

Grants Collection

Georgia Highlands College



UNIVERSITY SYSTEM
OF GEORGIA

Jayme Feagin, Bronson Long, Steve Blankenship, Katie Bridges, and J. Sean Callahan

American History I & II





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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Initial Proposal

Application Details

Manage Application: ALG Textbook Transformation Grants Round 8

Award Cycle: Round 8

Internal Submission Deadline: Sunday, December 11, 2016

Application Title: 300

Application ID: #001303

Submitter First Name: J. Sean

Submitter Last Name: Callahan

Submitter Title: Associate Professor of Psychology/Executive Liaison for Diversity Initiatives

Submitter Email Address: scallaha@highlands.edu

Submitter Phone Number: 706-340-0192

Submitter Campus Role: Proposal Investigator (Primary or additional)

Applicant First Name: Jayme

Applicant Last Name: Feagin

Co-Applicant Name(s): --

Applicant Email Address: jfeagin@highlands.edu

Applicant Phone Number: 678-946-1019

Primary Appointment Title: Associate Professor of History/Assistant Director of Honors Program

Institution Name(s): Georgia Highlands College

Submission Date: Monday, December 12, 2016

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

Dr. Jayme A. Feagin, Associate Professor of History/Co-Director, Honors Program, (jfeagin@highlands.edu),

Dr. Bronson Long, Associate Professor of History/Director, Global Initiatives and Study Abroad, (blong@highlands.edu),

Dr. Steve Blankenship, Associate Professor of History, (sblanken@highlands.edu),

Katie Bridges, Instructional Designer, Division of e-Learning, kbridges@highlands.edu

Dr. J. Sean Callahan, Associate Professor of Psychology/Executive Liaison for Diversity Initiatives, (scallaha@highlands.edu)

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

Dr. Alan Nichols, Associate Professor of Philosophy, SSBE Dean, Georgia Highlands College

Proposal Title: 300

Course Names, Course Numbers and Semesters Offered:

HIST 2111: American History I and HIST 2112: American History II

Offered every semester-Face-to-face and online

Average Number of Students per Course Section: 32

Number of Course Sections Affected by Implementation in Academic Year: 68

Total Number of Students Affected by Implementation in Academic Year: 2040

List the original course materials for students (including title, whether optional or required, & cost for each item): Foner, E. (2011). Give me liberty!: An American history. Vols. 1 and 2. W. W. Norton & Company
Required text: HIST 2111-Vol. 1 & HIST 2112-Vol. 2. The cost is \$65.00 per student per volume.

Requested Amount of Funding: 29,000

Original per Student Cost: 65.00

Post-Proposal Projected Student Cost: 0

Projected Per Student Savings: 65.00

Projected Total Annual Student Savings: 124,800

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

D2L and Google Docs

Proposal Category: No-Cost-to-Students Learning Materials

Final Semester of Instruction: Fall 2017

Project Goals:

We intend to provide free, high quality learning materials for Georgia Highlands College students who take HIST 2111 and 2112 by converting from current purchased textbook and adopting Open Educational Resource materials. By adopting Open Educational Resources (OER) materials, we expect to see an increase in enrollment and retention as well as completion rates of our students. It is also important to note that this project proposal is designed to meet the criteria of the “Top 100 Undergraduate Courses”. The courses HIST 2111 and HIST 2112 appear on the list as “Survey of U.S. History I & II”.

The prohibitive costs of textbooks forces students into making untenable choices each semester. These include making desperate, and often futile, attempts to rent, share, borrow, or check out textbooks from libraries. These strategies often result in students not having access to key course materials at crucial times during the semester. This, in addition to having to pick between a buying a book and paying a bill does not promote student learning. Better choices for students need to be made available. The market costs for the current textbook is \$65.00. As a result of this transformation, the estimated collective savings for students in these 64 sections is \$124,800 each academic year.

The adoption of free, open, high quality resources also makes higher education more affordable to a higher number of Georgia Highlands College students, thus contributing to the goals of Complete College Georgia.

Adopting OER materials increases preparedness of adjunct instructors. Turnover for adjunct instructors occurs at a high rate. Oftentimes, instructors have to be hired with very little time or opportunity to adequately prepare to teach. It could take several days or a few weeks for instructors to procure the textbook and materials for the course. This lack of access can negatively impact student success. The creation of master course module with access to supplemental materials ensures that instructors will have the resources necessary to teach and support student success.

To evaluate and assess the effectiveness of this conversion we will measure students' and adjunct instructors' perceptions and experiences with OER materials as well as the course success rates with OER materials compared against previous courses not using OER materials.

Statement of Transformation:

Together, HIST 2111 & 2112 constitute an Area E (social science) common core requirement at Georgia Highlands College, which may also be used in Area F for some majors (Area F has

18 credit hours of designated classes at the 1000 or 2000 level for a given major). Nearly all students at GHC (2040 students, in 68 teaching sections in AY 2015-2016) take either HIST 2111 or 2112 while at Georgia Highlands College. Students whose program of study focuses on general studies, history, and some other social sciences may also take the course in Area F. HIST 2111 and 2112 are thus key gateway courses for entering and returning students; given their lack of formal prerequisites other than learning support clearance in English and Reading, HIST 2111/2112 are commonly taken by first-year students. It also warrants mentioning that Georgia law requires all students at USG institutions to take one American History class prior to graduation. This proposal helps facilitate students' success and adherence to this law.

There is, however, a challenge to students in our service sector and geographic area—the cost of textbooks. According to the not-for-profit organization, College Board, the average student in a 2-year college spends \$1364 on textbooks and supplies each year (2015). A recent Wall Street Journal article further notes that this cost is only increasing, as textbook publishers have increased their prices 6% per year over the last ten years (Mitchell, 2014). The result can be disastrous for students. The U.S. Public Interest Research Group has found that 70% of undergraduates on college campuses have not purchased one or more textbooks because the costs was too high (2011), causing students to receive lower grades or to withdraw from a course, ultimately affecting the student and the college.

Georgia Highlands College is an access institution. Approximately 14% of the populations in the counties in and contiguous to our campus live below the poverty line, while in some areas only 20% of the population has completed a Bachelor's degree (United States Census Bureau QuickFacts at <http://www.census.gov/quickfacts>). GHC is widely recognized as a place where the citizens of northwest Georgia can come for affordable excellence. We must continue that work by finding ways to lower the price of course material. Students often cite the inability to afford textbooks as a barrier to their success. Even students on financial aid often cannot buy books until after classes begin, thus starting the semester at a disadvantage. If students have access to high quality online reading sources, in addition to the OER and instructor-created media, they can begin working with the course materials from the first day of class. Moreover, OER and instructor-created content are modular and flexible, allowing instructors to structure course materials to the course, rather than the other way around.

Transformation Action Plan:

The transformation action plan is comprised of three phases before course delivery in the Fall 2017 (pre-planning, planning, and course redesign).

Pre-Planning

The pre-planning phase is complete. Subject Matter Experts (SME) have perused and discussed several options for low- and no-cost textbooks. *The American Yawp* was chosen as

the best option for the project goals and will serve as primary textbook for HIST 2111 and 2112. Although *The American Yawp* has received very positive reviews and has a few primary source documents alongside its online textbook, it doesn't have enough selection of primary source documents. It also lacks other supplemental materials (maps, timelines, key terms, etc.) that would help students and adjunct instructors.

Planning

In the planning phase, SMEs will determine what supplementary materials need to be revised and what original materials need to be created. Activities, websites, articles, and videos will be identified and assessed for appropriateness and effectiveness as supplemental materials. This phase of the project is scheduled to complete and the end of January 2017.

Course Redesign

The backward design process in Dee Fink's *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses* and the American Association of Colleges and Universities' *VALUE Rubric* will guide course redesign. Fink's approach will provide the methodology for learning outcomes, while the VALUE rubric helps to support the internationalization and globalization of the curriculum. This systematic reorganization, including the course syllabus revision, will occur during the months of February to May 2017. During this time, Dr. Feagin, Dr. Long, and Dr. Blankenship will create modules with no-cost or low-cost materials. Dr. Callahan will design surveys to document the experiences and perceptions of students and adjunct instructors in regard to the textbook and materials. Ms. Katie Bridges, Instructional Designer, will work with SMEs and Co-P.I. to load modules and create a "Resource Guide" for students that satisfies Quality Matters accessibility requirements and effectively deals with any copyright issues and embed assessment tools into the D2L master course modules for full-time and part-time instructors. Both SMEs and Dr. Callahan will serve Co-Investigators, working together to evaluate and assess student and instructor success and experience, including quantitative and qualitative survey construction and distribution, protocol development, and data analysis.

Quantitative & Qualitative Measures: Quantitative and qualitative measures administered in the Fall and Spring semesters of the 2017-2018 to gauge the impact on student success and experience. The quantitative assessment includes a survey to gather the perceived quality, experience, and satisfaction of students and adjuncts using OER materials. Descriptive statistical analysis will be used to compare DFW rates and tests/grades from pre- and post-transformation courses. Qualitatively, interviews and surveys will be used to gather information regarding students' comparisons of e-textbooks and materials and purchased textbooks. More specifically, this data will be analyzed for themes and patterns that help elucidate the effects of the adoption on student performance. Minitab will be used to analyze data to determine if there is statistical significance between class averages and DFW rates before and after course delivery.

Timeline:

December 2016–January 2017—Identify, locate, and compile no-cost, online, supplemental content materials.

February 2017--May 2017— Systematic course redesign.

May 2017—July 2017— Redesigned course to modules on D2L. Module components and links tested and edited, if necessary.

August 2017—Live delivery of courses. Data collection on student experience and success begins and continues throughout academic year. Course buyout/Overload begins for Drs. Feagin, Blankenship, Long, and participating adjunct instructors, if funded.

August 2017--December 2017—Co-Investigators collect data and revise course per student evaluations

January 2018—March 2018— Dr. Callahan will lead analysis of data collected and assemble final report.

Budget:

Dr. Jayme Feagin, Inst. of Record/SME/Co-P.I. \$5000

Dr. Steve Blankenship, Inst. of Record/SME/Co-P.I. \$5000

Dr. Bronson Long, Inst. of Record/SME/Co-P.I. \$5000

Dr. J. Sean Callahan, Co-P.I. \$5000

Ms. Katie Bridges, Inst. Designer \$5000

6 Part-time Instructors-HIST 2111 (4) and 2112 (4) \$3200(400/course)

Travel to Kick Off \$800

Total \$29,000

Sustainability Plan:

The larger scope of this project is to create a master course model with modules consisting of assignments, activities, and rubrics that allow instructors to customize the content to their teaching style and economize the time they put into instruction. This would encourage faculty to adopt the redesigned course. Other approaches to sustainability include providing a small stipend to adjunct instructors to increase buy-in and participation in the evaluation of the no-cost experience. The master course and modules will also be made available to faculty at other USG institutions via Brightspace platform and Google Docs. Course materials will be maintained Ms. Bridges and Drs. Blankenship, Long, and Feagin for use into the foreseeable future.

5/26/2015

To whom it may concern:

I write this letter as Dean of Social Sciences, Business, and Education at Georgia Highlands College in support of Dr. Jayme Feagin's and Dr. Sean Callahan's proposal for an Affordable Learning Georgia Textbook Transformation Grant in Round Eight for implementation beginning Fall Semester 2017.

Dr. Feagin and Dr. Callahan are proposing to replace the standard textbook in HIST 2111 and HIST 2112 (American History) with Open Educational Resources, specifically, *The American Yawp* and supplemental materials. This will result in a savings for students of nearly \$65.00 per student per course. I believe that this is an especially worthy undertaking here at Georgia Highlands, where many of our students depend on financial aid not only to meet the costs of their education but their living expenses as well. I would expect that adopting OER materials will help Georgia Highlands in the areas of retention, a USG initiative, and course completion, a long-standing USG goal. Currently, many students do not purchase expensive texts for courses and their performance suffers. By adopting the high-quality *The American Yawp*, a significant barrier to student performance and completion will be removed.

Dr. Feagin, Dr. Blankenship, Dr. Long, Katie Bridges, and Dr. Callahan have a well-developed plan for shifting to *The American Yawp* text. I fully support this shift, and have encouraged other faculty in my Division to shift to OER, where available, for their courses. As an institution, Georgia Highlands strives to be at the forefront of the University System of Georgia's plans to make college affordable through lowering the cost of textbooks through Use of OERs as well as seeking out low-cost texts. I believe Dr. Feagin and Dr. Callahan are worthy of financial support as he works towards these ends and I strongly support his application for grant funding.

Best,

Dr. Alan Nichols
Dean, Division of Social Sciences, Business, and Education
Georgia Highlands College
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Rome GA, 30161
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Syllabus

Jayne Feagin
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Phone: 678-469-3747

Office Hours:
T/Th, Online by Collaborate, 9:00 – 11:30 am
M/W, 11-12:30, 2-3:30
Office: Marietta 232

Learning Objectives

In History 2111 we survey American history to 1870, focusing our attention on its diverse political, social, and cultural development. History is about understanding change. Historians tell the story of the past, how events unfold and how change leads to change. Their first task is to observe specific events, but their ultimate job, especially when surveying world civilizations, is to discover general patterns and processes that help them understand and explain those events and the changes they bring. This course is designed to help the student see those patterns. It is a compelling story.

There are many reasons for studying history. Its practice develops skills in reading, writing, and argument – skills that are essential for success in virtually any profession. It also acquaints students with geographic features and place names that remain relevant in today's world. But perhaps the overarching reason for studying history is this: studying the past helps us understand the present. The present is simply the current moment of that process we call "history," and the present world is truly global.

Student Learning Outcomes

We will pay special attention to developing the skills that are necessary to the study of history:

1. **Understand the complex nature of the historical record:**
 - a. Distinguish between primary and secondary materials and decide when to use each
 - b. Identify key events that define change over time in a particular place or region, and identify how change occurs over time
 - c. Recognize a range of viewpoints in historical narratives
2. **Engage in historical inquiry, research, and analysis:**
 - a. Understand the dynamics of change over time.
 - b. Explore the complexity of the human experience, across time and space.
 - c. Distinguish between historical facts and historical interpretations
3. **Generate significant, open-ended questions about the past and devise research strategies to answer them**
 - a. Seek a variety of sources that provide evidence to support an argument about the past.
 - b. Develop a methodological practice of gathering, sifting, analyzing, ordering, synthesizing, and interpreting evidence
 - c. Evaluate a variety of historical sources for their credibility, position, significance, and perspective.

Textbook Information

This course uses a free, online textbook called The American Yawp (Volume 1). Links to each of the chapters are available in D2L, as is a PDF of the entire textbook. Options therefore include reading online, printing, or loading into your e-reader.

Course Outcomes

By the end of this course, each student will have

- 1) The student will be able to explain the causes and consequences of exploration and colonization including issues of trade, cultural diversity, and the origins of the American Revolution.
- 2) The student will be able to identify issues pertaining to government systems and the evolution of American freedom from the Articles of Confederation to the end of the Age of Jackson.
- 3) The student will be able to analyze economic development and cultural reform movements during the first half of the nineteenth century.
- 4) The student will be able to understand the relationship between events connected to Manifest Destiny and the causes of sectionalism and the Civil War.
- 5) The student will be able to identify decisive events of the Civil War and explain the regional and national consequences of Reconstruction.

Grades

Components

Assignment	Point Value
Test 1	150
Test 2	150
Test 3	150
Historical Fiction Presentation	310
Topic Choice	10
Annotated Bibliography	75
Analysis Questions	75
Paper Outline	50
Analysis Paper (min: 800 words)	100
In-Class Participation	100
Content Quizzes	180
Assessment Quizzes	60
Total	1100

Grading Scale

To guarantee a(n)	Percentage:
A	985-1100
B	875-984
C	765-874
D	655-764
F	654 or below

Due Dates

Due Date	Assignment
8/30/2017	Historical Fiction Choice
9/25/2017	Test 1
10/2/2017	Film Summary + Research Bibliography
10/23/2017	Analysis Questions
10/30/2017	Test 2
11/15/2017	Paper Outline
12/6/2017	Analysis Paper
12/18/2017	Test 3

Content & Assessment Quiz Due Dates are available in the D2L calendar and in the schedule at the end of this syllabus.

Anticipated Time Commitment

In-Class Activities	40 hours
Assigned Reading	15 hours
Reviewing Material (QTC, Key Terms)	18 hours
Course Project	20 hours
Test Prep	4 hours
Testing	3 hours
Total	100 hours (6.25/week)

Assignments

Exams (450 points combined)

There will be three exams in the course of this semester, roughly dividing the material and the semester into thirds. The first exam will be the rise and fall of the English colonies in America. The second will cover the founding of the new nation. The final (which is **NON-CUMULATIVE**) will cover growing nineteenth-century threats to that nation, the Civil War. Each exam is worth a total of 150 points.

You will need a scantron, pencil, and 2-3 sheet of paper for each test.

Historical Fiction Research Project (300 points)

See project sheet on D2L for more information

In-Class Participation (100 points)

Your participation grade will be comprised of a variety of in-class assignments, including group discussion, document analysis, and response paragraphs. **In-class assignments CANNOT be made up, for any reason, but the lowest participation grade will be dropped**

Online Participation (240 points)

In addition to your in-class participation, you will be required to complete weekly quizzes in D2L. These include content quizzes over each chapter's readings/videos (15 total) and assessment quizzes over primary sources (15 total). These quizzes are worth 10 points each, but the two lowest grades of each quiz type (content **and** assessment) will be dropped.

Due dates for content and assessment quizzes will correspond to the chapter readings each week.

Course Policies

Academic Integrity

Every GHC student is responsible for upholding the provisions of the GHC Academic Integrity Code (<http://www.highlands.edu/academics/academicaffairs/academicintegritypolicy.htm>). It is essential that you be familiar with policies concerning academic integrity, including, but not limited to, provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library material, malicious/intentional misuse of computer facilities and /or services, and misuse of identification cards. **Incidents of alleged academic misconduct will be handled through the established procedures of the Academic Misconduct panel, which includes either an 'informal' resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct's minimum one semester suspension requirement.**

Any alteration of exams or other returned material in an attempt to change a grade will result in an automatic 0.

Attendance

The structure of this course requires you to use both your textbook and the lecture material. Much of what I cover in lecture and discussion is **NOT** covered in the textbook, and much of what is in the textbook will not be covered in lecture. They are designed to complement (not duplicate) each other. Because attendance at lectures and discussion is crucial to doing well in this class, attendance is strongly encouraged. **Students who have no more than 2 absences (excused or unexcused) during the semester will earn 10 bonus points on their lowest test grade.**

An excused absence is one in which the student presents a documented excuse – i.e. doctor's statement, court appearance letter, police report of a traffic accident, funeral program, letter explaining school activities, etc. **Students with excused absences will be allowed to make up missed exams; however, in-class activities can only be completed during the class period such work is given. There will be no make-ups of in-class activities. It is the student's responsibility to speak with the instructor concerning missed exams.**

Students, who have circumstances that prevent them from continuing to attend classes over an extended period of time, sometimes request that the faculty member permit them to submit work in absentia to receive credit to complete the course. If the concurrent absences will constitute more than 15% of the class sessions for the term, then written permission from the Division Chair is required before any course assignments can be completed while missing class. The student must be in good academic standing in the course to make the request. All approved coursework must be completed by the end of the semester in which the course was begun.

D2L

D2L is a vital component of this course. It is the means by which I will make announcements concerning this class (including, but not limited to, emergencies and unforeseen class cancellations). It is also where I will post information, study guides, and additional reading assignments indicated on the syllabus.

Email Etiquette

When writing me an email, remember three things:

1. You should always identify yourself by full name, class, and section. I teach 150 students each semester and don't always have immediate recall of which students are in each of my class sections.
2. I am your teacher, not your friend. Don't send me emails that look like text messages, even if you used your iPhone to send them. Kthx
3. On weekdays (Monday-Friday), I will try my best to respond to emails within 24 hours. Certainly, if you have not heard from me within 48 hours, a second email is appropriate, as it is likely that I did not receive the first e-mail. On the weekends, I will check my e-mail on Sunday evenings only, so do not expect an immediate reply if you e-mail me after 5:00 pm on a Friday.

Technology

I believe that technology can be a valuable educational tool when used appropriately (conscientiously and respectfully) in the classroom. For that reason, I do allow students to use laptops on a provisional basis. You may use laptops to take notes or for research purposes. If I find a student using a laptop for non-educational purposes (and no, Facebook and World of Warcraft have no redeeming educational value, at least not in the context of this class), that student will lose the technology privilege immediately and for the rest of the semester.

When you enter the classroom, you become part of a community whose purpose is to learn. Please be respectful of that community. Using cell phones in class is disrespectful of me and distracting to your fellow students. For that reason, all cell phones should be silenced and put away once you are in the classroom. **Any student seen texting, messaging, or otherwise using a cell phone during class hours will be counted absent for that day.** Remember that only students with 2 or fewer absences will receive the 10 bonus points for the semester.

Assignment Standards

All assignments should be typed and double-spaced with 1-inch margins and 12-point Times New Roman font. Since one of the primary goals of a college education is to improve your ability to communicate different ideas effectively, **all assignments will be graded for content, style, and grammar.** You are expected to conform to the standard conventions of formal written English at all times. Be sure to edit and proofread carefully, and don't be afraid to use the Writing Center or your professor as a resource when necessary.

Course Evaluations

Course evaluations are a valuable part of the educational experience, for students and teachers. This is where you get to tell me what worked and what didn't in this course. Around the middle of the semester, you will receive an e-mail with instructions for how to fill out those course evaluations. It is vital that you fill out this brief evaluation because your feedback helps me create a more effective class.

Disability Accommodations

Any student who feels they may need an accommodation based on the impact of a disability should make an appointment with the College Access Center (706-802-5003) to coordinate reasonable accommodations. You are also welcome to contact me privately to discuss your specific needs.

Financial Aid

This message applies only to students receiving financial aid: Federal regulations state that if a student did not attend classes and received failing grades, then the grades were not earned and financial aid needs to be reduced accordingly. Please be advised that any student receiving a 0.00 GPA will be required to prove that the 0.00 GPA was earned by attending classes or completing requirements for each class. Students who have earned at least one passing grade for the semester will not be affected by this regulation. If a student has properly withdrawn from all classes, the student's financial aid should be adjusted from the time they signed the withdrawal form.

Early Warning Program

Georgia Highlands College requires that all faculty members report their students' progress throughout the course of the semester as part of the institution-wide Early Warning Program (EWP). The objective of the program is to support academic success by reviewing early indicators of satisfactory student progress. In accordance with EWP, faculty members provide the Registrar's Office with academic reports of each student enrolled in their course(s) at checkpoints staggered throughout the semester.

The following success factors are reported at their corresponding checkpoint:

- Week 2: Notification of Non-attendance
- Week 8: Mid-term Grades

Early Grades

GHC offers a variety of part-of-term classes to allow our students to have flexible schedules. However, there are only three Semesters each year; Spring, Summer and Fall. It is only at the end of each Semester that grades are rolled to academic history and available on the official transcript. After each part-of-term, as soon as Instructors have entered grades, they may be viewed online by logging into the SCORE (https://discovery.highlands.edu:9986/pls/SCORE/twbkwbis.P_WWWLogin). Transcripts may also be request at any time by logging into the SCORE. Prior to the end of term, should a student need an early grade letter sent to another institution they may complete the request form and submit it to the Registrar's Office for processing (<http://www.highlands.edu/site/registrar-forms>). Please contact the Registrar's Office at registrar@highlands.edu if you need any assistance.

Tobacco-Free Campus

Georgia Highlands College prohibits the use of tobacco products on any property owned, leased, or controlled by GHC. All faculty, staff, students, visitors, vendors, contractors, and all others are prohibited from using any tobacco products (i.e., cigarettes, eCigarettes, cigars, smokeless tobacco, snuff, chewing tobacco, etc.) while on GHC property.

HB 280 Campus Carry

For guidance on HB280 Campus Carry, please link to the USG website www.usg.edu/hb280.

Withdrawal

The last day to withdraw without academic penalty is **23 October 2017**.

PLEASE NOTE: THE PROFESSOR MAY CHANGE ANY PART OF THIS SYLLABUS AT HER DISCRETION.

Course Schedule & Text Readings (Fall Version)

Page numbers for reading come from the class textbook.

Readings should be completed BEFORE coming to class sessions assigned to that topic.

8/21/2017	Introduction		
8/23/2017	American Cultures	Ch. 1	<i>Ch. 1 Content Quiz Due 8/23, 9:30 am</i> <i>Ch. 1 Assessment Quiz Due 8/23, 9:30 am</i>
8/28/2017	Arrival of the Europeans	Ch. 2	<i>Ch. 2 Content Quiz Due 8/28, 9:30 am</i> <i>Ch. 2 Assessment Quiz Due 8/28, 9:30 am</i>
8/30/2017	Discovery and Power		<i>Historical Fiction Choice Due 8/30, 11:59 pm</i>
9/4/2017	Labor Day		<i>No Class Session</i>
9/6/2017	Beginnings of English America	Ch 3	<i>Ch. 3 Content Quiz Due 9/6, 9:30 am</i> <i>Ch. 3 Assessment Quiz Due 9/6, 9:30 am</i>
9/11/2017	Beginnings of English America, Part II		
9/13/2017	Growth of Empire	Ch 4	<i>Ch. 4 Content Quiz Due 9/13 9:30 am</i> <i>Ch. 4 Assessment Quiz Due 9/13 9:30 am</i>
9/18/2017	Creating Anglo-America		
9/20/2017	A Changing Empire		
9/25/2017	EXAM 1		<i>Exam</i>
9/27/2017	The American Revolution, Part I	Ch 5	<i>Ch. 5 Content Quiz Due 9/27, 9:30 am</i> <i>Ch. 5 Assessment Quiz Due 9/27, 9:30 am</i>
10/2/2017	The American Revolution, Part II		<i>Annotated Bibliography Due 10/2, 11:59 pm</i>
10/4/2017	Research Day		<i>No Class Session</i>
10/9/2017	The Revolution Within, Part I	Ch 6	<i>Ch. 6 Content Quiz Due 10/9, 9:30 am</i> <i>Ch. 6 Assessment Quiz Due 10/9, 9:30 am</i>
10/11/2017	The Revolution Within, Part II		
10/16/2017	The Revolution Within, Part III		
10/18/2017	The Early Republic, Part I	Ch 7	<i>Ch. 7 Content Quiz Due 10/18, 9:30 am</i> <i>Ch. 7 Assessment Quiz Due 10/18, 9:30 am</i>
10/23/2017 7	The Early Republic, Part II		<i>Analysis Questions Due 10/23, 11:59 pm</i>

10/25/2017 7	The Age of Jackson	Ch 9	<i>Ch. 9 Content Quiz Due 10/25, 9:30 am</i> <i>Ch. 9 Assessment Quiz Due 10/25, 9:30 am</i>
10/30/2017 7	EXAM 2		Exam
11/1/2017	Economic Sectionalism	Ch 8	<i>Ch. 8 Content Quiz Due 11/1, 9:30 am</i> <i>Ch. 8 Assessment Quiz Due 11/1, 9:30 am</i>
11/6/2017	Economic Sectionalism	Ch 11	<i>Ch. 11 Content Quiz Due 11/6, 9:30 am</i> <i>Ch. 11 Assessment Quiz Due 11/6, 9:30 am</i>
11/8/2017	<i>Online Assignment: The Peculiar Institution</i>		<i>Online Assignment due 11/12, 11:59 pm</i>
11/13/2017	Age of Reform: New Movements	Ch 10	<i>Ch. 10 Content Quiz Due 11/13, 9:30 am</i> <i>Ch. 10 Assessment Quiz Due 11/13, 9:30 am</i>
11/15/2017	Age of Reform: Abolitionism		Paper Outline Due 11/15, 11:59 pm
11/20/2017	Thanksgiving Break		<i>No Class Session</i>
11/22/2017	Thanksgiving Break		<i>No Class Session</i>
11/27/2017	Westward Expansion	Ch 12	<i>Ch. 12 Content Quiz Due 11/27, 9:30 am</i> <i>Ch. 12 Assessment Quiz Due 11/27, 9:30 am</i>
11/29/2017	A House Divided: The Path to the Civil War	Ch 13	<i>Ch. 13 Content Quiz Due 11/29, 9:30 am</i> <i>Ch. 13 Assessment Quiz Due 11/29, 9:30 am</i>
12/4/2017	Civil War	Ch 14	<i>Ch. 14 Content Quiz Due 12/4, 9:30 am</i> <i>Ch. 14 Assessment Quiz Due 12/4, 9:30 am</i>
12/6/2017	Civil War		Historical Film Analysis Due
12/11/2017	Reconstruction	Ch. 15	<i>Ch. 15 Content Quiz Due 12/11, 9:30 am</i> <i>Ch. 15 Assessment Quiz Due 12/11, 9:30 am</i>

Final Exam: Monday, December 18 at 9:00 am in the regularly scheduled classroom

HIST 2112: American History Since 1870 (CRN 81039)

Jayne Feagin
jfeagin@highlands.edu
Phone: 678-469-3747

Office Hours:
T/Th, Online by Collaborate, 19:00 – 11:30 am
M/W, 11-12:30, 2-3:30
Office: Marietta 232

Purpose of the Course

Learning Objectives

In History 2112 we survey the American history since 1870, focusing our attention on their diverse political, social, and cultural development. History is about understanding change. Historians tell the story of the past, how events unfold and how change leads to change. Their first task is to observe specific events, but their ultimate job, especially when surveying world civilizations, is to discover general patterns and processes that help them understand and explain those events and the changes they bring. This course is designed to help the student see those patterns. It is a compelling story.

There are many reasons for studying history. Its practice develops skills in reading, writing, and argument – skills that are essential for success in virtually any profession. It also acquaints students with geographic features and place names that remain relevant in today's world. But perhaps the overarching reason for studying history is this: studying the past helps us understand the present. The present is simply the current moment of that process we call "history," and the present world is truly global.

Student Learning Outcomes

We will pay special attention to developing the skills that are necessary to the study of history:

1. **Understand the complex nature of the historical record:**
 - a. Distinguish between primary and secondary materials and decide when to use each
 - b. Identify key events that define change over time in a particular place or region, and identify how change occurs over time
 - c. Recognize a range of viewpoints in historical narratives
2. **Engage in historical inquiry, research, and analysis:**
 - a. Understand the dynamics of change over time.
 - b. Explore the complexity of the human experience, across time and space.
 - c. Distinguish between historical facts and historical interpretations
3. **Generate significant, open-ended questions about the past and devise research strategies to answer them**
 - a. Seek a variety of sources that provide evidence to support an argument about the past.
 - b. Develop a methodological practice of gathering, sifting, analyzing, ordering, synthesizing, and interpreting evidence
 - c. Evaluate a variety of historical sources for their credibility, position, significance, and perspective.

Content Learning Outcomes:

By the end of this course:

- The student will be able to explain the causes and consequences of the industrialization and urbanization that the United States underwent in the late 19th century.
- The student will be able to give reasons for the advancement of the United States onto the world stage during the 1890s and during the World War I years, 1914-1918.
- The student will be able to discuss the similarities and differences between the two major reform movements of the 20th century, Progressivism and the New Deal.
- The student will be able to explain the role of the United States in world affairs since the end of World War II.
- The student will be able to give reasons for the rise of the modern civil rights movement in the 1950s and 1960s and the consequences of that movement for African-Americans and other minority groups in modern American society.
- The student will be able to explain the reasons for the rise of conservatism since the 1970s in the United States and the successes and failures of that movement.

Textbook

This course uses a free, online textbook called The American Yawp (Volume 2). Links to each of the chapters are available in D2L, as is a PDF of the entire textbook. Options therefore include reading online, printing, or loading into your e-reader.

Grading Information

1. Components

Assignment	Points	Due Date
Unit 1	180	9/17/2017
4 Content Quizzes (15 points each)	60	
4 Assessment Quizzes (5 pts)	20	
Unit 1 Essay	100	
Unit 2	180	10/8/2017
4 Content Quizzes (15 points each)	60	
4 Assessment Quizzes (5 pts)	20	
Unit 2 Essay	100	
Midterm Exam	150	10/9-10/14/2017
Unit 3	160	11/5/2017
3 Content Quizzes (15 points each)	45	
3 Assessment Quizzes (5 pts)	15	
Unit 3 Essay	100	
Unit 4	180	11/2/2017
4 Content Quizzes (15 points each)	60	
3 Assessment Quizzes (5 pts)	20	
Unit 4 Essay	100	
Final Exam	150	12/5-12/9/2017
Final Project	200	
Topic Choice	5	9/14/17
Annotated Bibliography	45	10/14/17
Narration Script	75	11/14/17

Documentary Video	75	12/14/17
Total	1200	

2. Grading Scale

Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

To guarantee a(n)	Total Points:
A	1074 or above
B	954 – 1073
C	834 – 953
D	714 – 833
F	713 or below

The Grade of "I" (Incomplete): The grade of "I" is given only to students whose completed coursework has been qualitatively satisfactory but who have been unable to complete all course requirements because of illness or other extenuating circumstances. The instructor retains the right to make the final decision on granting a student's request for an "I".

Anticipated Time Commitment

Assigned Additional Material	30 hours
Assigned Textbook Reading	15 hours
Unit Quizzes	12 hours
Unit Essays	12 hours
Course Project	20 hours
Test Prep	8 hours
Testing	3 hours
Total	100 hours (6.25/week)

Course Policies

Attendance Verification

IMPORTANT- In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity before the participation deadline. Please note that failure to complete these activities may result in you being removed from the course.

Academic Integrity

Every GHC student is responsible for upholding the provisions of the GHC Academic Integrity Code (<http://www.highlands.edu/academics/academicaffairs/academicintegritypolicy.htm>). It is essential that you be familiar with policies concerning academic integrity, including, but not limited to, provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library material, malicious/intentional misuse of computer facilities and /or services, and misuse of identification cards. **Incidents of alleged academic misconduct will be handled through the established procedures of the Academic Misconduct panel, which includes either an 'informal' resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct's minimum one semester suspension requirement.**

Any alteration of exams or other returned material in an attempt to change a grade will result in an automatic 0.

Attendance and Participation

"Attendance" and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. It is expected that you will demonstrate a positive attitude and courtesy toward other participants in the discussion and observe good discussion netiquette. Be sure to read and observe the following procedures:

- You are a guest in the Instructor's classroom, so be sure to observe the class rules.
- Practice manners and civility, and be polite and respectful of your Instructor and classmates in all your communication.
- Respect your Instructor, and be on time in your work submissions.
- Keep your Instructor informed of your status.
- Address your Instructor as Professor or Doctor.
- Use correct grammar and punctuation in all your communication ('Dear Professor xxx' not 'Hey').
- Accept your Instructor's feedback and learn from it.

Lack of participation in the online essays/discussions is considered an absence, even if you are logged into the course. If, for any reason, you are unable to participate by the due dates listed in the course calendar, it is your responsibility to inform your instructor.

To help you know what is expected of you for participation and how your essay/response participation will be graded, be sure to read the participation grading guidelines below.

Criteria	Superior (A) 5 points	Good (B) 4 points	Acceptable (C) 3 points	Needs Improvement (D) 2 points	Failing (F) 1 point	Not Submitted/ Not Qualified 0 points
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Learning Outcome	Comments demonstrate mastery of the objective and critical understanding of the topic	Comments demonstrate above average understanding of the objective and a good understanding of the topic	Comments demonstrate moderate understanding of the objective and an average level of thought about the topic	Comments show that student had only partial understanding of the objective, or student demonstrates a lack of thought or consideration of the issue	Shows obvious lack of effort or comprehension	N/A
Specificity/ Originality	Comments are highly specific, well-supported and show original thought, thereby promoting additional discussion	Comments are specific, mostly well-supported and show original thought or ideas that further the discussion	Comments are general, somewhat well-supported, and bring some new ideas into the discussion	Comments are vague, unsupported, and generally restate what others have already said within the discussion	Comments are irrelevant or off-topic	N/A
Participation	Posting meets deadlines, and participation demonstrates a high level of engagement	Posting meets deadlines, and participation demonstrates a high level of engagement	Posting is on time, and participation meets minimum levels required	Timeliness of posting and/or participation are inadequate	Posting is late, and student failed to contribute to the discussion	N/A
Focus	Comments make vividly clear references to readings or other relevant sources	Comments make some reference to readings or other relevant sources	Comments make vague reference to readings or other relevant sources	Comments make no reference to readings or other relevant sources	Comments make no reference to readings, and strongly suggest that reading assignments have not been completed	N/A
Use of Language	Writing is well-organized, unified, and error-free	Writing is mostly organized and unified, with few errors	Writing is somewhat organized and unified, with some errors	Writing is poorly organized and unified, with many errors	Writing is not organized or unified; errors impair communication	N/A

Expectations and Standards

A – To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An "A" student will go beyond simple requirements and seek to excel in his/her preparation for and presentation of assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

B – To achieve this grade the student needs to display above average performance in his/her course work, including demonstrating the ability to process and comprehend complex ideas, while being able to convey those ideas in a clear, intelligent manner. A "B" student will also go beyond minimum requirements in terms of preparation and presentation of assigned work. He/she will demonstrate above average communication skills and ability to contextualize material.

C – For this grade the student must meet the minimum requirements for the course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex ideas, while also being able to convey those ideas in a like manner. A "C" student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate communication skills and ability to contextualize materials.

D – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. A "D" student performs below the average in terms of preparation and presentation of assigned work. He/she may not be demonstrating adequate communication skills or ability to contextualize materials.

F – A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments, or failure to demonstrate ability to comprehend or convey complex ideas. An "F" student has not performed in a manner satisfactory to the standards of the class.

Email Etiquette

When writing me an email, remember three things:

- You should always identify yourself by full name, class, and section. I teach 150 students each semester and don't always have immediate recall of which students are in each of my class sections.
- I am ur teacher, not ur friend. dont send me emails that look like txt msgs, even if u used ur iphone 2 send them. Kthx
- On weekdays (Monday-Friday), I will try my best to respond to emails within 24 hours. Certainly, if you have not heard from me within 48 hours, a second email is appropriate, as it is likely that I did not receive the first e-mail. On the weekends, I will check my e-mail on Sunday evenings only, so do not expect an immediate reply if you e-mail me after 5:00 pm on a Friday.

Course Evaluations

Course evaluations are a valuable part of the educational experience, for students and teachers. This is where you get to tell me what worked and what didn't in this course. Around the middle of the semester, you will receive an e-mail with instructions for how to fill out those course evaluations. It is vital that you fill out this brief evaluation because your feedback helps me create a more effective class.

Disability Accommodations

Any student who feels they may need an accommodation based on the impact of a disability should make an appointment with the College Access Center (706-802-5003) to coordinate reasonable accommodations. You are also welcome to contact me privately to discuss your specific needs.

Financial Aid

This message applies only to students receiving financial aid: Federal regulations state that if a student did not attend classes and received failing grades, then the grades were not earned and financial aid needs to be reduced accordingly. Please be advised that any student receiving a 0.00 GPA will be required to prove that the 0.00 GPA was earned by attending classes or completing requirements for each class. Students who have earned at least one passing grade for the semester will not be affected by this regulation. If a student has properly withdrawn from all classes, the student's financial aid should be adjusted from the time they signed the withdrawal form.

Early Warning Program

Georgia Highlands College requires that all faculty members report their students' progress throughout the course of the semester as part of the institution-wide Early Warning Program (EWP). The objective of the program is to support academic success by reviewing early indicators of satisfactory student progress. In accordance with EWP, faculty members provide the Registrar's Office with academic reports of each student enrolled in their course(s) at checkpoints staggered throughout the semester.

The following success factors are reported at their corresponding checkpoint:

- Week 2: Notification of Non-attendance
- Week 8: Mid-term Grades

Early Grades

GHC offers a variety of part-of-term classes to allow our students to have flexible schedules. However, there are only three Semesters each year; Spring, Summer and Fall. It is only at the end of each Semester that grades are rolled to academic history and available on the official transcript. After each part-of-term, as soon as Instructors have entered grades, they may be viewed online by logging into the SCORE (https://discovery.highlands.edu:9986/pls/SCORE/twbkwbis.P_WWWLogin). Transcripts may also be request at any time by logging into the SCORE. Prior to the end of term, should a student need an early grade letter sent to another institution they may complete the request form and submit it to the Registrar's Office for processing (<http://www.highlands.edu/site/registrar-forms>). Please contact the Registrar's Office at registrar@highlands.edu if you need any assistance.

HB 280 Campus Carry

For guidance on HB280 Campus Carry, please link to the USG website www.usg.edu/hb280.

Withdrawal

The last day to withdraw without academic penalty is **23 October 2017**.

PLEASE NOTE: THE PROFESSOR MAY CHANGE ANY PART OF THIS SYLLABUS AT HER DISCRETION.

Final Report

Affordable Learning Georgia Textbook Transformation Grants

Final Report

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. Course Outline document with links to the materials as used per day, week, or unit, organized chronologically. [View Course Outline Example](#)
 - a. 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 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.

Date: 12/29/2017

Grant Number: 300

Institution Name(s): Georgia Highlands College

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

Dr. Jayme A. Feagin, Associate Professor of History/History Assessment Coordinator (jfeagin@highlands.edu), Dr. Bronson Long, Associate Professor of History/Director, Global Initiatives and Study Abroad, (blong@highlands.edu), Dr. Steve Blankenship, Professor of History, (sblanken@highlands.edu), Katie Bridges, Instructional Designer, Division of e-Learning, Dr. J. Sean Callahan, Associate Professor of Psychology/Executive Liaison for Diversity Initiatives, (scallaha@highlands.edu)

Project Lead: Jayme A. Feagin, Ph.D.

Course Name(s) and Course Numbers: American History I & II (HIST 2111 & HIST 2112)

Semester Project Began: Fall 2017

Semester(s) of Implementation: Fall 2017

Average Number of Students Per Course Section: 24

Number of Course Sections Affected by Implementation: 16

Total Number of Students Affected by Implementation: 384

1. Narrative

A. Describe the key outcomes, whether positive, negative, or interesting, of your project.

Include:

- Summary of your transformation experience, including challenges and accomplishments
- Transformative impacts on your instruction
- Transformative impacts on your students and their performance

B. Describe lessons learned, including any things you would do differently next time.

There were four major challenges experienced in the transformation project. The challenges focus on the transformation's impact on student performance. The first challenge is related to the different levels of performance between online and face-to-face students. Instructors reported that students in online courses performed worse than students in face-to-face course on questions that assessed both audience and context. The fact that concepts, like context, are more easily and frequently emphasized in lectures in face-to-face courses is one possible reasons for this discrepancy.

The next challenge elucidates the difficulties students experienced with certain question formats. More specifically, instructors reported that students struggled with questions that asked them to distinguish which fact, dates, and events should be included in or excluded from a particular concept. Question stems that included prompts such as "Which of the following was/ was not..." and answer choices that had multiple correct answers such as "A and D, All of the Above, and None of the Above" are seemed problematic for many students. For example, in the Chapter 19 content quiz, question 9 asked about women's roles in American imperialism

Question 9 (1 point)

According to your reading, women had important roles to play in American imperialism. How?

- They could serve as symbols of the benefits of American civilization
- They could serve in the colonizing armies
- They could serve as vehicles for the transmission of American values
- A & C
- A & B
- All of the above

The answer was A & C, but only 65.2% of students answered correctly, as noted in Table 1. 10.2% of students selected A & B, while 13.9% of students selected “All of the above.” The question here was designed to focus on the fact that, while women in the late nineteenth century couldn’t serve in the military, there were many other roles they could play. The answers to this question lay directly in the text, but required students to synthesize multiple pieces of what they read, which seems to point to a struggle with higher order thinking skills.

Answer Option	# of times chosen	% of questions (total)
A	19	10.2
B	0	0
C	1	0.5
D	122	65.2
E	19	10.2
F	26	13.9

Table 1. Responses from Chapter 19, Content Quiz Question 9

Questions that required students to analyze, evaluate, and create original arguments and ideas also elicited low performance from students. For example, in the Chapter 20 assessment quiz, students were asked to read a chapter from Upton Sinclair’s *The Jungle*, and then identify the (implied) audience and purpose of the document. Because *The Jungle* is about the working class, many students mistakenly identified it is being intended for the working class. The textbook states that progressivism was a middle-class movement in its Introduction to Chapter 20:

The many problems associated with the Gilded Age—the rise of unprecedented fortunes and unprecedented poverty, controversies over imperialism, urban squalor, a near-war between capital and labor, loosening social mores, unsanitary food production, the onrush of foreign immigration, environmental destruction, and the outbreak of political radicalism—confronted Americans. Terrible forces seemed out of control and the nation seemed imperiled. Farmers and workers had been waging political war against

capitalists and political conservatives for decades, but then, slowly, toward the end of the nineteenth century a new generation of middle class Americans interjected themselves into public life and advocated new reforms to tame the runaway world of the Gilded Age.

But many students failed to make the connection between those two key points, which led them to miss the questions on the quiz (and to miss a broader point about political movements in the early 20th century.

Questions that asked historical events to be listed in chronological order also difficult for students. While the researchers agree that the difficulties with remembering and understanding content may be the result of students not reading the text or the question carefully, the trouble students experience with the higher levels of the taxonomy presents an interesting set of challenges and possibilities. The initial inclination is to remove questions that confuse students from the question bank. Although these types of questions may be too advanced for our students, it provides the researchers with a clearer idea of what students do and do not understand. A zone of proximal development is established. More importantly, within this zone, subject matter experts can edit quiz questions to increase clarity, create ancillary material to provide background information to enrich and deepen students' understanding of context and activities and exercises focus on the deliberate practice of the cognitive processes involved in higher level thinking.

Other lessons learned from this transition are related to the primary textbook chosen by the subject matter experts. The online textbook, *The American Yawp*, had proven to be a useful starting point for this OER transformation, but the SMEs did note some issues with the text itself, namely that it was missing global context for American History. Some things that we would have liked to see included:

- English Civil War
- Glorious Revolution
- The Industrial Revolution
- The Civil War in Global Context
- Global perspective for World Wars

In face-to-face classes, instructors could easily add these dimensions to their lectures, but it proved more difficult online. The same was true of primary sources. While the text did reference some primary sources (and provided links to others), we would like to see more resources for understanding specific primary sources not just as illustrations of larger points in a textbook reading, but rather as the basis of historical knowledge.

Going forward, the researchers recommend the creation of video lectures and/or additional readings that can add that kind of background for students.

2. Quotes

- Provide three quotes from students evaluating their experience with the no-cost learning materials.

“The materials given for the course greatly impacted my grade in the course. Without the online textbook I would not have exceeded in the course. I'm grateful for what I was given.”

“This course was much more straightforward than I had first anticipated, once I found out the textbook was online I was so relieved and this online textbook was easier to use than any other online book I've ever be assigned to.”

“I really enjoyed how all the materials/textbook/videos uploaded was very easy to figure out and navigate.”

“Using a free textbook was a breath of fresh air. Pearson and others charging huge amounts for online versions of their textbooks is highway robbery, and I hope more courses use cheaper options like American Yawp.”

“I thought the online textbook was the most convenient way to access the book. It saved me a fair amount of money.”

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: 384

- Positive: 70.17 % of 171 number of respondents
- Neutral: 13.47 % of 171 number of respondents
- Negative: 18.71 % of 171 number of respondents

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?

Student outcomes should be described in detail in Section 3b.

Choose One:

- Positive: Higher performance outcomes measured over previous semester(s)
- Neutral: Same performance outcomes over previous semester(s)
- Negative: Lower performance outcomes 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:

26.2% of students, out of a total 514 students affected, dropped/failed/withdrew from the course in the final semester of implementation.

Choose One:

- Positive: This is a lower percentage of students with D/F/W than previous semester(s)
- Neutral: This is the same percentage of students with D/F/W than previous semester(s)
- Negative: This is a higher percentage of students with D/F/W than previous semester(s)

3b. Narrative

- *In this section, summarize the supporting impact data that you are submitting, including all quantitative and qualitative measures of impact on student success and experience. Include all measures as described in your proposal, along with any measures developed after the proposal submission.*

DFWI Rate

	DFWI Rate (Pre-trans., 2016-17)	DFWI Rate (Post-trans., Fall 2017)
HIST 2111	285/1102 (25.9%)	75/296 (25.3%)
HIST 2112	199/964 (20.6%)	60/217 (27.6%)

Table 2. Comparison of Pre-and Post-transformation DFWI Rates

As noted in Table 2 above, there was a 7% increase in DFWI rate in HIST 2112 and large difference between enrollment numbers from pre- and post-transformation. This is a comparison of all sections in 2016-2017 (64 sections across fall and spring), whereas our data is only for the ALG sections (16 sections total). This would account for large difference in the enrollment numbers. The increase in the DFWI rate could be for a few different reasons. the courses we designed were rigorous, not easy. The weekly pressure of completing two quizzes, Content and Assessment, wore students down and many simply skipped certain weeks. The Ordering Questions left many students bewildered and for some, resigned

to mediocrity. While we are in favor of raising the bar for student achievement, our expectations may have outrun our students' willingness to work. It must be noted that "willingness to work" is not equivalent to capacity. Tapping student capacity is the key, and it is not certain they we have the key to this. In addition to rigor, we also speculate that historical patterns of performance may have impacted the DFWI rate. More specifically, fall DFWI rates may be historically higher than spring. One reason for this could be that extremely weak students are often weeded out in the fall. While we do not presently have the data to support this claim, we learned from this experience, will be making the changes mentioned above, and will compare DFWI rates again after spring.

Student Learning Outcomes

In line with GHC's mission goal of "effect[ing] quality teaching and learning that are focused on academic achievement and personal and professional growth," the history (HIST) pathway aims to produce students who can:

1. Understand the complex nature of the historical record.
2. Engage in historical inquiry, research, and analysis.
3. Generate significant, open-ended questions about the past and devise research strategies to answer them.

To that end, we have created 9 student learning outcomes (SLOs), which are measured in every course, every semester.

1. Distinguish between primary and secondary materials and decide when to use each
2. Identify key events that define change over time in a particular place or region, and identify how change occurs over time
3. Recognize a range of viewpoints in historical narratives
4. Understand the dynamics of change over time.
5. Explore the complexity of the human experience, across time and space.
6. Distinguish between historical facts and historical interpretations
7. Seek a variety of sources that provide evidence to support an argument about the past.
8. Develop a methodological practice of gathering, sifting, analyzing, ordering, synthesizing, and interpreting evidence
9. Evaluate a variety of historical sources for their credibility, position, significance, and perspective.

Students are assessed via primary source analysis, which seeks to evaluate students' historical thinking skills, focusing specifically on an ability to read primary sources critically. Students will be assessed on their ability to evaluate a primary source in terms of audience, context, significance, purpose, and credibility. The ability to read, understand, and apply primary sources requires that students

- Understand the context surrounding a document (SLO 2, 4, 5)
- Analyze the audience and purpose of the document (SLO 3, 6, 7, 9)
- Explore the significance of the document (SLO 5, 9)
- Evaluate the credibility of a document and its author (SLO 7, 9)
- Understand how to apply documents to research questions (SLO 1, 7, 8)

In this revision of the American history sequence, students read an excerpt from Harriet Beecher Stowe’s *Uncle Tom’s Cabin* (2111) and Upton Sinclair’s *The Jungle* (2112) and answer the following questions:

- Who is the primary audience for this document?
- Which of the following best describes the context of this document?
- What is the significance of this document?
- What is the purpose of this document?
- What is the credibility of this document?

Student Outcomes in OER courses. Our overall goal is to have 70% of students answer each question correctly. This course revision met that goal in all but 3 instances. Table 3, below, presents the areas where students did and did not meet the outcomes. For the question that asked students to identify context, only 62% of students for HIST 2111 and 65% of students for HIST 2112 answered the question correctly. For the question that assessed audience, 55% of students HIST 2112 course answered that question correctly. It must also be noted that though the OER users had much better results identifying significance (Q3), with 88% of students in HIST 2111 and 89% of students in HIST 2112 answering the question correctly. There was also a strong performance from students when asked to identify purpose (Q4). 93% of students in HIST 2111 and 85% of students in HIST 2112, respectively, answered that question correctly.

	Q1	Q2	Q3	Q4	Q5
HIST 2111	73%	62%	88%	85%	86%
HIST 2112	55%	65%	89%	93%	73%

Table 3. Student Outcomes for HIST 2111 and 2112--OER Courses

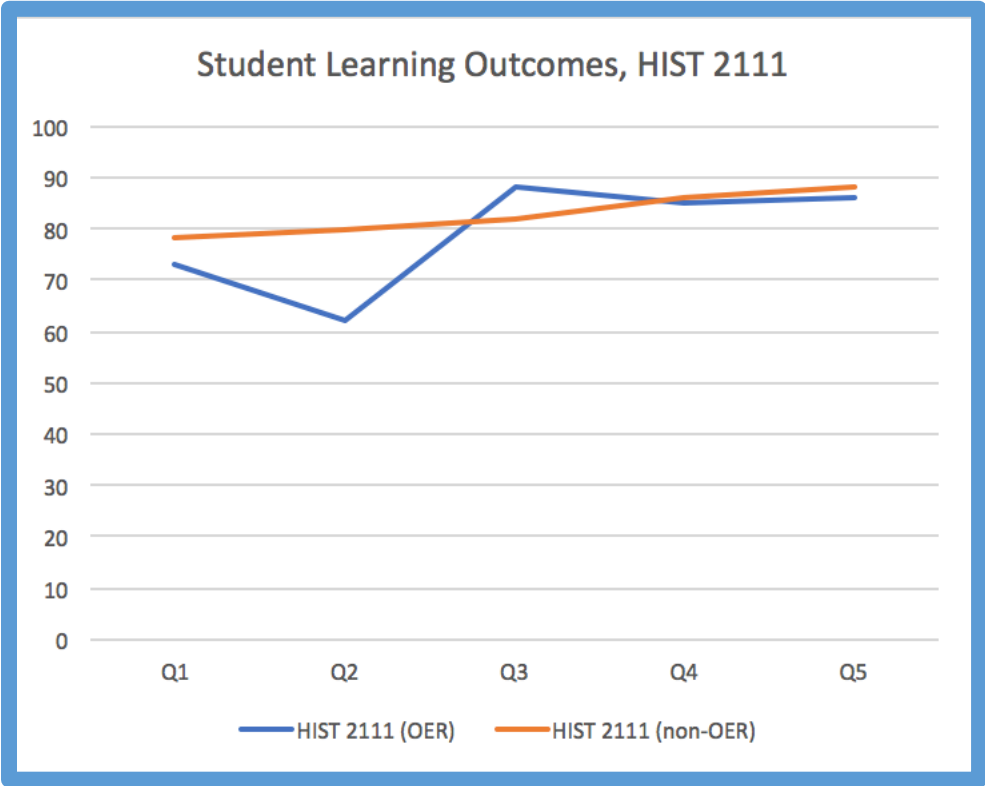
When compared with non-OER courses, the results, in Table 4, show that non-OER- textbook users struggled less with identifying audience (Q1) and context (Q2), particularly in HIST 2112. OER-textbook users, however, they fared a bit better when identifying context (Q2), with 72% of students in HIST 2111 and 74% of students in HIST 2112 answering the question correctly.

The comparison of the results for OER courses to the overall results for identifying significance (Q3) and identifying purpose (Q4) in HIST 2112 are also interesting. While the OER courses show 89% and 93% of students answered the questions correctly, the results from non-OER courses show that only 76% and 67% of students managed to garner a correct answer on the same questions. This begs the questions: What happened in the OER courses that did not happen in the traditional courses and what do we do to make this happen for the other areas of assessment?

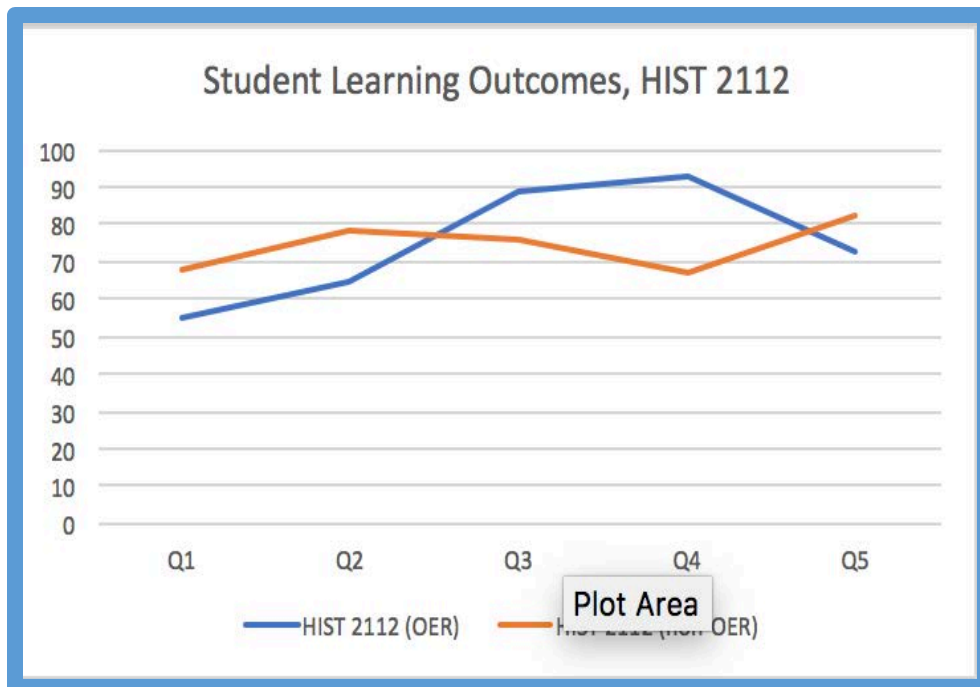
	Q1	Q2	Q3	Q4	Q5
HIST 2111	78%	80%	82%	86%	88%

HIST 2112	68%	78%	76%	67%	82%
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Table 4. Student Outcomes for HIST 2111 and 2112—Non-OER Courses



Graph 1. Student Learning Outcomes HIST 2111



Graph 2. Student Learning Outcomes HIST 2112

The areas that still show room for improvement (audience and context), represented in Graphs 1 & 2, have allowed us to identify ways in which we can improve the instructional resources that we have created to supplement *The American Yawp*. Examples of ideas and approaches to developing resources and activities are discussed in the section, “Future Plans”.

Co-factors that impacted project. This has been a learning experience for all committee members; utilizing the resulting knowledge for this present proposal for the purposes of sustainability.

First, the committee has learned that instructor flexibility is key for student success. Online courses especially require teachers to step outside of their routines and be willing to alter policies for students whose special circumstances, whether its family or work responsibilities, trouble with internet access, or health problems) demand special solutions. As such, issues related to instructor flexibility, along with a more consistent plan for communication with part-time faculty members, will be addressed in a revised version of the faculty handbook.

Second, communication between teachers and students is central to the latter’s success. It is unwise to assume that all students are comfortable with learning management systems like D2L (Desire to Learn). Teachers tend to believe that because young people have grown up with computers in their cribs, cars, and classrooms that they are fully conversant with everything we ask of them. Such assumptions prove wrong as students—non-traditional and otherwise—begin to pepper their instructors with basic questions about how to function in an online environment. Solutions to these problems lie in vigilant communication via both email and

“Announcements” that keep students fully aware of their performance and of impending due dates. These are tools that are built into D2L and can be scheduled to help students manage their workload, address questions, and offer time management tips. We will also incorporate a new early warning system that includes 4 reporting points—attendance, participation, satisfactory progress and midterm grade—within the first half of the semester, to ensure that students are getting feedback early and often, and accompanying emails to explain what the feedback means and how students can adjust their performance.

Third, SMEs created a handbook for faculty and held training sessions to ensure pedagogical consistency amongst the instructors for a project for HIST 2111 & 2112. For this project, the handbook will be amended and training sessions will continue.

Fourth, there is a sense that having 30 separate quizzes over the course of the semester (2 per chapter) was overwhelming for students. One instructor noted in her research journal that students were resistant to the idea of having to take multiple quizzes for each chapter, stating “[s]tudent comments focus on the reason for two types of quizzes. Clarifications were given.” She continues, “[i]t would be advisable to combine the two quizzes into one and avoid the impression that [they have] two to take.” Thus, we recommend combining the content and assessment quizzes into single chapter quizzes. This will accomplish two things: 1) 15 quizzes seems more manageable from the students’ perspective than 30; and 2) it will reinforce the idea that all of this material (textbook reading, videos lectures, primary source background, primary source material) reinforce each other. Students will consequently need to complete all required reading and video material before beginning the quiz, rather than breaking it up into textbook reading and primary source reading. This may also prove helpful with the audience and content questions on the assessment component of the quiz.

4. Sustainability Plan

The master course and modules will be made available to faculty at other USG institutions via Google Docs-- <https://docs.google.com/document/d/1eXIQDRPjy5IWxSV3RtINPXk30-H-MXnxEQ4V7PQ4gco/edit?usp=sharing>. In addition to the course and modules, a libguide instructional resources designed to facilitate use of *The American Yawp* (a free and online, collaboratively built, open American history textbook) in college classrooms will be included. Course materials will be maintained Mrs. Bridges and Drs. Blankenship, Long, and Feagin for use into the foreseeable future.

Although current part-timers are not required to use *The American Yawp* and all of the accompanying OER resources, we hope that many of them will move to it voluntarily. Even if some don't, we still believe that our project will benefit many GHC students and will collectively save them enough money to have made the grant worthwhile.

5. Future Plans

Through this project has influenced instructors and subject–matter experts have acknowledged the need to adjust certain quiz questions and include more background information for some topics. To the that end, the researchers intend to apply for mini-grants to supplement TAY with some global content and more context for some of the primary sources. For the global content, to give one example, SMEs will include a video focused on global impact of the US Civil War per recent changes in the historiography such as Don Doyle's fantastic book *The Cause of All Nations: An International History of the American Civil War*. Doyle's book has influenced how some instructors teach about the US Civil War, e.g. connecting it to political debates in Europe, French intervention in Mexico, Britain's granting of independence to Canada, changes in the global cotton market to include Egypt and India, etc. Certainly, others topics besides the US Civil War could be cited as well.

Future plans for this project also include submitting proposals for the Teaching Matters Conference at Gordon State College in March, 2018 and the USG Teaching and Learning Conference in April, 2018. If accepted, our presentation will discuss our experiences developing, delivering, and redesigning various components of this project.

6. Description of Photograph

- *List the names of the people in the separately uploaded photograph and their roles.*
- *E.G.: (left-right) Dr. Transformer, team lead and instructor of record; Agent Graphic, instructional designer; Dr. Philomath, subject matter expert; B. Bibliophile, librarian; A. Einstein, Student.*