

# Grants Collection

Georgia State University



UNIVERSITY SYSTEM  
OF GEORGIA

Sarah Hepler and Jung-Ha Kim

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# Introduction to Sociology

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## Grants Collection

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

Each collection contains the following materials:

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



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# Initial Proposal

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## Application Details

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### Manage Application: Textbook Transformation Grants: Round Ten

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**Award Cycle:** Round 10

**Internal Submission Deadline:** Friday, September 29, 2017

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**Application Title:** 341

**Application ID:** 001878

**Submitter First Name:** Sarah

**Submitter Last Name:** Hepler

**Submitter Title:** Lead Instructional Designer

**Submitter Email Address:** shepler2@gsu.edu

**Submitter Phone Number:** 404-413-4476

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

**Applicant First Name:** Sarah

**Applicant Last Name:** Hepler

**Co-Applicant Name(s):** Jung Ha Kim, Principal Senior Lecturer & Director of Undergraduate Studies

**Applicant Email Address:** shepler2@gsu.edu

**Applicant Phone Number:** 404-413-4476

**Primary Appointment Title:** Lead Instructional Designer

**Institution Name(s):** Georgia State University

**Submission Date:** Monday, October 2, 2017

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**Proposal Title:** 341

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

**Are you using an OpenStax textbook?:** Yes

**Final Semester of Instruction:** Spring 2018

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

Jung Ha Kim, jhkim@gsu.edu, 404-413-6518

Sarah Hepler, shepler2@gsu.edu, 404-413-4476

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

**Eric Wright, Department Chair, Sociology, GSU**

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

**SOCI 1101: Introduction to Sociology, Spring 2018**

**List the original course materials for students (including title, whether optional or required, & cost for each item):** Discover Sociology, Required, \$127

**Average Number of Students per Course Section:** 40

**Number of Course Sections Affected by Implementation in Academic Year:** 160

**Average Number of Course Sections Per Semester:**

**Summer: 40**

**Fall: 60**

**Spring: 60**

**Total Number of Students Affected by Implementation in Academic Year:** 6400

**Requested Amount of Funding:** 10500

**Original per Student Cost:** 127

**Post-Proposal Projected Student Cost:** 0

**Projected Per Student Savings:** 127

**Projected Total Annual Student Savings:** 812,800

**Project Goals:**

We wrote our goals/transformation in an intertwined way so pasting this chunk of text in to

these two sections:

**In this project, we propose to incorporate an existing, peer-reviewed, no-cost OpenStax textbook into a large-format online Sociology 1101 course. One historical barrier towards student success in all of GSU's SOCI 1101 courses has always been textbook cost. Students simply don't buy the book on time - or ever - due to a wide variety of financial constraints. In fact, at this point in the semester Jung Ha still has many students in her current SOCI 1101 course who still do not have the book. By completely eliminating materials costs for this course, we aim to eliminate this variable preventing student success.**

**Our main pedagogical innovation in this course will be fostering a climate of connectivity and collaborative creativity in the course design and in the implementation of the course. In particular, we see this as a small step in connecting the Sociology departments at the GSU Downtown and GSU Perimeter campuses. Although GSU and Georgia Perimeter consolidated several years ago, there has been no systematic push to consolidate our efforts in teaching and learning across the merged departments of Sociology. We believe that this OER project could benefit administrators, faculty, staff, and students at all GSU campuses. For administrators, this course will act as a possible avenue of cross-campus programmatic assessment if it is taken up as a template. New faculty - in particular, graduate students and adjunct faculty - will benefit greatly from a ready made but infinitely customizable SOCI 1101 course. Most notably, adjuncts who are often hired in at the last minute will have access to a high-quality, American Sociological Association standards-aligned course template. Advisors, administrative assistants, and others who interface directly with students will have open access to the course design and will thus be more informed in helping students make decisions about course scheduling. The elimination of the previous textbook cost will ensure that all students have access to course materials on day one of class. Overall, we hope that this grant will help fulfill GSU's mission of servicing students from different economic backgrounds.**

**Pedagogical innovations will include:**

**ASA Standard Application**

**Application of and assessment alignment with the new American Sociological Association competencies**

**Measurement and display of student competency attainment in Brightspace using grade items connected to the student progress tool**

**Relational Design**

**The creation of short, narrative weekly videos from the instructor tying her life to the subject matter**

**Highlighting excellent and interesting student work via the Announcement Tool**

**Fostering creative and critical writing skills by placing students in small, trusted**

discussion groups

College and Career Success Focus

Integration of reflective, metacognitive assessments to foster metacognition and disciplinary thinking

Integration of content and exercises focusing on academic and career skills throughout the semester

Increased Student Ownership

Regular, responsive course check-ins throughout the semester

Responsive mid-semester GIFT (Group Instructional Feedback Technique) exercise

#### **Statement of Transformation:**

In this project, we propose to incorporate an existing, peer-reviewed, no-cost OpenStax textbook into a large-format online Sociology 1101 course. One historical barrier towards student success in all of GSU's SOCI 1101 courses has always been textbook cost. Students simply don't buy the book on time - or ever - due to a wide variety of financial constraints. In fact, at this point in the semester Jung Ha still has many students in her current SOCI 1101 course who still do not have the book. By completely eliminating materials costs for this course, we aim to eliminate this variable preventing student success.

Our main pedagogical innovation in this course will be fostering a climate of connectivity and collaborative creativity in the course design and in the implementation of the course. In particular, we see this as a small step in connecting the Sociology departments at the GSU Downtown and GSU Perimeter campuses. Although GSU and Georgia Perimeter consolidated several years ago, there has been no systematic push to consolidate our efforts in teaching and learning across the merged departments of Sociology. We believe that this OER project could benefit administrators, faculty, staff, and students at all GSU campuses. For administrators, this course will act as a possible avenue of cross-campus programmatic assessment if it is taken up as a template. New faculty - in particular, graduate students and adjunct faculty - will benefit greatly from a ready made but infinitely customizable SOCI 1101 course. Most notably, adjuncts who are often hired in at the last minute will have access to a high-quality, American Sociological Association standards-aligned course template. Advisors, administrative assistants, and others who interface directly with students will have open access to the course design and will thus be more informed in helping students make decisions about course scheduling. The elimination of the previous textbook cost will ensure that all students have access to course materials on day one of class. Overall, we hope that this grant will help fulfill GSU's mission of servicing students from different economic backgrounds.

**Pedagogical innovations will include:**

## **ASA Standard Application**

**Application of and assessment alignment with the new American Sociological Association competencies**

**Measurement and display of student competency attainment in Brightspace using grade items connected to the student progress tool**

## **Relational Design**

**The creation of short, narrative weekly videos from the instructor tying her life to the subject matter**

**Highlighting excellent and interesting student work via the Announcement Tool**

**Fostering creative and critical writing skills by placing students in small, trusted discussion groups**

## **College and Career Success Focus**

**Integration of reflective, metacognitive assessments to foster metacognition and disciplinary thinking**

**Integration of content and exercises focusing on academic and career skills throughout the semester**

## **Increased Student Ownership**

**Regular, responsive course check-ins throughout the semester**

**Responsive mid-semester GIFT (Group Instructional Feedback Technique) exercise**

## **Transformation Action Plan:**

### **Content Identification, Review, Selection, and Creation**

**OER Course materials will be identified by the grantees - SME and instructional designer - using the OpenStax website and the GALILEO Library databases. Materials will be reviewed for quality and alignment with project using 1) existing OpenStax reviews, 2) the peer-review option available in GALILEO databases, and 3) the American Sociological Association competency standards. In addition, we will ensure that content is open and legal by referring to the Fair Use Checklist developed by the USG. Once adopted, Open Stax Chapters and other OER materials will be linked to in their respective Brightspace topical modules. Additional original short, narrative, relational weekly videos will be created during the semester using Screencastify.**

### **Course Design**

**The course design for SOCI 1101 is currently underway. Thus far, we have already talked extensively about Jung Ha's course philosophy, performed a syllabus review, and adopted the American Sociological Association competencies for assessment alignment. Our next step is to design meaningful, threaded assessments to align with these competencies and with the OpenStax text. Other relevant OER's will also be aligned with the ASA competencies. We will also use the Competencies tool in Brightspace to connect grade items to competencies. Successful and unsuccessful**



competency attainment will be viewable to both students and to the instructor of record using the Progress Tool. After aligning competencies, we will develop a relational strategy. This involves, in part, the creation of small, supportive student groups and the development of discussion prompts that encourage students to tie the material to their own lived experiences. The professor will create short weekly videos during the semester using Screencastify. In this way, her videos can reflect and react to the real experiences of actual students in the course. Next, an updated, multimedia syllabus will be created once a draft of the course design is complete. After the syllabus is created, all materials will be placed in Brightspace using the Modules Tool in Content. Modules will be arranged thematically. Each module will include an Introduction, links to OER materials, Discussions, and any related Assessments. Each Module - as well as each item in the module - will be annotated using the Description function. In this way, we can provide context and justification for the different modular activities to both students and any professors who adopt the template in the future.

### **Team Member Roles & Activities**

Jung Ha Kim will work as the subject matter expert, course-design collaborator, and instructor of record. Her responsibilities will include co-designing the course, teaching the course, and co-collecting and analyzing data. Sarah Hepler will work as the instructional designer and project manager. Her responsibilities will include co-designing the course and co-collecting and analyzing data.

### **Open Access Plan**

Once completed, the course Brightspace Template will be exported as an XML file. This file will be placed on the ALG website with our other required materials and can be imported into other instances of Brightspace or Canvas. We will also place course materials - like the syllabus, objectives, assessments, and discussions - into a Google Doc.

**Quantitative & Qualitative Measures:** Both qualitative and quantitative measures will be used to measure the effectiveness and effects of the course redesign. The two grantees and a T.A. will collaborate on data collection and analysis. Our main quantitative measures will be pre- and post-module quizzes aligned to standards set at a success threshold of 75%. Using the American Sociological Association (ASA) standards-aligned course template, students will be required to take pretest and posttest surveys of the five designated lesson plans on Brightspace. The results of these pretest and posttest surveys will be documented and analyzed by the Progress Tool in Brightspace to measure student learning outcomes. Another purpose for these pretest and posttest surveys are for students to assess their own progress of mastering course materials. While students won't be graded on these surveys, they will be required to take them, in order to access the actual lesson plans. For instance, Module 1 components will be locked - but visible - until the Module 1 pre-test is taken and Module 2 will be completely locked until the Module 1 post-test is taken. Assessing and taking charge of how students themselves have been progressing in the course will further enhance their active participation and ownership of the educational process. This quantitative data will be compared and incorporated with qualitative data to further document learning outcome attainment success. We will use two qualitative measures of the course: beginning and end of course discussion posts and a mid-semester responsive evaluation. Here is a description of each post: Welcome Module Discussion Post In the Welcome module of the course, students will be required to respond to a discussion prompt focusing on expectations. The discussion prompt will read: It was great reading your responses to the Welcome discussion - I'm so glad to have you in the class and really enjoyed learning about each of you. One of the most important skills to learn as a budding sociologist is self-reflection. Throughout the course we'll be working on our skills of reflection so let's get

started now. In this post, you'll be reflecting on your expectations for the course. At the end of the course, we'll do the same exercise and you'll reflect on how your ideas have changed: What are your general expectations for yourself and your classmates this semester? In other words, how do you think your experience will be this semester? How do you predict that your experience this semester might affect your life after this semester is over? Although you have a textbook for this course, it is free. How do you think that not having to buy a textbook will affect your experience?

**Final Module Discussion Post**

In the Final module of the course, students will be required to respond to a discussion prompt reflecting on how their expectations and thinking evolved during the semester. This discussion prompt will read: Thank you all for participating in this course. Remember when we thought about your expectations early in the semester? Now it's time to reflect on those expectations as well as looking towards the future. The goal of this activity is to help you reflect on your own thinking and how it has changed during the semester. To do this activity, you need to look back at what you wrote during the Welcome module. How did your experiences this semester match your expectations? How did they differ? How could you see yourself using your experiences this semester in the future? How did not having to buy a textbook affect your experience?

Qualitative data will be analyzed using an iterative, thematic approach. First, a random sample of student pre/post-test discussions will be selected. We will then read through each pre-test discussion post, coding relevant sections. The same process will be carried out for the post-test discussion post. Codes will then be collapsed into themes. A midterm GIFT (Group Instructional Feedback Technique) evaluation will be carried out with the students with the help of a SOTL consultant from the Center for Excellence in Teaching and learning. This process is a small group consensus-making technique that fosters student metacognition and sense of ownership over course design. In short, a

consultant facilitates the evaluation process and delivers an anonymous report to the instructor. The instructor then decides what - if anything - will be changed about the course and communicates this to the students. In this case, Jung Ha will make a short video to address the evaluation and any related changes. The evaluation questions are as follows: What aspects of this course ENHANCE your learning? What aspects of this course can be IMPROVED? What could YOU (as a student) do to make the course better for your classmates and the teacher? Data from this highly-structured activity will be collected and themed by the SOTL consultant. The final report will be sent to the grantees. The report will be compared with the results of our other assessment measures for patterns and disjunctures. We will use the entire body of data to inform future course decisions. In addition, where possible and appropriate, the course will be modified during the semester to meet the needs of this particular group of students.

**Timeline:**

**October 1 - November 15th 2017: Course Design**

**Assessment Design  
Communication Strategy  
Outcomes Alignment  
Additional OER Content Selection  
Content Creation  
Syllabus Redesign**

**November 15th-November 30th 2017: Brightspace Master Course buildout**

**January 2018: Implementation of redesigned course in one section of SOCI 1001**

**January 2018 - May 2018: Continuous formative evaluation of redesign with student input**

**May 2018: Data collection and analysis**

**June and July 2018: Integration of changes based on data analysis**

**Budget:**

**Jung Ha Kim: \$5,000**

**Sarah Hepler: \$5,000**

**Travel: \$800**

**Sustainability Plan:**

**This course will be piloted in Spring 2018 and then made freely available to all instructors teaching Sociology 1101 at all GSU campuses. Importantly, this course will be made available as a template to adjunct instructors teaching at the GPC campuses. Thus, this template will be open to critique and collaboration from other sociologists at all campuses. This includes those faculty that are full-time, adjunct, visiting, and GRA's. We see this as a small, non-mandatory transformative step towards fostering a culture of sharing and collaboration between the different campus units of GSU.**

**The course will be updated and supported each semester with help of GSU's Center for Excellence in Teaching and Learning. Human resources at the CETL include instructional designers, multimedia designers, learning technologists, and a data science/analytics team.**

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P.O. Box 5020  
Atlanta, GA 30302-5020  
Phone: 404/413-6500  
Fax: 404/413-6505



September 27, 2017

Affordable Learning Georgia  
Textbook Transformation Grant Program

Dear Selection Committee,

I am writing to express my strong support of the proposed project, titled "SOC1 1101, GSU" being submitted by the Center for Teaching and Learning and Dr. Jung Ha Kim, Director of Undergraduate Studies, in the Sociology Department at Georgia State University. We are particularly enthusiastic of the proposed effort because it will be incredibly helpful in addressing the financial challenges that many of students face in securing critical learning materials.

At a more general level, I believe the proposed project will be particularly innovative for our program because it will be the first cross-campus template available to all GSU/GPC professors and has the potential for subsequent cross-campus collaboration in future iterations of the course. In addition, it will help in our efforts to align our curriculum with the new guidelines released by the American Sociological Association, facilitate a more comprehensive assessment of the impact of our classroom and online-based instruction, and provide a customizable platform that will increase student engagement and metacognitive disciplinary thinking. Ultimately, I believe these innovation will help our students be more successful in their academic careers and in making a successful transition to the workforce.

Sincerely,

A handwritten signature in black ink, appearing to read "Eric R. Wright".

Eric R. Wright, Ph.D.  
Chair, Department of Sociology  
Second Century Initiative (2CI) Professor of Sociology and Public Health

## ALG Round 9: SOCI 1101, GSU

<b>Submitter Name</b>	Sarah Hepler				
<b>Submitter Title</b>	Lead Instructional Designer				
<b>Submitter Email</b>	shepler@gsu.edu				
<b>Submitter Phone Number</b>	404-413-4476				
<b>Submitter Campus Role</b>	<i>Proposal Investigator (Primary or Additional)</i>				
<b>Applicant Name</b>	<i>Jung Ha Kim</i>				
<b>Applicant Email</b>	jhkim@gsu.edu				
<b>Applicant Phone Number</b>	404-413-6518				
<b>Primary Appointment Title</b>	<i>Principal Senior Lecturer &amp; Director of Undergraduate Studies</i>				
<b>Institution Name(s)</b>	Georgia State University				
<b>Team Members</b>	<b><i>Jung Ha Kim, <a href="mailto:jhkim@gsu.edu">jhkim@gsu.edu</a>, 404-413-6518</i></b>				
<b>Sponsor, Title, Department, Institution</b>	<i>Eric Wright, Sociology Department Chair, GSU</i>				
<b>Proposal Title</b>	<b>SOCI 1101, GSU</b>				
<b>Course Names, Course Numbers and Semesters Offered</b>	SOCI 1101: Introduction to Sociology, Spring 2018				
<b>Final Semester of Instruction</b>	<i>Spring 2018</i>				
<b>Average Number of Students Per Course Section</b>	40	<b>Number of Course Sections Affected by Implementation in Academic Year</b>	160	<b>Total Number of Students Affected by Implementation in Academic Year</b>	6400
<b>Average Number of Course Sections Per Semester</b>	<i>Summer: 40 Fall: 60 Spring: 60</i>				
<b>Award Category (pick one)</b>	<input checked="" type="checkbox"/> No-or-Low-Cost-to-Students Learning Materials <input type="checkbox"/> Specific Core Curriculum Courses				
<b>Are you planning on using an OpenStax textbook?</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No				

<b>List the original course materials for students (including title, whether optional or required, &amp; cost for each item)</b>	<i>Discover Sociology, Required, \$127</i>
<b>Requested Amount of Funding</b>	\$10,800
<b>Original Per Student Cost</b>	\$127
<b>Post-Proposal Projected Per Student Cost</b>	\$0
<b>Projected Per Student Savings</b>	\$127
<b>Projected Total Annual Student Savings</b>	<i>\$812,800</i>

## Narrative

### Project Goals/Statement of Transformation

In this project, we propose to incorporate an existing, peer-reviewed, no-cost OpenStax textbook into a large-format online Sociology 1101 course. One historical barrier towards student success in *all* of GSU's SOCI 1101 courses has always been textbook cost. Students simply don't buy the book on time - or ever - due to a wide variety of financial constraints. In fact, at this point in the semester Jung Ha still has many students in her current SOCI 1101 course who still do not have the book. By completely eliminating materials costs for this course, we aim to eliminate this variable preventing student success.

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Pedagogical innovations will include:

- ASA Standard Application
  - Application of and assessment alignment with the new American Sociological Association competencies
  - Measurement and display of student competency attainment in Brightspace using grade items connected to the student progress tool
- Relational Design
  - The creation of short, narrative weekly videos from the instructor tying her life to the subject matter
  - Highlighting excellent and interesting student work via the Announcement Tool
  - Fostering creative and critical writing skills by placing students in small, trusted discussion groups
- College and Career Success Focus
  - Integration of reflective, metacognitive assessments to foster metacognition and disciplinary thinking
  - Integration of content and exercises focusing on academic and career skills throughout the semester
- Increased Student Ownership
  - Regular, responsive course check-ins *throughout* the semester
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## Transformation Action Plan

### Content Identification, Review, Selection, and Creation

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## Quantitative and Qualitative Measures

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Our main quantitative measures will be pre- and post-module quizzes aligned to standards set at a success threshold of 75%. Using the American Sociological Association (ASA) standards-aligned course template, students will be required to take pretest and posttest surveys of the five designated lesson plans on Brightspace. The results of these pretest and posttest surveys will be documented and analyzed by the Progress Tool in Brightspace to measure student learning outcomes. Another purpose for these pretest and posttest surveys are for students to assess their own progress of mastering course materials. While students won't be graded on these surveys, they will be required to take them, in order to access the actual lesson plans. For instance, Module 1 components will be locked - but visible - until the Module 1 pre-test is taken and Module 2 will be completely locked until the Module 1 post-test is taken. Assessing and taking charge of how students themselves have been progressing in the course will further enhance their active participation and ownership of the educational process. This quantitative data will be compared and incorporated with qualitative data to further document learning outcome attainment success.

We will use two qualitative measures of the course: beginning and end of course discussion posts and a mid-semester responsive evaluation. Here is a description of each post:

### Welcome Module Discussion Post

In the Welcome module of the course, students will be required to respond to a discussion prompt focusing on expectations. The discussion prompt will read:

*It was great reading your responses to the Welcome discussion - I'm so glad to have you in the class and really enjoyed learning about each of you. One of the most important skills to learn as a budding sociologist is self-reflection. Throughout the course we'll be working on our skills of reflection so let's get started now. In this post, you'll be reflecting on your expectations for the course. At the end of the course, we'll do the same exercise and you'll reflect on how your ideas have changed:*

- *What are your general expectations for yourself and your classmates this semester? In other words, how do you think your experience will be this semester?*
- *How do you predict that your experience this semester might affect your life after this semester is over?*
- *Although you have a textbook for this course, it is free. How do you think that not having to buy a textbook will affect your experience?*

### Final Module Discussion Post

In the Final module of the course, students will be required to respond to a discussion prompt reflecting on how their expectations and thinking evolved during the semester. This discussion prompt will read:

*Thank you all for participating in this course. Remember when we thought about your expectations early in the semester? Now it's time to reflect on those expectations as well as looking towards the future. The goal of this activity is to help you reflect on your own thinking and how it has changed during the semester. To do this activity, you need to look back at what you wrote during the Welcome module.*

- *How did your experiences this semester match your expectations? How did they differ?*
- *How could you see yourself using your experiences this semester in the future?*
- *How did not having to buy a textbook affect your experience?*

Qualitative data will be analyzed using an iterative, thematic approach. First, a random sample of student pre/post-test discussions will be selected. We will then read through each pre-test discussion post, coding relevant sections. The same process will be carried out for the post-test discussion post. Codes will then be collapsed into themes.

A midterm GIFT (Group Instructional Feedback Technique) evaluation will be carried out with the students with the help of a SOTL consultant from the Center for Excellence in Teaching and Learning. This process is a small group consensus-making technique that fosters student metacognition and sense of ownership over course design. In short, a consultant facilitates the evaluation process and delivers an anonymous report to the instructor. The instructor then decides what - if anything - will be changed about the course and communicates this to the students. In this case, Jung Ha will make a short video to address the evaluation and any related changes. The evaluation questions are as follows:

- What aspects of this course ENHANCE your learning?
- What aspects of this course can be IMPROVED?
- What could YOU (as a student) do to make the course better for your classmates and the teacher

Data from this highly-structured activity will be collected and themed by the SOTL consultant. The final report will be sent to the grantees. The report will be compared with the results of our other assessment measures for patterns and disjunctures. We will use the entire body of data to inform future course decisions. In addition, where possible and appropriate, the course will be modified *during* the semester to meet the needs of this particular group of students.

## Timeline

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Communication Strategy

Outcomes Alignment

Additional OER Content Selection

Content Creation

Syllabus Redesign

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January 2018: Implementation of redesigned course in one section of SOCI 1001

January 2018 - May 2018: Continuous formative evaluation of redesign with student input

May 2018: Data collection and analysis

June and July 2018: Integration of changes based on data analysis

## Budget

Jung Ha Kim: \$5,000

Sarah Hepler: \$5,000

Travel: \$800

## Sustainability Plan

This course will be piloted in Spring 2018 and then made freely available to all instructors teaching Sociology 1101 at all GSU campuses. Importantly, this course will be made available as a template to adjunct instructors teaching at the GPC campuses. Thus, this template will be open to critique and collaboration from other sociologists at all campuses. This includes those faculty that are full-time, adjunct, visiting, and GRA's. We see this as a small, non-mandatory transformative step towards fostering a culture of sharing and collaboration between the different campus units of GSU.

The course will be updated and supported each semester with help of GSU's Center for Excellence in Teaching and Learning. Human resources at the CETL include instructional designers, multimedia designers, learning technologists, and a data science/analytics team.

## Reference

DEPARTMENT OF SOCIOLOGY  
College of Arts and Sciences

P.O. Box 5020  
Atlanta, GA 30302-5020  
Phone: 404/413-6500  
Fax: 404/413-6505



September 27, 2017

Affordable Learning Georgia  
Textbook Transformation Grant Program

Dear Selection Committee,

I am writing to express my strong support of the proposed project, titled "SOC 1101, GSU" being submitted by the Center for Teaching and Learning and Dr. Jung Ha Kim, Director of Undergraduate Studies, in the Sociology Department at Georgia State University. We are particularly enthusiastic of the proposed effort because it will be incredibly helpful in addressing the financial challenges that many of students face in securing critical learning materials.

At a more general level, I believe the proposed project will be particularly innovative for our program because it will be the first cross-campus template available to all GSU/GPC professors and has the potential for subsequent cross-campus collaboration in future iterations of the course. In addition, it will help in our efforts to align our curriculum with the new guidelines released by the American Sociological Association, facilitate a more comprehensive assessment of the impact of our classroom and online-based instruction, and provide a customizable platform that will increase student engagement and metacognitive disciplinary thinking. Ultimately, I believe these innovation will help our students be more successful in their academic careers and in making a successful transition to the workforce.

Sincerely,

A handwritten signature in black ink, appearing to read "Eric R. Wright".

Eric R. Wright, Ph.D.  
Chair, Department of Sociology  
Second Century Initiative (2CI) Professor of Sociology and Public Health

# Syllabus

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**Soc. 1101(L): Introduction to Sociology**  
**Spring 2018**  
**Online Course (CRN 20759)**

Instructor : Jung Ha Kim, Ph.D.  
Contact Info. : [jhkim@gsu.edu](mailto:jhkim@gsu.edu); 1073 Langdale Hall, GSU.  
Office Hours : 1-2 p.m. (Thurs) online; 3:30-4:30 (Wed) onsite.

**Course Description and Objectives:**

This is an ONLINE course designed to introduce sociology as a scientific study of human society. The course is largely divided into the following areas of study: thinking sociologically, acquiring sociological research skills, examining social stratifications, analyzing social institutions, and suggesting solutions and/or policies to address social problems.

Accordingly, there are five main modules, along with an introductory module and a course synthesis and evaluation module. Each main module will cover the following lessons:

Module 1: Introduction

Module 2: the Sociological Eye (perspectives, theories and research methods in Sociology)

Module 3: Socialization (development of the social self, social interactions and structures)

Module 4: Social Stratification (inequalities based on SES, Race & Ethnicity, gender & Sex, and Aging)

Module 5: Social Structures (social institutions, such as family, religion, mass media and technology)

Module 6: Social Changes and Social reproduction (urbanization, demography, social movements and social changes)

Module 7: Course synthesis and Assessment

The overall objective of the course is, then, to acquire and apply sociological tools to better understand human interactions and critically examine social phenomena.

**The textbook**

We will be using the OpenStax Textbook: Introduction to Sociology (2<sup>nd</sup> ed., 2017)

<https://openstax.org/details/books/introduction-sociology-2e>

PRINT BOOK ISBN-13 978-1-938168-41-3

PDF VERSION ISBN-13 978-1-947172-11-1

**There is no cost to students** for accessing the textbook on the website. (If desired, students may order the printed version with at a low cost.)

**Course Requirements and Policies:**

**1. PARTICIPATION:**

- This is an online course. Each and every individual student may participate in the course based on one's own schedule and pace. In order to actively participate in the small group discussions, however,

all readings and assignments need to be conducted during the designated period of the specific modules.

- The instructor reserves her right to DROP students who do not check in with the group members and do not participate in the first assignment.
- The instructor also reserves her right to DROP students who miss two consecutive assignments. If such withdrawal happens before the midpoint of the semester, students will earn "W"; if withdrawal happens post-midpoint, then, students will automatically earn "WF"
- Students may be dropped from the class for non-payments (usually after the second week of classes and occasionally throughout the semester). If students intend to remain in the course, they MUST continue to participate and carry on with all coursework. The Registrar's Office may also drop students from iCollege at multiple junctures throughout the semester. Students are responsible for monitoring their status in the course and inform the instructor to add them on iCollege when dropped from the course. Nonparticipation and missing work due to being dropped will not be excused.

## **2. READINGS:**

- Students are expected to allocate enough time to complete all readings. Normally, students are expected to spend at least 2 hours outside of class per each hour spent in the classroom on readings and assignments. (That is, spending at least 5 hours per week, besides the class meeting.)
- Readings, short clips, and sharing of various perspectives in the class maybe sensitive and personal at times. While students are not expected to agree or accept every opinions and interpretation that are presented in the class, they are expected to be open-minded and willing to stretch their perspectives to learn from different people/texts/experiences.

## **3. EXAMINATIONS:**

- There will be **two examinations** in this course.
- Each examination will be comprised of approximately 75 -100 short answer questions (mostly multiple choices, true and false, and possibly some matching).
- Since exams can be taken by students based on their own readiness and schedule, there will be no make-up exam.
- There will be no final exam (i.e., a cumulative and comprehensive exam to cover the entire course lesson) in this class

## **4. ASSIGNMENTS:**

- There are **5 required** assignments that are due on the designated dates of the specific modules.

### Instructions for writing assignments

- a. The length: all 5 writing assignments need to be at least 3 pages of length.
- b. The margins and font: all writing assignments need to be typed and double-spaced. Use "Times New Roman" with font size 12 (and not larger than 12 font size), and 1" margins all around (both right and left, and top and bottom). Used single-spaced format to write your name, discussion group info/name, and the number of writing assignment on the top of the first page of all assignments.
- c. There is no required or preferred style of writing (e.g., APA or MLA). However, up to 10 points will be deducted for consistent and/or excessive errors, such as spelling, grammar, punctuation, etc.
- d. There is no outside sources (website, printed materials, journal, etc.) or additional research required for writing assignments, unless specified. However, if students use any outside sources, they are responsible for providing a full citation (not only as a list of sources at the end



of the paper but also in the text throughout). Failure to cite the sources IS plagiarism (see below on “academic (dis)honesty” for further info.). Without exception, the paper grade will be automatically zero (0), when detected with plagiarism and students will not be allowed to re-work on that particular assignment.

- e. All writing assignment is to be submitted via iCollege on the designated period of the module. Assignments submitted late may suffer missing the small group peer review process, which will result in a reduction of the grade. (See below for the grading system.)

## **5. Peer reviews:**

### Instructions for critically engaging in peer evaluations

- a. This course assumes that everyone is a learner and a teacher and that everyone is mutually responsible for participating in the educational process.
- b. All writing assignments need to be posted on the small group discussion board on the designated date (the same time that you submit the writing assignment, please, remember to upload the paper on the discussion board, too.)
- c. You are to read and review EVERY group members' papers that were posted. However, if a member of the group did not post the paper until 2 days prior to the peer review is due, you are NOT responsible for reviewing it.
- d. The peer review needs to be approximately 200 words initially.
- e. The main objective of the peer review is to help the group members to improve the paper contents and further stimulate mutually beneficial educational experience. Hence, sharing one's own perspectives, suggesting different sociological concepts or theories, or making concrete recommendations to improve the work of group members are expected.
- f. At no point, insensitive and/or hurtful personal attack is permitted. In case of inappropriate feedbacks to group mates' work ever occurs, the instructor reserves her right to either reassign the group and/or terminate the student(s) access to small group discussion board.
- g. After the initial peer reviews from other members of the discussion group, students are expected to freely engage in further comments, observations, and questions as they see fit.

## **6. ACADEMIC (DIS)HONESTY**

- In case of **plagiarism** and cheating (e.g., generated from online paper warehouses, friends, printed materials, etc.), the student will get automatically get zero (0) as the grade for the writing assignment.
- Violation of the Academic Honesty policy will result in an F in the course and possible disciplinary action. All violations will be formally reported to the Dean of Arts and Sciences. The University's policy on academic honesty can be found at <http://www2.gsu.edu/~wwwfhb/sec409.html>
- The university's policy on academic honesty is published in the Undergraduate Curricular Affairs Handbook (and the Faculty Affairs Handbook), which is available to all members of the university community. Lack of knowledge of this policy is not an acceptable defense to any charge of academic dishonesty.

## **7. STUDENT ACCOMMODATION POLICY**

- Students who wish to request accommodation for a disability may do so by contacting the Office of Disability Services.
- Students without the Office of Disability Services' issuance will not be accommodated.

- It is students' responsibility to notify the instructor of all classes in which accommodations are sought. Students need to notify in writing in the first week of classes that they are registered with disability services and make a copy of the form from the Office of Disability Services for the instructor.

## 8. EMAIL GUIDELINES

- Students are expected to conduct themselves professionally at all times, including email communication
- Students need to use GSU-issued student email account to communicate with the instructor. The instructor is **not** responsible to reply to messages sent from students' personal email accounts.
- Do **NOT** send email messages via iCollege to the Instructor. The instructor will not respond if students send messages via iCollege.
- When inquiring about specifically grade-related questions, please remember to include PANTHER ID. Otherwise, the instructor will not release grade-related information via email.
- While the instructor will check e-mail messages regularly, it is ultimately students' responsibility to follow course-work related instructions listed in this syllabus. And please, refer to the syllabus, before asking mechanical questions via e-mail.

\*\* In this semester, I will be working with a few GRA/GTA (Graduate Student Research/Teaching Assistants). I will share their names and contact info on iCollege as the semester progresses.

### The Grading System:

- Grades are not negotiable.
- No 'incomplete' will be given, except in cases of extreme personal emergency/health situation affecting the final grade. Written documents of physicians or other official persons need to be submitted to be considered by the instructor.
- Feb 27, 2018 is the last day to drop the course and possibly receive a "W"

Exam I & II (100 points each): 200 points

5 Assignments (50 points each): 250 points

5 Assignment Peer Reviews (50 points each): 250 points

A+ (100-97)	700-679 points	B+ (89-87)	629-609 points
A. (96-93)	678-651 points	B (86-83)	608-581 points
A- (92-90)	650-630 points	B- (82-80)	580-560 points
C+ (79-77)	550-539 points	D (69-60)	489-420 points
C (76-73)	538-511 points	F (below 60)	below 420 points
C- (72-70)	510-490 points		



# Final Report

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**Affordable Learning Georgia Textbook Transformation Grants  
Final Report**

## General Information

**Date:** 05/25/18

**Grant Round:** 10

**Grant Number:** 341

**Institution Name(s):** Georgia State

**Project Lead:** Sarah Hepler

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

Jung Ha Kim, Jung Ha Kim, Principal Senior Lecturer & Director of Undergraduate Studies, Sociology,  
jhkim@gsu.edu, 404-413-6518

Sarah Hepler, Manager of Instructional Design, Center for Excellence in Teaching and Learning,  
shepler2@gsu.edu, 404-413-4476

**Course Name(s) and Course Numbers:** Sociology 1101: Intro to Sociology

**Semester Project Began:** Fall 2018

**Final Semester of Implementation:** Spring 2018

**Total Number of Students Affected During Project:** 130

## 1. Narrative

For the narrative, [please see a blog I posted about it](#) several weeks ago on the project.

## 2. Quotes

“The writing assignments help me better my understanding of the textbook, and the assignments help me better my writing skills”

“Honestly, the best part of this course is being able to communicate with everyone else in it. Everyone’s peer review offers different perspective and help me understand the course even better”

“More readings from outside the book”

Three students also mentioned the grading process as “slow” and “in need of improvement” especially during the modules 1 and 2.

“Be unbiased in my reviews of papers and take my criticism well. Hopefully be able to give my professor good information that can help future students, too”

## 3. Quantitative and Qualitative Measures

### 3a. Uniform Measurements Questions

#### 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: 128

- Positive: 90 % of 63 number of respondents
- Neutral: 5 % of 63 number of respondents
- Negative: 5% of 63 number of respondents

These numbers are based on the Final Discussion discussed below.

#### Student Learning Outcomes and Grades

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

Choose One:

- Positive: Higher performance outcomes measured over previous semester(s)
- 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:**

*Depending on what you and your institution can measure, this may also be known as a drop/failure rate or a withdraw/failure rate.*

  33.6  % of students, out of a total 130 students affected, dropped/failed/withdrew from the course in the final semester of implementation.

Choose One:

- x   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. Measures Narrative**

Both qualitative and quantitative measures were used to measure the effectiveness and effects of the course redesign. The two grantees and a T.A. will collaborate on data collection and analysis.

## **Quantitative Measures**

### **Outcomes Attainment**

Our main quantitative measures were pre- and post-module quizzes aligned to standards set at a success threshold of 75%. Using the American Sociological Association (ASA) standards-aligned course template, students will be required to take pretest and posttest surveys of the five designated lesson plans on Brightspace. The results of these pretest and posttest surveys were documented and analyzed by the Progress Tool in Brightspace to measure student learning outcomes. Another purpose for these pretest and posttest surveys were for students to assess their own progress of mastering course materials. While students weren't be graded on these surveys, they were required to take them, in order to access the actual lesson plans. For instance, Module 1 components were locked - but visible - until the Module 1 pre-test was taken and Module 2 was completely locked until the Module 1 post-test was taken.



INTRODUCTION TO SOCIOLOGY Section 003 Spring Semester 2018 Spring 2018

85.69 %

Summary

Grades

Objectives

Content

Discussions

Assignments

Quizzes

Checklist

Surveys

Login History

### Objectives Progress

Learning Objectives Passed  
100 % (8/8)

Completed: 8/8

Not Started (0) | In Progress (0) | Passed (8) | Needs Remediation (0)

Describe the role of theory in building sociological knowledge and evaluate the limitations of different theoretical frameworks

100 % (1 / 1) Complete 1 / 1 Achieved

1 Activities, 0 Objectives

Last Updated: Mar 28, 2018 12:35 PM

Writing Assignment 4  
Based On: Grade Threshold: 80 %

96 %

Critically evaluate claims about the social world by identifying and appraising assumptions underlying theory construction and social policy, deductively deriving theories from assumptions, inductively reasoning from evidence to theoretical conclusions, and

100 % (1 / 1) Complete 1 / 1 Achieved

1 Activities, 0 Objectives

Last Updated: Mar 28, 2018 12:35 PM

Writing Assignment 4  
Based On: Grade Threshold: 80 %

96 %

Describe the role of social research methods in building sociological knowledge

100 % (1 / 1) Complete 1 / 1 Achieved

1 Activities, 0 Objectives

Last Updated: Feb 24, 2018 1:22 PM

Writing Assignment 2  
Based On: Grade Threshold: 80 %

96 %

Identify major methodological approaches and the design of doing research including sampling, measurement, and data collection

100 % (1 / 1) Complete 1 / 1 Achieved

1 Activities, 0 Objectives

Last Updated: Feb 24, 2018 1:22 PM

Writing Assignment 2  
Based On: Grade Threshold: 80 %

96 %

Conduct and critique empirical research through the articulation of the effective use of evidence, the generation of research questions or hypotheses from sociological theories and concepts, and the recognition of the limits of the scientific method in und

100 % (1 / 1) Complete 1 / 1 Achieved

1 Activities, 0 Objectives

Last Updated: Feb 24, 2018 1:22 PM

Writing Assignment 2  
Based On: Grade Threshold: 80 %

96 %

Express sociological ideas in a clear and coherent manner, in both written and oral communication, to the general public

100 % (1 / 1) Complete 1 / 1 Achieved

1 Activities, 0 Objectives

Last Updated: Mar 9, 2018 12:28 PM

Writing Assignment 3  
Based On: Grade Threshold: 80 %

82 %

Demonstrate informational, technological and quantitative literacy

100 % (1 / 1) Complete 1 / 1 Achieved

1 Activities, 0 Objectives

Last Updated: Mar 9, 2018 12:28 PM

Writing Assignment 3  
Based On: Grade Threshold: 80 %

82 %

Demonstrate an understanding of the kinds of work sociologists do, including an awareness of how sociology is used in clinical and applied settings, and the value of sociological knowledge and skills in the workplace

100 % (1 / 1) Complete 1 / 1 Achieved

1 Activities, 0 Objectives

Last Updated: Mar 9, 2018 12:28 PM

Students were highly successful in meeting this 75% threshold on the 8 identified learning objectives:

- 111 completed and mastered all 8 learning objectives
- 17 Didn't engage with all 8
- 10 completed but needed more remediation on at least one

**Grades**

Here are the Spring '18 vs Spring '17 Grades and DFW. There was a 78% improvement in student final grade under the new course design and a 14% reduction in DFWs.

Semester	CRN	Course	Professor	A (90-100)	B (80-89)	A-B	C (70-79)	D (60-69)	F <60	W	DFW	DFW%	Other	Total	CRS AVG (Rounded grade point average)
Spring 18	20759	SOCI 1101	Kim, Jung	54	23	77	8	4	11	28	43	33.60%	0	128	3.1
Spring 17	10785	SOCI 1101	Kim, Jung	11	21	32	36	11	28	11	50	42.00%	1	119	1.74
			Difference	43	2	45	-28	-7	-17	17	-7	-0.084		9	1.36
			Percentage Change	391%	10%	141%	-78%	-64%	-61%	155%	-14%	-20%		8%	78%
Adjusted for Enrollment Number															
Spring 18	20759	SOCI 1101	Adjusted by 3.52%	52.10	22.19	74.29	7.72	3.86	10.61	27.02	41.49	33.59%	0	123.5	2.99
Spring 17	10785	SOCI 1101	Adjusted by -3.64%	11.40	21.77	33.17	37.31	11.40	29.02	11.40	51.82	41.96%	1.04	123.5	1.80
			Adjusted Difference	40.70	0.43	41.13	-29.59	-7.54	-18.41	15.61	-10.33	-0.084			1.19
			Adjusted Percentage Change	357.00%	1.96%	124.00%	-79.31%	-66.15%	-63.43%	136.96%	-19.94%	-19.94%			66%

**Qualitative Measures**

We used two qualitative measures of the course: beginning and end of course discussion posts and a mid semester responsive evaluation.

Here is a description of each post:

**Welcome Module Discussion Post**

In the Welcome module of the course, students were required to respond to a discussion prompt focusing on expectations. The discussion prompt read: It was great reading your responses to the Welcome discussion - I'm so glad to have you in the class and really enjoyed learning about each of you. One of the most important skills to learn as a budding sociologist is self reflection. Throughout the course we'll be working on our skills of reflection so let's get started now. In this post, you'll be reflecting on your expectations for the course. At the end of the course, we'll do the same exercise and you'll reflect on how your ideas have changed: What are your general expectations for yourself and your classmates this semester? In other words, how do you think your experience will be this semester? How do you predict that your experience this semester might affect your life after this semester is over? Although you have a textbook for this course, it is free. How do you think that not having to buy a textbook will affect your experience?

**Final Module Discussion Post**

In the Final module of the course, students were required to respond to a discussion prompt reflecting on how their expectations and thinking evolved during the semester. This discussion prompt read: Thank you all for participating in this course. Remember when we thought about your expectations early in the semester? Now it's time to reflect on those expectations as well as looking towards the future. The goal of this activity is to help you reflect on your own thinking and how it has changed during the semester. To do this activity, you need to look back at what you wrote during the Welcome module. How did your experiences this semester match your expectations? How did they differ? How could you see yourself using your experiences this semester in the future? How did not having to buy a textbook affect your experience?

Qualitative data were analyzed using an iterative, thematic approach. First, a random sample of student pre/post-test discussions will be selected. We will then read through each pre-test discussion post, coding relevant sections. The same process will be carried out for the post-test discussion post. Codes will then be collapsed into themes.

**Midterm Evaluation**

A midterm GIFT (Group Instructional Feedback Technique) evaluation was carried out by the two PI's on this project. We received 59 responses. The results were collated and themed and then shared with the students. Jung Ha made several small tweaks to the course based on this process:



## SOCI 1101 Midsemester Evaluation

Hi! Please take a few minutes to complete this midsemester course evaluation. Your answers will help improve the course

What aspects of this course ENHANCE your learning?

Long-answer text

What aspects of this course can be IMPROVED?

Long-answer text

What could YOU (as a student) do to make the course better for your classmates

Long-answer text

The Mid-semester Evaluations	Mar 20, 2018 1:19 PM	Apr 9, 2018 12:13 PM	Expired
<p>I hope you enjoyed a restful spring break.</p> <p>I'd like to give thanks to everyone who participated in the mid-semester course evaluation. THANK YOU! Fifty-nine people shared their thoughts and opinions. There are a few emerging topics that were mentioned in BOTH the "learning enhancement" and the "further improvement" sections of the evaluation and some constructive critiques that I'd like to share with you in your own words:</p> <p>a) <u>The peer review:</u></p> <p>"This discussion questions insure that I am reading and REALLY understanding the topics. I also enjoy that I can compare my understanding with other classmates." "Honestly, the best part of this course is being able to communicate with everyone else in it. Everyone's peer review offers different perspective and help me understand the course even better" Items of the course."</p> <p>"I think it would be useful if there was something we could do after the reviews for our essays in order to return it in for a higher grade with the corrections added."</p> <p>b) <u>The writing assignment:</u></p> <p>"The writing assignments help me better my understanding of the textbook, and the assignments help me better my writing skills." "The writing assignments, and getting to express my own opinions on certain subjects." (x4) "The peer review and writing assignments, I feel like we should do something different sometimes instead of the same routine every module." "There is a lot of writing, some of it does not seem to be related to what we are actually learning. The amount of work is overwhelming and discourage students from actually learning."</p> <p>c) <u>The "tests"</u></p> <p>The Pre-test &amp; the post-test were mentioned as positive learning enhancements.</p> <p>The test - the length and the format - was mentioned as mostly things to improve, either more time or fewer questions.</p> <p>d) <u>The course syllabus:</u></p> <p>"Knowing the format and schedule of the class without having to worry about changes to due dates and other things" (as +). "The lay out of the syllabus" (as -).</p> <p>e) <u>Other suggestions</u></p> <p>"I like the set-up and format that the course and instructor is presently. I would change minor things, such as the hour of times that text-alert messages goes out to students cellphones. Like students, the instructors can work various hours and days as they seem necessary. Getting a text alert at 6AM or 12AM is not good for a full-time working student/adult."</p> <p>"Possibly more quizzes, I have some anxiousness that although I am doing my work, I am not able to focus of what information is the most important to take in."</p> <p>"More readings from outside the book"</p> <p>"The aspects that can be improved in this course would probably be more communication between the professor and the students. This is an online class so professors and students don't have facial interactions, possibly making it harder to learn the material.</p> <p>The workload: "Honestly, for it to be an introduction to Sociology, this feels more like an advanced class. Especially with the strict deadlines and three pages every week."</p> <p>Three students also mentioned the grading process as "slow" and "in need of improvement" especially during the modules 1 and 2.</p> <p>Some self-reflection: "Need to ask more questions and improve my writing by thinking deeper."</p> <p>"Be more detailed in my discussion post replies. If the student actually reads the comments on their paper, they will see what they are doing wrong. hopefully, they would change what needs to be changed on their next assignment, so that they can make a higher grade"</p> <p>"I could log on and do the assignments sooner and try not to procrastinate. That way my peers can have more time to read and review my work."</p> <p>"Be unbiased in my reviews of papers and take my criticism well. Hopefully be able to give my professor good information that can help future students, too."</p> <p>As you can tell, there is A LOT that you shared in the mid-semester evaluation. And I thank you for sharing!</p> <p>A few "improvements" of sorts that I can implement immediately:</p> <p>A study-guide for TEST II (will be posted during the first week of April);</p> <p>An onsite review session for the exam: March 30 (Fri) from 12 to 1 p.m. in the Sociology Dept. Conference room (Langdale Hall, 10<sup>th</sup> floor).</p> <p>An online review session on April 5 (Thursday) via the Frequently Asked Questions from 12 to 1 p.m. Please, send questions related to the exam 2. I will try my best to answer them during this special time period.</p> <p>** Needless to say, these are optional and additional opportunities for you to utilize, based on your needs, schedule, and priorities. There is no need to worry if you can't or don't participate in any of them.</p> <p>(And lastly, if I were to offer an online course for a regular class-size, then, I'd probably integrate BOTH group-discussions and class-discussions. Regardless of the size of the class, I'd also change the procedure of the writing assignments and the peer-reviews. That is, I'd ask students to conduct the peer reviews first and submit the (revised) writing assignments after the peer reviews. Thanks, again, for all your constructive critiques.)</p> <p>As you can tell from the Modules and the syllabus, the semester's work is about to completed soon in this course. Please, try to put in more conscious effort and energy to successfully complete the coursework for the next three or four weeks.</p>			

## 4. Sustainability Plan

This course will be made freely available to all instructors teaching Sociology 1101 at all GSU campuses. Importantly, this course will be made available as a template to adjunct instructors teaching at the GPC campuses. Thus, this template will be open to critique and collaboration from other sociologists at all campuses. This includes those faculty that are full-time, adjunct, visiting, and GRA's. We see this as a small, non-mandatory transformative step towards fostering a culture of sharing and collaboration between the different campus units of GSU. The course will be updated and supported each semester with help of GSU's Center for Excellence in Teaching and Learning. Human resources at the CETL include instructional designers, multimedia designers, learning technologists, and a data science/analytics team.

## 5. Future Plans

- The success of this project has already begun to affect the content selection choices of other Sociology professors. In addition, the Center for Excellence in Teaching and Learning is currently seeking other OER grant opportunities to infuse free, reusable content in as many of our courses as possible.
- We presented our project at the Teaching and Learning Conference in Spring 2018. We also [published a blog on the finished product and process](#). We will continue to write and think about OER in future designs and as the online programs expand at GSU.

## 6. Description of Photograph

Jung Ha Kim, Jung Ha Kim, Principal Senior Lecturer & Director of Undergraduate Studies, Sociology,  
jhkim@gsu.edu, 404-413-6518

Sarah Hepler, Manager of Instructional Design, Center for Excellence in Teaching and Learning,  
shepler2@gsu.edu, 404-413-4476

