Political Science Grants Collections   Political Science

Summer 2017

American Government (UWG)

Kathleen Barrett
University of West Georgia, kbarrett@westga.edu

Bryan Jones
University of West Georgia, bjones32@westga.edu

Gordon Litton
University of West Georgia, glitton1@my.westga.edu

Robert Cabrera
University of West Georgia, rcabrer3@my.westga.edu

Mikhail Beznosov
University of West Georgia, mbeznosov@westga.edu

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Kathleen Barrett, Bryan Jones, Gordon Litton,
Robert Cabrera, Mikhail Beznosov

American Government

Affordable
Learning Georgia

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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.

Initial Proposal

Application Details

Manage Application: ALG Textbook Transformation Grant

Award Cycle:	Round 4
Internal Submission Deadline:	Monday, September 7, 2015

Application Title:	172
Submitter First Name:	Kathleen
Submitter Last Name:	Barrett
Submitter Title:	Lecturer
Submitter Email Address:	kbarrett@westga.edu
Submitter Phone Number:	678-839-6504
Submitter Campus Role:	Proposal Investigator (Primary or additional)
Applicant First Name:	Kathleen
Applicant Last Name:	Barrett
Applicant Email Address:	kbarrett@westga.edu
Applicant Phone Number:	678-839-6504
Primary Appointment Title:	Lecturer
Institution Name(s):	University of West Georgia

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

Dr. Kathleen Barrett, Lecturer, Political Science and Planning, University of West Georgia, kbarrett@westga.edu

Brian Jones, Graduate Assistant, Political Science and Planning, University of West Georgia, bjones32@my.westga.edu

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

Dr. Sal Peralta, Chair, Department of Political Science and Planning, University of West Georgia

Proposal Title: 172

Course Names, Course Numbers and Semesters Offered:

American Government, POLS 1101, Fall 2016, Spring 2017

Final Semester of Instruction:	Spring 2017
Average Number of Students per Course Section:	150
Number of Course Sections Affected by Implementation in Academic Year:	4
Total Number of Students Affected by Implementation in Academic Year:	600
List the original course materials for students (including title, whether optional or required, & cost for each item):	Enduring Democracy (With Minhdtap) 4th Edition by Kenneth Dautrich and David A. Yalof, required, $177.20
Proposal Categories:	No-Cost-to-Students Learning Materials
Requested Amount of Funding:	$10,000
Original per Student Cost:	$177.20
Post-Proposal Projected Student Cost:	$0
Projected Per Student Savings:	$177.20
Plan for Hosting Materials:	D2L

Project Goals:

This transformation has three goals. First is to transform the current American Government class using readings and resources that are no cost to the student. American Government is a required, entry level course, part of Core Area E. While there is no set text for this course across all sections at University of West Georgia (UWG), the most common textbook provides significant tools for the students but is costly. This places a significant burden on students who are already struggling to pay college costs. This transformation will eliminate this cost for four large (150 person) sections of American Government (two sections for each of two semesters). Consequently the transformation will impact 600 students in the first year for a cost savings of $106,320. As additional sections begin using the transformed course materials 50 to 150 students per section will no longer need to pay for course materials. Additionally, this course will be available for use by the online American Government Instructors.

Second, this transformation incorporates exercises and tools, comparable to expensive texts such as Enduring Democracy (with Mindtap), that encourage the students to participate in the class. These exercises and tools also allow the instructor to measure the students' progress continually during the semester rather than waiting for a test or exam. This allows the

instructor to intervene with the student as early as possible to student success with this required course.

Finally, this transformation establishes a template for the American Government course that can be copied and used by other American Government instructors at UWG and other schools with access to D2L. The template will include resources for both students and instructors thus providing incentives for its use. Since methods and procedures to keep the content current without major revisions are included in the transformation this will result in a tool that remains both timely and effective. This propagates the use of Affordable Learning materials and reduces course preparation time for the instructors.

Statement of Transformation:

Currently, the American Government classes at UWG use costly texts and resources associated with those texts to encourage students to participate in the class and monitor their progress. This transformation will develop a course and course materials that achieve the same ends but at no cost to the student.

There are three stakeholders in this transformation. The first is the student. American Government is a required course. When the course materials are costly this puts an undue burden on the students who are already struggling with the heavy cost of higher education. Eliminating the cost to the student of the course materials for this required course makes it easier for them to meet the requirements necessary for graduation. Since many of those taking American Government are freshmen and first generation college students this is particularly daunting and frustrating at a time when they are already overwhelmed and scared.

Many of the students taking this course are not interested in politics and do not see its value in their lives. The transformation of this course allows the creation of timely, interesting, and relevant material as well as interactive exercises. An important part of the transformation is development of a process and procedure to ensure that materials are updated each semester. Furthermore, the transformation can include material on Georgia's government which is required by the Georgia Legislature but not included in the commonly used textbooks.

Since this is a required course providing students timely feedback and support is necessary to ensure their success. Transforming this course to include tools for both instructors and students to monitor progress and provide timely interventions, without costly materials, will improve student retention, progress, and graduation (RPG). When students struggle with a course that is required but not in their major, and frequently of no interest to them, they risk becoming frustrated and not completing college. This transformation will help mitigate that risk.

The current use of materials puts a tremendous financial and learning burden on the students. Even if students rent or use ebooks the cost of the books is significant. If the student is struggling to afford school this puts a further financial burden on therm. Students with scholarships often have to wait until well into the semester before they have the funding thus reducing their ability to learn from the texts. Those students who rent or use ebooks to save on costs are unable to easily highlight or make notes to facilitate their thinking and recollection. Other students will either spend time hunting a less expensive version of the book, frequently purchasing an older version of the book that is missing material and does not have the current information. Some students choose not to purchase the class materials which makes their

learning harder and, particularly in the case of the American Government text, prevents them in participating in the learning activities. This can also impact their grade, particularly where the instructor bases grades on activities available only through the text.

The second stakeholder is the Political Science department of UWG. This transformation will allow the department to offer a lower cost version of the required American Government class both in the classroom and online. This will allow the department to fulfill both its requirements for the University but also provide outreach for other members of the community.

Instructors within the department will also be impacted because they will not be required to spend time and effort choosing textbooks and other materials for the course as well as dealing with issues at the bookstore. Selecting the appropriate text for a class is time consuming as is incorporating and or creating other materials that correspond with the text. This is complicated when the bookstore either makes finding the text difficult, does not clarify which texts are required by which classes/instructors, or orders incorrect material.

UWG is also a stakeholder in this transformation. As a result of this transformation the University will be able to offer a required course that does not require students to pay for texts or resources. This removes a barrier to student retention, continued progression, and timely graduation. Additionally, by transforming this class with the help of a course designer the ability to ensure student success will be part of the course thus further increasing the likelihood that students will complete college.

Because it is important to student success that the American Government instructors track progress throughout the semester, many instructors are using costly tools provided by publishers. Since American Government is a required course for UWG it is imperative that the Political Science Department support the students in every way possible to be successful in the class to ensure their retention and graduation (RPG). By providing an Affordable Learning option for this class the cost barrier, particularly for non-Political Science majors, is removed. By formatting the class in a way that ensures timely monitoring and intervention by the instructor student retention, progression, and graduation rates increase. Providing tools similar to those provided by publishers (such as Mindtap) used by American Government instructors will allow progress tracking and intervention needed to ensure increased RPG rates.

As the ability of the student to both afford and be successful in the American Government class increases the ability for students to remain in college, progress through their courses, and graduate increases.

Transformation Action Plan:

Action plan:
* Determine material needed to meet Learning Objectives designated by UWG for American Government.
* Develop Syllabus outline.
* Review existing Affordable Learning materials and assess appropriateness to achieve Learning Outcomes designated by UWG for American Government.
* Identify gaps between existing materials and needs.
* Identify or develop materials to fill gaps.

* Identify and develop tools to monitor student progress through the semester.
* Complete syllabus using Affordable Learning tools.
* Establish access to materials through D2L.
o Set up course template to follow syllabus.
o Establish access to resources, activities, tools associated with each topic in the syllabus.
* Develop and incorporate success measurements.
* Develop procedures to review and update materials and resources.
* Develop appropriate documentation for students and instructors.
* Develop D2L course template for incorporation into future American Government courses.

Quantitative & Qualitative Measures:	Quantitative Measures
	* Student responses to pre/post test measuring progress against Learning Outcomes
	* Based on responses to an anonymous, ungraded quiz given at the beginning of the semester and at the end of the semester
	* Questions included will be tied to learning outcomes and affordable materials used during the class
	* The difference between the two tests will demonstrate an increase in student knowledge based on the affordable material
	* Student performance in the class based on grades compared to grades in the same semester and previous semesters that were not based on Affordable Learning materials
	* Particular attention will focus on at-risk students
	* Measures of access of materials
	* Depending on technology available, access to materials by students will be assessed
	* To be considered successful students must be accessing the materials as appropriate for the class
	* Student rating of course and materials
	* At the end of the semester the student is asked to rate, among other aspects, the effectiveness of the class and appropriateness of class materials on a 5 point scale
	* These measures will be used as an indication of student impact from the student's perspective
	Qualitative Measures
	* Problems reported by students in accessing materials
	* A problem log will be maintained throughout the semester to track problems encountered by students
	* To be considered successful the students should have minimum problems accessing the materials
	* Problem logs will be used to resolve any common issues and/or complaints logged by students
	* Comments provided in the student's exit survey
	* The student rating survey includes a place for the student to comment on the course

and materials
* These comments will be used to determine the student's assessment of the materials in relation to the course
* Student comments in answer to a question on about the change in their 1) understanding of government, 2) interest in American Government and Politics, and 3) ability to influence American Government
* Feedback provided by student to an open ended question at the end of the course
* This will provide more detailed information on the student's view of the materials

Timeline:

Note: The bulk of the work will occur during the Summer of 2016. Work prior to that time is preparatory.

October 2015
* Attend Kickoff meeting

January 2016
* Determine types of material needed to meet Learning Objectives designated by UWG for American Government.

February 2016
* Develop Syllabus outline.

March/April 2016
* Review existing Affordable Learning materials and assess appropriateness to achieve Learning Outcomes designated by UWG for American Government.

May 2016
* Identify gaps between existing materials and needs.
* Graduate Assistant training on Learning Technology Methodology

June 2016
* Identify or develop materials to fill gaps (including readings, websites, films, and simulations).

July 2016
* Identify and develop tools to monitor student progress through the semester.
* Complete syllabus using Affordable Learning tools.
* Establish access to materials through D2L.
o Set up course template to follow syllabus.
o Establish access to resources, activities, tools associated with each topic in the syllabus.
o Incorporate success measurements
* Develop D2L template for incorporation into future American Government courses.

August 2016
* Develop procedures to review and update materials and resources.
* Develop appropriate documentation for students and instructors.
* Develop teaching tools (presentations, lecture notes)

Fall 2016
* First two sections

December 2016
* Review metrics

* Review materials
* Make revisions as appropriate
Spring 2017
* Second two sections

Budget:

Project Expense:

Travel to Kickoff Meeting $800

Transformation Expense:

Salary Release Barrett Spring 2016 $1500

Salary Release Barrett Summer 2016 $3500

Salary Brian Jones March, April 2016 $1400

Salary Brian Jones May, June, July, August 2016 $2800

Total: $10,000

Sustainability Plan:

Initially this transformation is for multiple sections of American Government by one instructor, although the other American Government instructors will be included in the design and review of the course. Included in the transformation is a template D2L class that can be copied into future sections for use by any and all American Government instructors. This material will also be available as a template for online offerings of the course.

By including a Graduate Assistant trained on the learning technology and involved with the process a resource is available to help and support the efforts of others as they begin using this material. The Graduate Assistant will be available to train other instructors and assistants in the learning technology. The Graduate Assistant will also be able to be able to train other Graduate Assistants in the process to ensure continual updating of the material so it remains timely and relevant. Additionally, graduate assistants will provide support to the instructors as they begin using this material.

There are also two inherent incentives for other instructors to use the course resulting from this transformation. Because the design of the course is based on tying the Affordable Learning materials to the Learning Outcomes for the American Government course it provides a clear and documented link and measure for achieving the Learning Outcomes. This prevents future instructors from having to develop and document those links themselves. Additionally, the availability of the template reduces time spent by instructors in developing and establishing the course in D2L. They will be able to easily copy the course materials into their course, review the materials, and provide any supplements they feel necessary. This allows the instructors more time to spend supporting and interacting with students.

Department of Political Science and Planning
Carrollton, Georgia 30118-2100
College of Social Sciences

September 4, 2015

Affordable Learning Georgia

To Affordable Learning Committee Members,

I write to you to lend our department's full support to Dr. Kathleen Barrett's transformation of American Government classes. This is an extremely important effort for my department because it will contribute to UWG's effort to increase retention, progression and graduation. Of equal importance, it will save students $106,320 in the first year with increased earnings as more of our instructors use the transformed course.

American Government is a required course in Core Area E. A majority of the students are freshmen, many first generation college students, and most struggling with college costs. Having to purchase texts for this class puts an added burden and stress on them that jeopardizes their success in the class and, consequently, their ability to remain in college and graduate.

This transformation designs and establishes a D2L based course that replaces expensive textbooks and associated tools with interesting and innovative material and exercise.

This Affordable Learning Transformation grant for American Government benefits students by removing the stress of finding and purchasing resources and providing more interesting and timely material. It benefits both instructors and students by providing tools that track student progress and allow instructors to provide timely interventions thus ensuring student success in the course. It benefits instructors by reducing the time required to find and provide access to class materials and resources thus increasing the time they can spend directly helping students. These benefits apply equally to both classroom and online American Government classes.

As Chair of the Department I am in a position to ensure that this transformation will be both sustainable and applicable to multiple sections of American Government. To ensure that the transformation is sustainable a Graduate Assistant will be assigned work with the American Government Instructors. Part of the responsibilities of the Graduate Assistant assigned to this transformation will be to ensure that future Graduate Assistants understand the workings of the course, are able to keep the material current, and help instructors use the course effectively. These efforts will ensure both the sustainability and dissemination of the transformed course.

I urge you to support and fund this worthwhile and beneficial transformation.

J. Salvador Peralta, Ph.D.
Associate Professor and Chair
Department of Political Science
University of West Georgia
Carrollton, GA 30118-2100
jperalta@westga.edu

Tel 678-839-6504 • Fax 678-839-5009 • www.westga.edu/polisci
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Syllabus

POLS 1101

American Government

COURSE INFORMATION

Course Description

A study of government and politics, including the philosophical and constitutional foundations, governing institutions, political behavior and major public policy issues. This course satisfies the State legislative requirement concerning the United States Constitution and the Georgia Constitution

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

There is no required text for this class. All material is provided through CourseDen.

Course Objectives and Learning Outcomes

Upon completion of this course, students should be able to:

1. Demonstrate a knowledge of the U. S. Constitution.

2. Demonstrate a knowledge of the Georgia State Constitution.

3. Identify the institutions and processes of the three branches of U.S. government.

4. Recognize current political issues and explain the policy making process.

5. Analyze politics in terms of political behavior and linking institutions.

6. Demonstrate that they have developed an understanding of the political and legal processes of the U.S. and Georgia, and an understanding of the terminology of political science and U.S. politics, adapting written communication to specific purposes and audiences.

Tentative Schedule

Module	Topic	Materials
1	Introduction Forms of Government	• Read Democracy in Brief available at https://publications.america.gov/publication/democracy-in-brief/ • Read pages 6-8 in About America: How the United States is Governed available at http://photos.state.gov/libraries/korea/49271/dwoa_122709/US_Governed.pdf • Read Al Jazeera: What's happening to American Democracy? Available at http://www.aljazeera.com/programmes/peopleandpower/2016/03/happening-american-democracy-160323094609454.html • Read Declaration of the Rights of Man available at https://publications.america.gov/publication/declaration-of-the-rights-of-man-france-1789/ • Watch Monty Python: Constitutional Peasants available at https://www.youtube.com/watch?v=JvKIWjnEPNY
2	Background	• Review Declaration of Independence available at http://www.archives.gov/exhibits/charters/declaration_transcript.html • Review Articles of Confederation available at http://avalon.law.yale.edu/18th_century/artconf.asp • Read Vindicating the Founders: Lincoln's Speech on Dred Scott Decision 6/26/1857 available at http://www.vindicatingthefounders.com/library/speech-on-dred-scott.html • Play Constitution Center: Which Founder Are You available at http://constitutioncenter.org/foundersquiz/
3	Constitution Federalism	• Read The Constitutional Convention available at https://publications.america.gov/publication/790-2/ • Read Federalism available at http://www.ushistory.org/gov/3.asp • Read American Federalism 1776 to 1997 Significant Events available at https://usa.usembassy.de/etexts/gov/federal.htm • Read pages 47-91 of Council of State Governments: John Kincaid: State-Federal Relations: Lost on the Campaign Trail available at http://knowledgecenter.csg.org/kc/system/files/Kincaid%202016.pdf • Read Council of State Governments: Joseph F. Zimmerman: Trends in Interstate Relations available at http://knowledgecenter.csg.org/kc/system/files/Zimmerman%202016.pdf • Watch PBS: Akhil Amar: Indivisible Union available at http://player.pbs.org/widget/partnerplayer/2334349233/?w=320&h=180&chapterbar=false&autoplay=true • Watch PBS: Richard Beeman: Constitutional Convention: Strong v. Weak Federeal Government available at http://player.pbs.org/widget/partnerplayer/2334352375/?w=320&h=180&chapterbar=false&autoplay=true • Review U. S. Constitution Annotated available at https://www.law.cornell.edu/constitution • Play National Constitution Center: Explore the Constitution available at http://constitutioncenter.org/interactive-constitution# • Submit Federalism Reflection
4	Ideology Public Opinion Media	• Read NY Times: Liberal, Moderate or Conservative? See How Facebook Labels You available at http://www.nytimes.com/2016/08/24/us/politics/facebook-ads-politics.html?em_pos=large&emc=edit_nn_20160824&nl=morning-briefing&nlid=56536225&ref=business&_r=0 • Read Al Jazeera: The chilling effects of surveillance available at http://www.aljazeera.com/indepth/opinion/2013/06/201362574347243214.html • Read Pew Research: Political Polarization available at http://www.people-press.org/2014/06/12/section-1-growing-ideological-consistency/ • Watch President Obama's Message on the Ebola Virus available at https://www.youtube.com/watch?v=iFHEbYLmEuE • Read PBS: Election Coverage Skewed by "Journalistic Bias" available at http://www.pbs.org/wgbh/frontline/article/study-election-coverage-skewed-by-journalistic-bias/ • Read 11 Major Misconceptions About the Black Lives Matter Movement available at http://blacklivesmatter.com/11-major-misconceptions-about-the-black-lives-matter-movement/

		• Read Digital History: Native American Power Movement available at http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtid=2&psid=3348 • Submit Article Analysis
5	Parties and Elections	• Read Chapters 5 and 6 in Maisel, L. Sandy. Very Short Introductions : American Political Parties and Elections : A Very Short Introduction. New York, US: Oxford University Press, 2007. (available electronically through the library) • Read Elections USA: In Brief Series available at https://publications.america.gov/publication/elections-usa-in-brief-series/ • Read U. S. Elections: Primary Elections available at https://publications.america.gov/publication/u-s-elections-primary-elections/ • Read Midterm Elections available at https://publications.america.gov/publication/u-s-democracy-midterm-elections/ • Watch PBS: Digital Campaign available at http://www.pbs.org/wgbh/frontline/film/digital-campaign/ • Watch Ted Talks: To Get A Third Party on the Debate Stage available at https://www.youtube.com/watch?v=CHh6hWo1AFE • Watch Open Mind:Changing Politics available at http://www.thirteen.org/openmind/government/changing-politics/5366/ • Read Gallup: Does Voting Work Anymore? Available at http://www.gallup.com/opinion/chairman/193262/voting-work-anymore.aspx?g_source=Opinion&g_medium=lead&g_campaign=tiles • Review Electoral College Maps available at http://www.100bestwebsites.org/alt/evmaps/electoral-maps.htm • Play iCivics: Cast Your Vote available at https://www.icivics.org/games/cast-your-vote • Complete Political Part Scavenger Hunt
6	President	• Read Chapter 1 "An Extremist Presidency" in Ackerman, Bruce. Tanner Lectures on Human Values Ser. : The Decline and Fall of the American Republic. London, GB: Harvard University Press, 2011 (available electronically through the library) • Read Chapter 9 in Watts, Duncan. Politics Study Guides : American Presidency. Edinburgh, GB: Edinburgh University Press, 2009. (available electronically through the library) • Read NPR: So What Is An 'Executive Action' Anyway? Available at http://www.npr.org/sections/thetwo-way/2014/11/20/365467914/so-just-what-is-an-executive-action-anyway • Watch Frontline: Inside Obama's Presidency available at http://www.pbs.org/wgbh/frontline/film/inside-obamas-presidency/ • Read What Happens After Elections available at https://publications.america.gov/publication/what-happens-after-elections/ • Read President Trump's Inaugural Address available at https://publications.america.gov/publication/president-donald-j-trumps-inaugural-address-on-20-january-2017/ • Review Executive Orders available at https://www.archives.gov/federal-register/executive-orders/disposition.html • Play iCivics: Win the White House available at https://www.icivics.org/games/win-white-house • Submit President Reflection
7	Congress	• Read Chapters 2 and 3 PLUS one (1) topic in either Chapter 4 or 5 of Hamilton, Lee H.. How Congress Works and Why You Should Care : And Why You Should Care. Bloomington, US: Indiana University Press, 2004. (available electronically through the library) • Read an essay from Black Americans in Congress: Historical Essays available at http://history.house.gov/Exhibitions-and-Publications/BAIC/Historical-Essays/Historical-Essays/ • Review legislation at https://www.congress.gov/legislation?q=%7b%22congress%22%3a%22114%22%7d • Play iCivics: Represent Me available at https://www.icivics.org/games/represent-me • Play iCivics: Lawcraft available at https://www.icivics.org/games/lawcraft • Submit Lawcraft Review
8	Bureaucracy	• Read Chapter 12 in McKay, David. American Politics and Society (8). Somerset, GB: Wiley-Blackwell, 2013. (available electronically through the library)

		• Read NY Times: How the Sugar Industry Shifted Blame to Fat available at https://www.nytimes.com/2016/09/13/well/eat/how-the-sugar-industry-shifted-blame-to-fat.html?emc=edit_th_20160913&nl=todaysheadlines&nlid=56536225&_r=2 • Play iCivics: Executive Command available at https://www.icivics.org/games/executive-command • Complete Bureaucracy Scavenger Hunt
9	Judiciary	• Choose one (1) chapter from Part One The Justices in Lamb, Brian, Swain, Susan, and Farkas, Mark, eds. The Supreme Court : A C-SPAN Book Featuring the Justices in their Own Words (available electronically through the library) • Review Reuters: Supreme Court Roundup 2016 available at http://www.reuters.com/article/us-graphic-scotus-idUSKCN0Z21SU • Read The Heritage Guide to The Constitution: Ex Post Facto available at http://www.heritage.org/constitution/#!/articles/1/essays/63/ex-post-facto • Read U. S. Supreme Court: Guardian of the Constitution available at https://publications.america.gov/publication/u-s-supreme-court-guardian-of-the-constitution/ • Play iCivics: Supreme Decision available at https://www.icivics.org/games/supreme-decision • Platy iCivics: Court Quest available at https://www.icivics.org/games/court-quest • View SCOTUSblog available at http://www.scotusblog.com/ • Submit Supreme Court reflection
10	Civil Liberties	• Read Chapter 1 in Kramer, Daniel C.. Price of Rights : The Courts, Government Largesse, and Fundamental Liberties. New York, US: Peter Lang Publishing, 2004. (available electronically through the library) • Read Chapter 6 in Herman, Susan N.. Taking Liberties : The War on Terror and the Erosion of American Democracy. Cary, GB: Oxford University Press, USA, 2011. (available electronically through the library) • Watch Ted Talks: A prosecutor's vision for a better justice system available at https://www.youtube.com/watch?v=H1fvr9rGgSg • Read NY Times: Civil Liberties Today available at http://www.nytimes.com/2011/09/07/us/sept-11-reckoning/civil.html?_r=0 • Read Eleanor Roosevelt: Preserving Civil Liberties available at https://www.gilderlehrman.org/sites/default/files/inline-pdfs/2Preserve.pdf • Read Freedom of Expression at a Glance available at https://publications.america.gov/publication/freedom-of-expression-at-a-glance/ • Play Annenberg: First Amendment Game available at http://www.annenbergclassroom.org/page/the-first-amendment-tinker-v-des-moines • Complete Amendment Quiz
11	Civil Rights	• Read Chapter 11 in Tsesis, Alexander. We Shall Overcome : A History of Civil Rights and the Law. New Haven, US: Yale University Press, 2008. (available online through the library) • Read Dr. King's Letter from Birmingham Jail available at https://kinginstitute.stanford.edu/king-papers/documents/letter-birmingham-jail • Review Civil Rights 101 available at http://www.civilrights.org/resources/civilrights101/ • Watch BBC: Inside the Mind of White America available at http://www.bbc.com/news/av/world-us-canada-36551938/inside-the-mind-of-white-america • Watch White Privilege Glasses available at https://www.youtube.com/watch?v=swDQiUwmezg • Submit Civil Rights Reflection
12	Foreign Policy	• Read Chapter 7 in Mintz, Alex, Wayne, Carly, and Mintzf, Alex. The Polythink Syndrome : U. S. Foreign Policy Decisions on 9/11, Afghanistan, Iraq, Iran, Syria, and ISIS. Palo Alto, US: Stanford University Press, 2016. (available electronically through the library) • Play iCivics: Crisis of Nations available at https://www.icivics.org/games/crisis-nations • Submit Foreign Policy Reflection
13	Economic Policy	• Read Chapter 11 in Wallace, William McDonald. The Decline and Fall of the U.S. Economy: How Liberals and Conservatives Both Got It Wrong : How Liberals and Conservatives Both Got It Wrong. Praeger, 2010. (available electronically through the library) • Read Foreign Policy: Why Young Americans are Giving Up on Capitalism available at http://foreignpolicy.com/2016/06/16/why-young-americans-are-giving-up-on-capitalism/ • Read CATO Institute: How European Welfare Discourages Work available at https://www.cato.org/publications/commentary/how-european-welfare-discourages-work

		• Watch Fight of the Century: Keynes vs. Hayek Round Two available at https://www.youtube.com/watch?v=GTQnarzmTOc • Play Fiscal Ship available at https://fiscalship.org/ • Play Chair the Fed available at https://sffed-education.org/chairthefed/
14	Social Policy	• Read Chapter 2 in Goldsmith, William W. and Edward J. Blakely. Separate Societies : Poverty and Inequality in U.S. Cities. vol. 2nd ed, Temple University Press, 2010. (available electronically through the library) • Read Summary of "CBO: Social Security Policy Options 2015 available at https://www.cbo.gov/publication/51011 • Watch PBS: Poor Kids available at http://www.pbs.org/wgbh/frontline/film/poor-kids/ • Play iCivics: People's Pie available at https://www.icivics.org/games/peoples-pie • Submit Social Policy Reflection
15	Georgia	• Read Chapter 9 in Gerston, Larry N.. American Federalism: A Concise Introduction : A Concise Introduction. Armonk, US: Routledge, 2007. (available electronically through the library) • Read Georgia Government Overview available at http://georgiainfo.galileo.usg.edu/topics/government • Review the current Georgia Constitution available at http://www.wipo.int/wipolex/en/text.jsp?file_id=194553 • Play iCivics: Counties Work available at https://www.icivics.org/games/counties-work • Take Georgia Quiz
16	The Future	• Read Chapter 15 in Winograd, Morley, and Hais, Michael D.. Millennial Makeover : MySpace, YouTube, and the Future of American Politics. New Brunswick, US: Rutgers University Press, 2008. (available electronically through the library) • Play iCivics: Activate available at https://www.icivics.org/games/activate

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: May 26, 2017

Grant Number: ALG 172

Institution Name(s): University of West Georgia

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

Dr. Kathleen Barrett, Lecturer, Political Science, kbarrett@westga.edu

Bryan Jones, graduate student, Political Science, bjones32@my.westga.edu

Gordon Litton, graduate student, Political Science, glitton1@my.westga.edu

Robert Cabrera, student, Political Science, rcabrer3@my.westga.edu

Dr. Mikhail Beznosov, Instructor, Political Science, mbeznosov@westga.edu

Project Lead: Dr. Kathleen Barrett

Course Name(s) and Course Numbers: American Government POLS 1101

Semester Project Began: Summer 2016

Semester(s) of Implementation: Fall 2016, Spring 2017

Average Number of Students Per Course Section: 70

Number of Course Sections Affected by Implementation: Fall 2016: 3, Spring 2017: 3

Total Number of Students Affected by Implementation: Total: 412; Fall 2016: 192, Spring 2017: 220

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

The accomplishment from this project is that there is an American Government course that is up-to-date and does not require the students to purchase a textbook. The transformation experience was interesting because we learned about available resources that were creative and provide the students with background information or the ability to reinforce basic course concepts. The challenge is that the transformation does not stop once the course is re-designed. Part of this is the challenge to keep the course current, which is a part of teaching American Government. However, a larger part seems to be the nature of open educational resources.

The impact of this transformation on my instruction was that I no longer had to teach "to" a particular book. I used the lectures to ensure students understood the basic ideas and the supplemental material to reinforce or provide examples of that information. It also allowed me the flexibility to structure the course according to the interests of the class.

The impact on the students depended on the individual student. Since American Government is a required course that is often of little interest to the student, those students interested in the material benefitted the most. The positive impact was that students did not have to wait for funding to purchase books. Therefore, the students could keep up with the class and the assignments from the first day. Also, the students could get

more information on topics that interested them. Students performed somewhat better because they could learn the basic information without having to read a text.

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

The primary lesson I learned from this experience is that this is not a one-time effort. Using OER each semester requires validating and updating the sources and teaching materials continually, not just when the course is "transformed" or at the beginning of the semester, but throughout the semester.

2. Quotes

- Provide three quotes from students evaluating their experience with the no-cost learning materials.
- I appreciated my professor making a great effort to relate the material to current day events
- Overall I found it far more valuable to have a variety of materials providing course content rather than an overpriced textbook, and the variety kept interest better as well. There were games which were interesting and illustrated the subject matter, and I would definitely take a class with this sort of material use again.
- I loved that our instructor was generous enough to not require us to buy a textbook. I thought it was smart to utilize the internet to learn from scholarly resources that are easily accessible and that I didn't have to go out of pocket for. I got the exact same education I would have if there was a textbook required. In addition, we had so many modern day examples that were easily traceable to the context of our modules!
- Note: Please do not publish these quotes without express permission from the person.

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: __412_____

Note: These results are based on the Fall, 2016 survey as the current results are not yet available.

- Positive: _____92____ % of ___63_____ number of respondents
- Neutral: __3.2_____ % of _____63____ number of respondents
- Negative: ___4.8_____ % of ___63_____ 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)
- X   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: Note: This information is based on one class. The information for the other 2 classes is not available since it was taught be a different instructor.

__5_____% of students, out of a total ____40___ 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)
- X   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.*

  A pre and post tests in both semesters indicated a statistically significant increase in student understanding of American Government. Therefore, the OER materials successfully helped the students learn. Furthermore, there was a decrease in the DFW rate indicating that fewer students dropped the course, withdrew from the course or

failed the course. This means that the OER materials contributed to the retention and progression of students, particularly since American Government is a required course for all students. Additional, the overall grade point average for the American Government class increased. However, it is important to compare semesters (i.e. Fall to Fall and Spring to Spring) due to the change in class sizes and class composition. Fall classes tend to be larger with more first semester Freshmen, while Spring classes are smaller, the students are from a variety of levels, and there are few if any first semester Freshmen.

Overall, the students liked not having to purchase a text. Furthermore, they did find the materials helpful.

It is important to note that not all students have internet access. Reasons for this are either lack of internet access or inability to afford internet access. Also, some students actually enjoy having a text in hand. For example, in one of my classes the first thing a student did was purchase the library books used in the course.

Despite the fact that this is a required, but not perceived to be interesting, course, less than 70% of the students considered the cost of the textbook when choosing the class. Furthermore, when asked what they did with the savings some responded that they bought coffee, gifts, or spent the money on hobbies or investments.

- *Include measures such as:*
    - *Drop, fail, withdraw (DFW) delta rates*
    - *Course retention and completion rates*
    - *Average GPA*
    - *Pre-and post-transformation DFW comparison*
    - *Student success in learning objectives*
    - *Surveys, interviews, and other qualitative measures*

Comparative Drop/Withdraw	Comparative Fail	Comparative Avg. GPA
Pre-Transformation:		
Fall 2015: 3.7%	8%	3.13
Spring 2016: 1.3%	4.1%	3.42
Transformation:		
Fall 2016: 5.7%	2%	3.4
Spring 2017: 5%	0%	3.49

- *Indicate any co-factors that might have influenced the outcomes for better or worse.*

  An important co-factor is that the OER courses were taught during a Presidential election and the first 3 months of a new President's term. Presidential and Midterm elections tend to be the most interesting times for American Government because many of the students are preparing to vote for the first time in national elections.

  Class sizes and composition also differ. The fall classes tend to be more first semester Freshmen while the Spring classes are more mixed in levels and college experience. Also, one class in Fall 2016 was fully online and one was a Business Learning Community.

- *When submitting your final report, as noted above, you will also need to provide the separate file of supporting data on the impact of your Textbook Transformation (surveys, analyzed data collected, etc.)*

  See attachment.

4. Sustainability Plan

- *Describe how your project team or department will offer the materials in the course(s) in the future, including the maintenance and updating of course materials.*

  The materials in this course are available both through the learning management system (CourseDen) and in LibGuides. Two American Government instructors are currently using the course. As the courses are prepared at the beginning of each semester, the links are checked and material updated to reflect current events. During the semester both CourseDen and LibGuides are updated with current and relevant material. Additionally, instructors contribute to the test bank available in CourseDen each semester.

5. Future Plans

- *Describe any impacts or influences this project has had on your thinking about or selection of learning materials in this and other courses that you will teach in the future.*

  This project has not changed my thinking about selecting learning materials in this or other courses.   During the period of this project I also developed and taught four other courses that are OER, one of which was the other grant I submitted for Round 4 but was denied.

  In the future, I will continue using the guideline that courses will be OER unless a textbook would benefit students in their future endeavors.

- *Describe any planned or actual papers, presentations, publications, or other professional activities that you expect to produce that reflect your work on this project.*

A presentation has been accepted for the OpenEd17 conference and we are contributing a chapter to *OER: A Field Guide for Academic Librarians*.

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.*

From left to right: Bryan Jones, team member and graduate assistant; Dr. Kathleen Barret, team lead and instructor; Gordon Litton, team member.