per Student Savings	<p>\$232.73 per student savings.</p> <p>Thusly, if taught to minimally two sections of 30 students online, this would result in \$13,963.80 total student savings. Each online OpenStax course section would save students a total of \$6,981.90. If adopted by all online sections, totally ~8 annually, this would result in a \$55,855.20 annual savings for students.</p>
Plan for Hosting Materials	<input checked="" type="checkbox"/> OpenStax CNX <input checked="" type="checkbox"/> D2L <input type="checkbox"/> LibGuides <input type="checkbox"/> Other _____
Requested Amount of Funding	\$10,800

NARRATIVE

1.1 PROJECT GOALS

1. Adopt OpenStax Sociology text for my Soci1101: Introduction to Sociology online course.
 - A. If taught to minimally two sections of 30 students online, this would result in \$13,963.80 total student savings. Each online OpenStax course section would save students a total of \$6,981.90.
 - B. If adopted by all online sections, totally ~8 annually, this would result in a \$55,855.20 annual savings for students.

3. Develop and receive Quality Matters approval for a complete online Soci1101 section course based fully upon OpenStax text.

4. Provide opportunity for additional online instructors to adopt the OpenStax based online course section [via providing completed course template and materials].

Additional narrative commentary: Having just attended the Meaningful Living and Learning in a Digital World Conference (May 27-May 29, 2015), I was able to attend a session “Open Your Mind to Open Textbooks” with Lauren Fancher. I also had the opportunity to interact with her privately and review the OpenStax text. These experiences, along with the recent webinar of May 21, have inspired my desire to pursue adoption of the text. As I advise only weblearner students, I am deeply aware of the fiscal restraints that many face and regard this transformation as an opportunity to more strongly align my instructional activities with my pedagogical pursuits of supporting students support.

Additionally, I will clarify my expertise and role in the online sociology program. I was specifically hired to the department as the first distance learning funded lecturer, in Fall 2013. The sociology program offers a fully online BS program, the first to have been established at KSU. My teaching is primarily centered within the online classroom (~75-80%) during the fall and spring semesters and is typically 100% online in the summer semester. These proportions will be changing some as I have become the sociology internship coordinator, however, the majority of my teaching will remain online. In addition to my online teaching, I have been active this past year attending two online-teaching conferences and presenting about online teaching at a third conference. I am deeply invested in this platform of instruction and view this transformation grant as an opportunity to further bolster my online classroom and student experiences.

1.2 STATEMENT OF TRANSFORMATION

- The adoption of the OpenStax textbook will replace my current course textbook. Given the necessity that an online course be Quality Matters certified at my institution, this will require the redevelopment of all online content (such as question data banks, quizzes & tests, powerpoints & lectures, as well as discussion boards) to reflect the modified material.
- The transformation of this course will have limited impact within the Department of Sociology and Criminal Justice. Within our department each faculty member chooses their course materials (texts/etc.) individually. However, program impact may particularly emerge for weblearner students, if this newly developed course section is adopted by additional instructors.
- The stakeholders of this transformation will be faculty and students. It is my hope that additional instructors will choose to adopt this online course once it is created.
- If this course with an OpenStax text is chosen to be administered by more online instructors the cumulative fiscal impact can be significant for students. As this course is taught online throughout the academic year (typically 3 sections fall, 3 sections spring, 2 sections summer), the impact of this transformation will be immediate for students from a fiscal standpoint (impacting at least two sections,

for a total savings of nearly \$14,000). Given the potential to affect up to 240 students annually, this could result in a savings of over \$50,000.

- The impact upon the instructor is the requisite restructuring of all course content to reflect the material of new textbook and all supporting educational components and assessments.
- The primary impact of this transformation will be on my particular online course sections of Soc1101. Additional course sections will be impacted as additional online instructors choose to adopt my developed online course.

1.3 TRANSFORMATION ACTION PLAN

With the adoption of this new textbook, this online course will require substantial redesign and reorganization. Additionally, all teaching and assessment materials (such as powerpoints/lectures, question banks, quizzes & tests, and discussion boards) will require updating and modification of academic content.

The primary design and structuring of the online course template will be administered by Tiffani Reardon, informed by my other course formats. She will additionally provide support for technological components and accessibility. She will serve as the instructional designer.

Farr will be responsible for the academic content components of the course re-design (teaching and assessment materials), as well as syllabus and calendar redesign. He will serve as both subject matter expert and instructor of record.

Access to the materials will be provided through in-course linking to the OpenStax website, where students may download an electronic version of the course textbook.

1.4 QUANTITATIVE AND QUALITATIVE MEASURES

Measuring the success of this transformation will occur two-fold: 1) through the comparison of quantified data outcomes affiliated with grades/retention rates and 2) through qualitative feedback via student surveys.

The quantified data that will be primarily explored includes: contrasting the withdraw/completion rates of this online OpenStax Soci1101 course to those of other concurrent online course sections, as well as to face-to-face sections. Additionally, assessment of the course grade outcomes will be contrasted with other sections (online and face-to-face) that are not using OpenStax.

Qualitative feedback will be sought from online students, via survey, at the end of semester to assess learner perspectives on the material and content scope. Additionally, qualitative feedback will be sought from face-to-face learners when the course is taught in the traditional classroom.

1.5 TIMELINE

Summer 2015 – Fall 2016

Jul - Oct 2015: Farr reading OpenStax textbook; establishing basic course structure components and tentative course calendar.

Aug - Oct 2015: Reardon designing and implementing basic course structure for new online course section.

Nov 2015 - Feb 2016: Farr developing and inputting course content (powerpoints, lectures, and assessment materials) into online course.

Nov 2015 - March 2016: Reardon concurrently structuring assessment timing, dates, and formats. Additionally, building appropriate course content to benefit needs of Quality Matters (QM).

March 16-April 30, 2016: Farr and Reardon refine online course to be submitted for QM review to facilitate the possible administration of the course in Summer 2016.

May 2016-July 2016: Contingent upon scheduling, Farr administer online course in Summer 2016.

If taught online in summer 2016, Reardon and Farr will consult and make course modifications as needed in early August 2016. Students will be surveyed qualitatively at the end of course. Following session, Reardon and Farr will assess outcomes both qualitative and quantitative.

August-Dec 2016: Farr teach at least one section of Soci1101 online; if scheduling allows two sections will be offered.

Dec 2016: Reardon creates quantitative reports/charts based on student surveys.

Dec 2016: Farr and Reardon collaborate to compose final report based on entirety of project.

1.6

1.7 BUDGET

Overload and/or course reduction for Farr: \$5000

Overload pay for Reardon: \$5000.00

Kick-off Meeting travel: \$800.00 (unused funds will be redirected towards professional development funds to partially support attendance of an online teaching/learning conference or workshop)

1.8 SUSTAINABILITY PLAN

As previously noted, Farr will teach this online course at least twice annually. Additionally, Farr will be reaching out to any new and current faculty who will teach Soci1101 online to share the course template/content. Other faculty's adoption of this course will be voluntary, but encouraged.

Course materials will be updated with each revision of the OpenStax text. Additional complimentary materials (such as no-cost-to-student articles available through the university library system) may be added as needed.

Minimally, the online course will be re-certified via the university QM system every three years to assure appropriateness of organizational structure, current instructional content, and instructional methods.

1.9 REFERENCES & ATTACHMENTS

FROM: DR. TAMARA POWELL:

May 31, 2015

Dear Members of the Proposal Review Committee:

It is my pleasure to support Mr. Dan Farr's proposal for the OpenStax Textbook Transformation grant for Sociology 1101: Introduction to Sociology. The Online Sociology B.S. degree program at Kennesaw State University is one of the largest on campus. As Mr. Farr is developing this textbook for his online section, and he will share it with other faculty in the department, this transformation would benefit many students year after year. In fact, it would have a huge impact. With three online sections, of 30 students each, offered in fall, just switching these three sections to the no cost textbook would save those 90 students \$20,945.70 in one semester alone.

Mr. Farr plans to make his transformed textbook and accompanying online course available to all KSU sociology faculty who wish to use it. I recommend his proposal be funded.

Sincerely,

Dr. Tamara Powell, KSU Affordable Learning Georgia Champion and

Director, College of Humanities and Social Sciences Office of Distance Education

ADDITIONAL SUPPORT WILL BE FORTHCOMING FROM DR. SAMUEL ABAIDOO:

Syllabus

Tentative Schedule

Module	Week	Materials	Assignments
Chpt 1-7 (Aug 15- Sept 19)	8/15-8/22 Chpt 1	<p>Chpt 1 from Sociology 2e.</p> <p>Chpt 1 PowerPoint (from OpenStax PPT bank – instructor access)</p> <p>Optional: Why Study Sociology? Social Communication</p>	<p>Discussion: You have a couple approaches and opportunities available:</p> <p>(1) Inspired by reading and additional course content, you may develop threads/discussions of your own ideas and inspiration.</p> <p>(2) You may engage the following discussion prompt: How do you think taking a sociology course might affect your social interactions or how you view the world?</p> <p>Optional: Chpt 1 Practice Quiz (questions at end of chapter)</p> <p>Chpt 1 Quiz (from OpenStax test bank – instructor access)</p>
	8/23-8/29 Chpt 2 & 3	<p>Chpt 2 from Sociology 2e.</p> <p>Chpt 2 PowerPoint (from OpenStax PPT bank – instructor access)</p> <p>Chpt 3 from Sociology 2e.</p> <p>Chpt 3 PowerPoint (from OpenStax PPT bank – instructor access)</p> <p>Optional: Elements of Culture – Sapir-Whorf Hypothesis</p>	<p>Discussion: You have a couple approaches and opportunities available:</p> <p>(1) Inspired by reading and additional course content, you may develop threads/discussions of your own ideas and inspiration.</p> <p>(2) You may engage the following discussion prompt: Imagine you are about to do field research in a specific place for a set time. Instead of thinking about the topic of study itself (though you can share your idea--feel free to be creative!), consider how you, as the researcher, will have to prepare for the study. What personal, social, and physical sacrifices will you have to make? How will you manage your personal effects? What organizational equipment and systems will you need to collect the data?</p> <p>Optional: Chpt 2 Practice Quiz (questions at end of chapter)</p> <p>Chpt 2 Quiz (from OpenStax test bank – instructor access)</p> <p>Discussion: You have a couple approaches and opportunities available:</p> <p>(1) Inspired by reading and additional course content, you may develop threads/discussions of your own ideas and inspiration.</p> <p>(2) You may engage the following discussion prompt: Identify at least one example of popular culture (feel free to be creative - links to music, include pictures, etc.) and describe how it informs larger culture. How prevalent is the</p>

		<p>effect of this example in your everyday life? In the lives of people you know (consider diverse ages, genders, racial-ethnic groups, sexual orientation, etc.)?</p> <p>Optional: Chpt 3 Practice Quiz (questions at end of chapter)</p> <p>Chpt 3 Quiz (from OpenStax test bank – instructor access)</p>
8/30-9/5 Chpt 4 & 5	<p>Chpt 4 from Sociology 2e.</p> <p>Chpt 4 PowerPoint (from OpenStax PPT bank – instructor access)</p> <p>Chpt 5 from Sociology 2e.</p> <p>Chpt 5 PowerPoint (from OpenStax PPT bank – instructor access)</p>	<p>Discussion: You have a couple approaches and opportunities available:</p> <p>(1) Inspired by reading and additional course content, you may develop threads/discussions of your own ideas and inspiration.</p> <p>(2) You may engage the following discussion prompt: In which type of societies do the 'benefits' seem to outweigh the 'costs'? Explain your answer, and cite social and economic reasons.</p> <p>Optional: Chpt 4 Practice Quiz (questions at end of chapter)</p> <p>Chpt 4 Quiz (from OpenStax test bank – instructor access)</p> <p>Discussion: You have a couple approaches and opportunities available:</p> <p>(1) Inspired by reading and additional course content, you may develop threads/discussions of your own ideas and inspiration.</p> <p>(2) You may engage the following discussion prompt: Do you think it is important that parents discuss gender roles with their young children, or is gender a topic better left for later? How do parents consider gender norms when buying their children books, movies, and toys? How do you believe they should consider it?</p> <p>Optional: Chpt 5 Practice Quiz (questions at end of chapter)</p> <p>Chpt 5 Quiz (from OpenStax test bank – instructor access)</p>
9/6-9/12 Chpt 6 & 7	<p>Chpt 6 from Sociology 2e.</p>	<p>Discussion: You have a couple approaches and opportunities available:</p> <p>(1) Inspired by reading and additional course content, you may develop threads/discussions of your own ideas and inspiration.</p>

		<p>Chpt 6 PowerPoint (from OpenStax PPT bank – instructor access)</p> <p>Chpt 7 from Sociology 2e.</p> <p>Chpt 7 PowerPoint (from OpenStax PPT bank – instructor access)</p>	<p>(2) You may engage the following discussion prompt: How has technology changed your primary groups and secondary groups? Do you have more (and separate) primary groups due to online connectivity? Do you believe that someone can have a true primary group made up of people s/he has never met? Why or why not?</p> <p>Optional: Chpt 6 Practice Quiz (questions at end of chapter)</p> <p>Chpt 6 Quiz (from OpenStax test bank – instructor access)</p> <p>Discussion: You have a couple approaches and opportunities available: (1) Inspired by reading and additional course content, you may develop threads/discussions of your own ideas and inspiration. (2) You may engage the following discussion prompt: Recall the crime statistics presented in this section. Do they surprise you? Are these statistics represented accurately in the media? Why or why not?</p> <p>Optional: Chpt 7 Practice Quiz (questions at end of chapter)</p> <p>Chpt 7 Quiz (from OpenStax test bank – instructor access)</p>
	9/13-9/19 Exam 1		Exam 1 (from OpenStax test bank – instructor access)
Chpt 8-14 (Sept 20- Oct 24)	9/20-9/26 Chpt 8	<p>Chpt 8 from Sociology 2e.</p> <p>Chpt 8 PowerPoint (from OpenStax PPT bank – instructor access)</p>	<p>Discussion: You have a couple approaches and opportunities available: (1) Inspired by reading and additional course content, you may develop threads/discussions of your own ideas and inspiration. (2) You may engage the following discussion prompt: Where are you most likely to notice advertisements? What causes them to catch your attention? (Feel free to include examples!)</p> <p>Optional: Chpt 8 Practice Quiz (questions at end of chapter)</p> <p>Chpt 8 Quiz (from OpenStax test bank – instructor access)</p>

			<p>Paper Option 1: Media Analysis Response Papers: You are to select an article from an online news source – this may include online magazines such as Time, US News & World Report, and Newsweek, from newspapers websites, and/or from mainstream news websites such as CNN.com. These articles should be news, NOT “opinion” or op-ed pieces (some websites will clearly note this in the web address/heading of page). These articles need to be “substantial” and ought not be a single-brief paragraph (if uncertain if your chosen article is appropriate, you are encouraged to email the instructor in advance for feedback). Your article needs to be current (for the purposes of this course, I will define current as an article “published” after Aug 1, 2016 --- be conscious of this particularly as internet sites can be tricky; just because you access it after this date does not mean that it was created/published after this date. Your article topic should relate to the material that is current/recently addressed chapters (thus, for deadline 1: chpts 1-8; for deadline 2: chpt 8-15). Submission deadlines are clarified in the course calendar.</p> <p>You are to write a 2-3 page paper responding to this material in light of course content and with a sociological lens of analysis. Your response needs to be critical and thoughtful—NOT an article summary. It is appropriate to incorporate material from the text (such as key terms and statistics), but your paper should clearly reflect significant sociological thought and critique/response of the article in question. Your paper should not exceed 3 pages. You should incorporate and appropriately use key course concepts, however do not “define” the concepts in your paper – I have the book and am familiar with all the terms; just use them correctly and show you can engage with the correct language of this course.</p> <p>At the start of the paper, please insert the web address for your article so I can readily access the article. Please list this web link in the “comment” section when you submit the paper to the drop box also. I will read your article before I read your paper to see if your interpretations and analysis of the article is appropriate.</p> <p>Papers based on articles prior to indicated time period will be deducted 40 points; papers without the appropriate article link will receive no credit; failure to list the source in link in both the top of your submission and</p>
--	--	--	---

		<p>the comments section of drop box will result in 5-point deduction; the use of a non-news article (for example and opinion/op-ed/etc.) will result in a 50-point deduction.</p> <p>Please also follow paper submission details guidelines, noted below – as additional point loss situations may apply.</p> <p>Grading time: Please allow two weeks for the grading of papers.</p>
9/27-10/3 Chpt 9 & 10	<p>Chpt 9 from Sociology 2e.</p> <p>Chpt 9 PowerPoint (from OpenStax PPT bank – instructor access)</p> <p>Chpt 10 from Sociology 2e.</p> <p>Chpt 10 PowerPoint (from OpenStax PPT bank – instructor access)</p>	<p>Discussion: You have a couple approaches and opportunities available:</p> <p>(1) Inspired by reading and additional course content, you may develop threads/discussions of your own ideas and inspiration.</p> <p>(2) You may engage the following discussion prompt: What defines communities that have low status consistency? What are the ramifications, both positive and negative, of cultures with low status consistency? Try to include specific examples to support your ideas.</p> <p>Optional: Chpt 9 Practice Quiz (questions at end of chapter)</p> <p>Chpt 9 Quiz (from OpenStax test bank – instructor access)</p> <p>Discussion: You have a couple approaches and opportunities available:</p> <p>(1) Inspired by reading and additional course content, you may develop threads/discussions of your own ideas and inspiration.</p> <p>(2) You may engage the following discussion prompt: Compare and contrast modernization theory and dependency theory. Which do you think is more useful for explaining global inequalities? Explain, using examples.</p> <p>Optional: Chpt 10 Practice Quiz (questions at end of chapter)</p> <p>Chpt 10 Quiz (from OpenStax test bank – instructor access)</p>
10/4-10/10 Chpt 11 & 12	<p>Chpt 11 from Sociology 2e.</p> <p>Chpt 11 PowerPoint (from OpenStax PPT bank – instructor access)</p>	<p>Discussion: You have a couple approaches and opportunities available:</p> <p>(1) Inspired by reading and additional course content, you may develop threads/discussions of your own ideas and inspiration.</p> <p>(2) You may engage the following discussion prompt: Give three examples of white privilege. Do you know people who have experienced this? From what perspective?</p>

		<p>Chpt 12 from Sociology 2e.</p> <p>Chpt 12 PowerPoint (from OpenStax PPT bank – instructor access)</p>	<p>Optional: Chpt 11 Practice Quiz (questions at end of chapter)</p> <p>Chpt 11 Quiz (from OpenStax test bank – instructor access)</p> <p>Discussion: You have a couple approaches and opportunities available: (1) Inspired by reading and additional course content, you may develop threads/discussions of your own ideas and inspiration. (2) You may engage the following discussion prompt: In what way do parents treat sons and daughters differently? How do sons and daughters typically respond to this treatment? (What about youth who do not identify as boys or girls (transgender or gender queer perhaps?)</p> <p>Optional: Chpt 12 Practice Quiz (questions at end of chapter)</p> <p>Chpt 12 Quiz (from OpenStax test bank – instructor access)</p>
10/11-10/17 Chpt 13 & 14		<p>Chpt 13 from Sociology 2e.</p> <p>Chpt 13 PowerPoint (from OpenStax PPT bank – instructor access)</p> <p>Chpt 14 from Sociology 2e.</p> <p>Chpt 14 PowerPoint (from OpenStax PPT bank – instructor access)</p>	<p>Discussion: You have a couple approaches and opportunities available: (1) Inspired by reading and additional course content, you may develop threads/discussions of your own ideas and inspiration. (2) You may engage the following discussion prompt: Think of an older person you know well, perhaps a grandparent, other relative, or neighbor. How does this person defy certain stereotypes of aging? How do they adhere to stereotypes?</p> <p>Optional: Chpt 13 Practice Quiz (questions at end of chapter)</p> <p>Chpt 13 Quiz (from OpenStax test bank – instructor access)</p> <p>Discussion: You have a couple approaches and opportunities available: (1) Inspired by reading and additional course content, you may develop threads/discussions of your own ideas and inspiration. (2) You may engage the following discussion prompt: According to research, what are people's general thoughts on family in the United States? How they</p>

			<p>view nontraditional family structures? How have these viewed changed in recent decades? How do you think they will change in coming decades?</p> <p>Optional: Chpt 14 Practice Quiz (questions at end of chapter)</p> <p>Chpt 14 Quiz (from OpenStax test bank – instructor access)</p>
	10/17-10/24 Exam 2		Exam 2 (from OpenStax test bank – instructor access)
Chpt 15/21 (Oct 25- Dec 5)	10/25-10/31 Chpt 15	<p>Chpt 15 from Sociology 2e.</p> <p>Chpt 15 PowerPoint (from OpenStax PPT bank – instructor access)</p>	<p>Discussion: You have a couple approaches and opportunities available:</p> <p>(1) Inspired by reading and additional course content, you may develop threads/discussions of your own ideas and inspiration.</p> <p>(2) You may engage the following discussion prompt: What are some ways that you see religion having influence in the everyday world? (You may focus in the US or you may look to other cultures as well!)</p> <p>Optional: Chpt 15 Practice Quiz (questions at end of chapter)</p> <p>Chpt 15 Quiz (from OpenStax test bank – instructor access)</p> <p>Paper Option 2: Media Analysis Response Papers: You are to select an article from an online news source – this may include online magazines such as Time, US News & World Report, and Newsweek, from newspapers websites, and/or from mainstream news websites such as CNN.com. These articles should be news, NOT “opinion” or op-ed pieces (some websites will clearly note this in the web address/heading of page). These articles need to be “substantial” and ought not be a single-brief paragraph (if uncertain if your chosen article is appropriate, you are encouraged to email the instructor in advance for feedback). Your article needs to be current (for the purposes of this course, I will define current as an article “published” after Aug 1, 2016 --- be conscious of this particularly as internet sites can be tricky; just because you access it after this date does not mean that it was created/published after this date. Your article topic should relate to the material that is current/recently addressed chapters (thus, for deadline 1: chpts 1-8; for</p>

			<p>deadline 2: chpt 8-15). Submission deadlines are clarified in the course calendar.</p> <p>You are to write a 2-3 page paper responding to this material in light of course content and with a sociological lens of analysis. Your response needs to be critical and thoughtful—NOT an article summary. It is appropriate to incorporate material from the text (such as key terms and statistics), but your paper should clearly reflect significant sociological thought and critique/response of the article in question. Your paper should not exceed 3 pages. You should incorporate and appropriately use key course concepts, however do not “define” the concepts in your paper – I have the book and am familiar with all the terms; just use them correctly and show you can engage with the correct language of this course.</p> <p>At the start of the paper, please insert the web address for your article so I can readily access the article. Please list this web link in the “comment” section when you submit the paper to the drop box also. I will read your article before I read your paper to see if your interpretations and analysis of the article is appropriate.</p> <p>Papers based on articles prior to indicated time period will be deducted 40 points; papers without the appropriate article link will receive no credit; failure to list the source in link in both the top of your submission and the comments section of drop box will result in 5-point deduction; the use of a non-news article (for example and opinion/op-ed/etc.) will result in a 50-point deduction.</p> <p>Please also follow paper submission details guidelines, noted below – as additional point loss situations may apply.</p> <p>Grading time: Please allow two weeks for the grading of papers.</p>
	<p>11/1-11/6 Chpt 16 & 17</p>	<p>Chpt 16 from Sociology 2e.</p> <p>Chpt 16 PowerPoint (from OpenStax PPT bank – instructor access)</p> <p>Optional: National Center for Fair & Open Testing</p>	<p>Discussion: You have a couple approaches and opportunities available:</p> <p>(1) Inspired by reading and additional course content, you may develop threads/discussions of your own ideas and inspiration.</p> <p>(2) You may engage the following discussion prompt: Has there ever been a time when your formal and informal educations in the same setting were at odds? How did you overcome that disconnect?</p> <p>Optional: Chpt 16 Practice Quiz (questions at end of chapter)</p>

		<p>Chpt 17 from Sociology 2e.</p> <p>Chpt 17 PowerPoint (from OpenStax PPT bank – instructor access)</p>	<p>Chpt 16 Quiz (from OpenStax test bank – instructor access)</p> <p>Discussion: You have a couple approaches and opportunities available: (1) Inspired by reading and additional course content, you may develop threads/discussions of your own ideas and inspiration. (2) You many engage the following discussion prompt: Do you feel the US has become an oligarchy? Why or why not? (support your assertions with examples)</p> <p>Optional: Chpt 17 Practice Quiz (questions at end of chapter)</p> <p>Chpt 17 Quiz (from OpenStax test bank – instructor access)</p>
	<p>11/8-11/14 Chpt 18 & 19</p>	<p>Chpt 18 from Sociology 2e.</p> <p>Chpt 18 PowerPoint (from OpenStax PPT bank – instructor access)</p> <p>Chpt 19 from Sociology 2e.</p> <p>Chpt 19 PowerPoint (from OpenStax PPT bank – instructor access)</p>	<p>Discussion: You have a couple approaches and opportunities available: (1) Inspired by reading and additional course content, you may develop threads/discussions of your own ideas and inspiration. (2) You many engage the following discussion prompt: Is globalization a danger to local cultures? Why, or why not?</p> <p>Optional: Chpt 18 Practice Quiz (questions at end of chapter)</p> <p>Chpt 18 Quiz (from OpenStax test bank – instructor access)</p> <p>Discussion: You have a couple approaches and opportunities available: (1) Inspired by reading and additional course content, you may develop threads/discussions of your own ideas and inspiration. (2) You many engage the following discussion prompt: Pick a common illness and describe which parts of it are medically constructed, and which parts are socially constructed.</p> <p>Optional: Chpt 19 Practice Quiz (questions at end of chapter)</p> <p>Chpt 19 Quiz (from OpenStax test bank – instructor access)</p>

<p>11/15-11/29 Chpt 20 & 21</p>	<p>Chpt 20 from Sociology 2e.</p> <p>Chpt 20 PowerPoint (from OpenStax PPT bank – instructor access)</p> <p>Chpt 21 from Sociology 2e.</p> <p>Chpt 21 PowerPoint (from OpenStax PPT bank – instructor access)</p>	<p>Discussion: You have a couple approaches and opportunities available: (1) Inspired by reading and additional course content, you may develop threads/discussions of your own ideas and inspiration. (2) You may engage the following discussion prompt: After reading this section, will you change the way you treat your household waste? Explain.</p> <p>Optional: Chpt 18 Practice Quiz (questions at end of chapter)</p> <p>Chpt 18 Quiz (from OpenStax test bank – instructor access)</p> <p>Discussion: You have a couple approaches and opportunities available: (1) Inspired by reading and additional course content, you may develop threads/discussions of your own ideas and inspiration. (2) You may engage the following discussion prompt: Can you think of time when your behavior in a crowd was dictated by the circumstances? Give an example of emergent-norm perspective, using your own experience.</p> <p>Optional: Chpt 19 Practice Quiz (questions at end of chapter)</p> <p>Chpt 19 Quiz (from OpenStax test bank – instructor access)</p>
<p>11/29-12/5 Exam 3</p>		<p>Exam 3 (from OpenStax test bank – instructor access)</p>

Final Report

ALG Grant Final Report

Date: 12/8/2016

Grant proposal #143

Institution: Kennesaw State University

Team Members:

- Daniel Farr, Lecturer of Sociology
- Tiffani Reardon, Instructional Designer for the College of Humanities and Social Sciences

Project lead: Daniel Farr

Semester program began: Spring 2015

Semester of Implementation: Fall 2016

Average number of students per section: 30

Number of sections affected by implementation per academic year: 3+

Total number of students affected by implementation per academic year: 90+

Narrative

The overall outcome of student learning with the adoption of this new OpenStax textbook has been positive.

This new text was adopted for use in a newly redesigned online section of SOCI 1101: Introduction to Sociology in Fall 2016. Prior to this, the text was also used during a face-to-face study abroad course in summer 2015. Anecdotally, the face-to-face students spoke positively to the content and current data in the textbook. This perspective was also anecdotally reported by online learners in fall 2016. Students in the fall also spoke specifically to the positive experience with the textbook app – as one stated: “the app saved my life this semester!”

The development of this new online course was positive overall. One of the challenges that accompanied this transformation was the significant effort involved in developing PowerPoint presentations/lectures to accompany the text material. While there are currently class PowerPoint instructor resources available, there are extremely weak and poorly developed – to effectively engage the holistic content of the chapters all chapter lectures required significant development.

No student reported difficulty with accessing the textbook. Among face-to-face students in summer 2016, less than 25% (approximately) ordered a hardcopy of the textbook – the rest used a digital copy of the textbook. Given the low survey response rate it is impossible to know how many students in fall 2016 ordered a hardcopy of the textbook. It is believed that the majority of students engaged with material online (this is in part informed by the number of students who accessed the PDF chapter files in the D2L course).

Instruction of the course has not been largely transformed. The content of the OpenStax textbook largely aligned with the material found in most Introduction to Sociology textbooks. There was modification that occurred within specific sections with additional information added to the course by instructor (for example in the Gender and Sexuality sections).

Student learning outcomes appear to be quite positive, as demonstrated by grade outcomes and by fail/withdrawal rates. These findings will be explored below.

At this stage, I do not foresee any major changes likely to occur with the next offering of this course. Student outcomes and the course organization/structure appear to have been successful. Once student course evaluations are received, additional course assessment and transformation may occur.

Student quotes

Unfortunately, we could only get three students to respond to the survey, and these two are the only ones who submitted a quote.

"My professor (Dan Farr) did a good job wrapping his course around this textbook. The price was perfect - and there were several ways to approach the material: either on the go, in textbook form, and even in both full-book or single-chapter PDF form."

"All of the sections about feminism only included the very most basic information, and it didn't include anything at all (that I found in my class) about intersectional feminism. Also, the quality of the book was kind of inconsistent. Some sections were amazing, while others were poorly written and difficult to get through."

Quantitative and Qualitative Measures

Overall Measurements

Student Opinion of Materials

Total number of students affected in this project (first semester of implementation): 28

Positive: 100% of 3 respondents

Student Learning Outcomes and Grades

For comparison purposes, comparisons were made to other 15-week semesters (fall 2015 and spring 2016). In each of the semesters, three sections of SOCI 1101 were offered online. Summer online sections were not included for comparison, given the shorter time frames and types of students more likely to enroll. The drop rate from other semesters was unavailable for comparison.

This was the first semester of implementation for the ALG transformed online course. Grade outcomes as compared to other semesters was positive. Students on average earned higher grades – in this course for example, 35.7% earned an A; across the six comparison courses on average 23.8% earned an A. Across the percentage of students earning C or better in the course this course demonstrated 71.5%, as compared to 64.3% across six comparison courses in total. If examining those earning D or better, this course had 75%, as compared to 74%. This demonstrates that a similar percentage of students are passing the course with a D or better, however students in this ALG transformed course are passing at a higher final grade score.

Across the six sections the mean and median grade outcomes for A-D grades were [the ALG outcome is listed in bracket following]:

A: 23.8%; 17% [35.7%]

B: 24.7%; 25% [17.9%]

C: 15.8%; 13% [17.9%]

D: 9.7%; 8% [3.5%]

Student Drop/Fail/Withdraw (DFW) Rates

For comparison purposes, comparisons were made to other 15-week semesters (fall 2015 and spring 2016). In each of the semesters, three sections of SOCI 1101 were offered online. Summer online sections were not included for comparison, given the shorter time frames and types of students more likely to enroll. The drop rate from other semesters was unavailable for comparison.

Statistics comparing this semester's implementation of ALG transformation demonstrates a positive outcome across multiple measures. The F/W rates were also reduced from 29.2% across the comparison six courses to 25% in this course.

Across these six sections the mean and median percentage rates were:

[the ALG outcome is listed in bracket following]

Withdrawal rate: 11%; 10% [7.1%]

Fail rate: 19.5%; 18.5% [17.9%]

F/W: 29.2%; 30% [25%]

Narrative

Our student survey had only three responses, however those three students had overwhelmingly positive impressions of the course and textbook.

All three students expected an A in the course, acquired the text with no trouble, felt the organization of the text was complimentary to course organization, felt the assigned chapters deepened their understanding, felt the ungraded self-assessments deepened their understanding, felt the open availability of the PDF chapters helped them get their work done in a timely manner, have no preference for the modality of the textbook, did not use a screen reader, and felt that the textbook added value to their learning experience in the course.

All three students also reviewed the PowerPoint presentations, with one using them just before exams, one using them throughout the semester but feeling they did not add anything to the material taught in class, and one using them throughout the semester and feeling that they deepened their understanding.

One student used the app on-the-go and felt it helped them get their work done in a timely manner.

All three students took notes in the PDF chapters, with one student never looking at them again and two students using them to study for exams.

Two students felt the textbook was more useful/interesting than average and one student felt it was average.

All three students said that they plan to keep a copy of the textbook, with two of those expecting to reference it again.

Two students bought a hard-copy of the textbook from OpenStax, and one used the full PDF and navigated it through the table of contents.

One student said they typically get a textbook if they can afford it or if it is available to borrow, one said they typically get a textbook if the professor structures the class so that it is necessary, and one said they typically get a textbook if it is available to download online (legally or illegally).

Overall, the student response to the textbook was a positive one.

After the drop/add period, 28 students were enrolled in the course. Among these students:

- 10 earned A: 35.7%
- 5 earned B: 17.9%
- 5 earned C: 17.9%
- 1 earned D: 3.5%
- 5 earned F: 17.9%*
- 2 students withdrew: 7.1%

The W/F rate was 25%.

If based on original enrollment of 28 the D/F/W rate was 28.5%

Drop rates are difficult to assess as those records are not maintained. It is estimated at least two students dropped the course from original 30; 6.7%. Drop period is in the first week of class approximately.

Course grades were based on assessments including: discussion boards, chapter quizzes, 3 tests, and a course paper.

Among quizzes, for each student the lowest three quiz grades were dropped. For each student the total quiz average was calculated. Across the entire class the mean and median quiz averages were: 76.1; 87.5.

For each test, among those who participated in the test, the mean and median scores were as follows:

- Test 1: 82; 86
- Test 2: 89; 94
- Test 3: 91; 94

For papers, students had the option to write up to two papers with the best grade being used in course grade calculations. In the course, two students (7.8%) submitted two papers. Across the best paper scores for those who submitted papers, the mean and median were: 75; 83.

*It should be noted that all failing students ceased course work early in the semester. One of these students should have withdrawn from the course (ceased work nearly a month prior to withdrawal

deadline). Three students continued work into late October, but did not continue work beyond this point. The remaining student ceased work in mid-November.

All five failing students participated in discussion and quizzes to variable points in the semester and participated in the first exam (assessing the first third of semester). The mean and median score of these five students on this first test were: 67.6; 80. Two students participated in the second text (second third of semester) with mean score of 81.

Among those that failed the course, one turned in a course paper.

Course evaluation statistics are not yet available to report.

Sustainability Plan

Kennesaw State University is a QM-subscribing institution, and all online courses at KSU must pass the internal Quality Matters process to be taught. We also require that courses be re-reviewed every 3 years. This online sociology course will be reviewed for quality and student success and revised as needed on the normal 3-year QM schedule.

Future Plans

The experience of adopting a no-cost, OpenStax textbook for this course has encouraged me to more actively pursue the development of additional courses based on no-cost instructional materials. There are many students who chose to not purchase textbooks due to costs and this helps circumvent that issue.

The findings of this experience will be shared with the department and sociology online coordinator to encourage more online instructors to adopt the use of this OpenStax based online course section.

Currently, there are no plans to present or publish findings from this experience. This said, based on this positive experience I am applying for another Affordable Learning Georgia grant to transform the other lower-division course in the major to the use of no-cost instructional materials.

This has been a positive and rewarding experience and students have certainly indicated that they were quite pleased with taking a course that did not use a costly textbook!

Description of Photograph

(Left-right) Tiffani Reardon, instructional designer; Daniel Farr, team lead and instructor on record.