

# Grants Collection

Clayton State University



UNIVERSITY SYSTEM  
OF GEORGIA

Antoinette Miller, Mark Daddona, Nichelle Gause,  
Christina Grange, Samuel Maddox

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# Introduction to General Psychology

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## Grants Collection

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

Each collection contains the following materials:

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



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# Syllabus

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**PSYC 1101 Online (Miller) Spring 2016 Course Schedule**

- **Lesson 1 - What is Psychology? Jan 18, 2016 - Jan 24, 2016**
  - Read Chapter 1: <http://cnx.org/contents/Sr8Ev5Og@5.45:6HoLG-TA@5/Introduction>
  - Initial Discussion Posts due for "So What Do you Want to be..." Jan 20, 2016
  - Final Posts due for "So What Do You Want to be...." Jan 24, 2016
  - Lesson 1/Chapter 1 Quiz - Due Jan 24, 2016 11:59 PM
- **Lesson 2 - Research Methods Jan 25, 2016 - Jan 31, 2016**
  - Read Chapter 2:  
<http://cnx.org/contents/Sr8Ev5Og@5.45:QKvTPo6D@4/Introduction>
  - Initial Posts due for Find a Study Discussion Jan 27, 2016
  - FINAL POSTS due for Find a Study Discussion Jan 31, 2016
  - Lesson 2/Chapter 2 Quiz - Due Jan 31, 2016 11:59 PM
- **Lesson 3 - Biopsychology Feb 1, 2016 - Feb 7, 2016**
  - Read Chapter 3:  
<http://cnx.org/contents/Sr8Ev5Og@5.45:eJGkJf3W@4/Introduction>
  - INITIAL posts due for Neuro science Scavenger Hunt Feb 3, 2016
  - FINAL posts due for Neuroscience Scavenger Hunt Feb 7, 2016
  - Lesson 3/Chapter 3 Quiz - Due Feb 7, 2016 11:59 PM
- **REVIEW for Test 1 - Lessons 1-3 Feb 8, 2016 - Feb 10, 2016**
- **TEST 1 - Lessons 1-3 Feb 11, 2016 - Feb 13, 2016**
- **Lesson 4 - States of Consciousness Feb 15, 2016 - Feb 21, 2016**
  - Read Chapter 4: <http://cnx.org/contents/Sr8Ev5Og@5.45:zywvQOJS@5/Introduction>
  - Initial Posts for "Issues with our Consciousness" Discussion due Feb 17, 2016
  - Final Posts for "Issues with our Consciousness" Discussion due Feb 21, 2016
  - Lesson 4/Chapter 4 Quiz - Due Feb 21, 2016 11:59 PM
- **Lesson 5 - Learning Feb 22, 2016 - Feb 28, 2016**
  - Read Chapter 6: <http://cnx.org/contents/Sr8Ev5Og@5.45:Nc0-RFXN@4/Introduction>
  - Initial posts for "Learning Applications" Discussion due Feb 24, 2016
  - Final posts for "Learning Applications" Discussion Due Feb 28, 2016
  - Lesson5/Chapter 6 Quiz - Due Feb 28, 2016 11:59 PM
- **Lesson 6 - Thinking and Intelligence Feb 29, 2016 - Mar 6, 2016**
  - Read Chapter 7:  
<http://cnx.org/contents/Sr8Ev5Og@5.45:3DT0XBfK@4/Introduction>
  - Initial Posts due for "Intelligent Biases" Discussion Mar 2, 2016
  - Final Posts due for "Intelligent Biases" Discussion Mar 6, 2016
  - Lesson 6/Chapter 7 Quiz - Due Mar 6, 2016 11:59 PM
- **SPRING BREAK! Mar 7, 2016 - Mar 13, 2016**
- **Review for Test 2 Mar 14, 2016 - Mar 16, 2016**
- **Test 2 Lessons 4-6 Mar 17, 2016 - Mar 19, 2016**
- **Lesson 7 - Memory Mar 21, 2016 - Mar 27, 2016**
  - Read Chapter 8:  
<http://cnx.org/contents/Sr8Ev5Og@5.45:m3fzcXQd@4/Introduction>
  - First posts for Memory Demos Discussion due Mar 23, 2016

- Final Posts for Memory Demos Discussion Due Mar 27, 2016
- Lesson 7/Chapter 8 Quiz - Due Mar 27, 2016 11:59 PM
- **Lesson 8 - Development Mar 28, 2016 - Apr 3, 2016**
  - Read Chapter 9:  
<http://cnx.org/contents/Sr8Ev5Og@5.45:Sb3wIXEi@4/Introduction>
  - Firsts posts for 'Splain That! Discussion due Mar 30, 2016
  - Final Posts for 'Splain That! Discussion due Apr 3, 2016
  - Lesson 8/Chapter 9 Quiz - Due Apr 3, 2016 11:59 PM
- **Lesson 9 - Personality Apr 4, 2016 - Apr 10, 2016**
  - Read Chapter 11:  
<http://cnx.org/contents/Sr8Ev5Og@5.45:X7llv6fX@5/Introduction>
  - First posts for Personality Scavenger Due Apr 6, 2016
  - Final Posts for Personality Scavenger Hunt due Apr 10, 2016
  - Lesson 9/Chapter 11 Quiz - Due Apr 10, 2016 11:59 PM
- **Review for Test 3 (Lessons 7-9) Apr 11, 2016 - Apr 13, 2016**
- **Test 3 (Lessons 7-9) Apr 14, 2016 - Apr 16, 2016**
- **Lesson 10 - Social Psychology Apr 18, 2016 - Apr 24, 2016**
  - Read Chapter 12:  
<http://cnx.org/contents/Sr8Ev5Og@5.45:CPgnr15T@4/Introduction>
  - First Posts for Social Thoughts Discussion due Apr 20, 2016
  - Final Posts for Social Thoughts Discussion due Apr 24, 2016
  - Lesson 10/Chapter 12 - Due Apr 24, 2016 11:59 PM
- **Lesson 11 (Disorders and Therapy - TWO CHAPTERS) Apr 25, 2016 - May 1, 2016**
  - Read Chapters 15 and 16:
  - <http://cnx.org/contents/Sr8Ev5Og@5.45:LMdT4sx @5/Introduction> (Ch. 15)
  - <http://cnx.org/contents/Sr8Ev5Og@5.45:quO6dhNg@4/Introduction> (Ch. 16)
  - Initial Posts for Disorders and Therapy Case Studies due! Apr 27, 2016
  - Final Posts due for Disorders and Therapy Case Studies Discussion May 1, 2016
  - Lesson 11/Chapters 15 and 16 Quiz - Due May 2, 2016 11:59 PM
- **REVIEW!! May 2, 2016**
- **FINAL EXAM - Cumulative May 3, 2016 - May 5, 2016**

**PSYC 1101 Online (Gause) – Spring 2016 Course Schedule**

<u>Date</u>	<u>Topics</u>	<u>Assigned Chapters in the Open Stax text</u>
1/11	Introduction to Psychology	1
1/18	Psychological Research <b>Syllabus Quiz due 1/21/16</b>	2
1/25	Biopsychology	3
2/1	States of Consciousness <b>Test 1 due on 2/3/16 by 5pm (EST) Ch. 1-3</b>	4
2/8	Sensation & Perception	5
2/15	Learning	6
2/22	Thinking & Intelligence <b>Test 2 due on 2/24/16 by 5pm (EST) Ch. 4-6</b>	7
2/29	Memory Group Activity 1 Due 2/29 in Dropbox <b>Midpoint is 3/4/2016, Last Day to Withdraw from Course</b>	8
<b>3/7</b>	<b>Spring Break (No Assignments Due)</b>	
3/14	Lifespan Development	9
3/21	Emotion & Motivation <b>Test 3 due on 3/23/16 by 5pm (EST) Ch. 7-9</b>	10
3/28	Personality	11
4/4	Social Psychology	<b>12</b>

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4/11	Stress, Lifestyle, and Health Group Activity 2 Due 4/11 in Dropbox <b>Test 4 due 4/13/16 by 5pm (EST) Ch. 10-12</b>	14
4/18	Psychological Disorders	15
4/25	Therapy & Treatment	16
5/2	<b>Final Examination due on D2L by 5/6/16 @5:00 PM (EST)...Exam will open at 9am 5/3/16</b>	Heavy emphasis (80%) on chapters 14, 15, & 16. Additional 20% will be over chapters 2, 6, 9, and 11

**PSYC 1101 Seated (Daddona) Spring 2016 Course Schedule**

Class Dates	Topics	Assignments Due
<b>Week 1</b> January 11	Course Introduction Review Syllabus What is Psychology?	
January 13	Introduction to Psychology	Chapter 1 <a href="http://cnx.org/contents/Sr8Ev5Og@5.45:6HoLG-TA@5/Introduction">http://cnx.org/contents/Sr8Ev5Og@5.45:6HoLG-TA@5/Introduction</a>
January 15	Introduction to Psychology	
<b>Week 2</b> January 18	<b>M. L. King Holiday: No Class</b>	
January 20	Psychological Research	Chapter 2 <a href="http://cnx.org/contents/Sr8Ev5Og@5.45:QKvTPo6D@4/Introduction">http://cnx.org/contents/Sr8Ev5Og@5.45:QKvTPo6D@4/Introduction</a>
January 22	Psychological Research Correlation Video: <a href="https://www.youtube.com/watch?v=8B271L3NtAw">https://www.youtube.com/watch?v=8B271L3NtAw</a>	
<b>Week 3</b> January 25	Psychological Research	
January 27	Biopsychology	Chapter 3 <a href="http://cnx.org/contents/Sr8Ev5Og@5.45:eJGkJf3W@4/Introduction">http://cnx.org/contents/Sr8Ev5Og@5.45:eJGkJf3W@4/Introduction</a>
January 29	Biopsychology	
<b>Week 4</b> February 1	Biopsychology	
February 3	States of Consciousness	Chapter 4 <a href="http://cnx.org/contents/Sr8Ev5Og@5.45:zywvQOJS@5/Introduction">http://cnx.org/contents/Sr8Ev5Og@5.45:zywvQOJS@5/Introduction</a>
February 5	States of Consciousness	
<b>Week 5</b> February 8	States of Consciousness	
February 10	Exam 1: Chapters 1-4	Study for Exam 1



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Class Dates	Topics	Assignments Due
February 12	Discuss Exam Results, Begin Sensation and Perception	Chapter 5 <a href="http://cnx.org/contents/Sr8Ev5Og@5.45:SPm67RdT@6/Introduction">http://cnx.org/contents/Sr8Ev5Og@5.45:SPm67RdT@6/Introduction</a>
<b>Week 6</b> February 15	Sensation and Perception  Show Selective Attention Test Video: <a href="http://openstaxcollege.org/l/blindness">http://openstaxcollege.org/l/blindness</a>  Blind Spot Video Test: <a href="https://www.youtube.com/watch?v=aB_oEknhlW8">https://www.youtube.com/watch?v=aB_oEknhlW8</a>  Opponent Process Theory Video: <a href="https://www.youtube.com/watch?v=VeDOPGRMZ7Y">https://www.youtube.com/watch?v=VeDOPGRMZ7Y</a>  Subliminal Messages Videos: <a href="https://www.youtube.com/watch?v=igSxEU6CgQQ">https://www.youtube.com/watch?v=igSxEU6CgQQ</a> <a href="https://www.youtube.com/watch?v=ma68XtdBTfM">https://www.youtube.com/watch?v=ma68XtdBTfM</a>  Sound Waves Video: <a href="https://www.youtube.com/watch?v=dbeK1fg1Rew">https://www.youtube.com/watch?v=dbeK1fg1Rew</a>	
February 17	Sensation and Perception	
February 19	Learning	Chapter 6 <a href="http://cnx.org/contents/Sr8Ev5Og@5.45:Nc0-RFXN@4/Introduction">http://cnx.org/contents/Sr8Ev5Og@5.45:Nc0-RFXN@4/Introduction</a>
<b>Week 7</b> February 22	Learning	
February 24	Learning	
February 26	Thinking and Intelligence	Chapter 7 <a href="http://cnx.org/contents/Sr8Ev5Og@5.45:3DT0XBfK@4/Introduction">http://cnx.org/contents/Sr8Ev5Og@5.45:3DT0XBfK@4/Introduction</a>
<b>Week 8</b> February 29	Thinking and Intelligence	
March 2	Thinking and Intelligence	

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Class Dates	Topics	Assignments Due
March 4	Exam 2: Chapters 5-7	Study for Exam 2
March 4	<b>Last Day to Withdraw with a “W”</b>	
<b>Week 9</b> March 7-11	<b>Spring Break: No Class</b>	
<b>Week 10</b> March 14	Discuss Exam Results, Begin Memory	Chapter 8 <a href="http://cnx.org/contents/Sr8Ev5Og@5.45:m3fzcXQd@4/Introduction">http://cnx.org/contents/Sr8Ev5Og@5.45:m3fzcXQd@4/Introduction</a>
March 16	Memory Lost in the mall (false memories) Video: <a href="http://www.youtube.com/watch?v=i0u2s_WGXA">http://www.youtube.com/watch?v=i0u2s_WGXA</a>  Flash Bulb Memories Video: <a href="https://www.youtube.com/watch?v=p0ikVcwqao">https://www.youtube.com/watch?v=p0ikVcwqao</a>	
March 18	Memory	
<b>Week 11</b> March 21	Memory	
March 23	Lifespan Development	Chapter 9 <a href="http://cnx.org/contents/Sr8Ev5Og@5.45:Sb3wIXEi@4/Introduction">http://cnx.org/contents/Sr8Ev5Og@5.45:Sb3wIXEi@4/Introduction</a>
March 25	Lifespan Development	
<b>Week 12</b> March 28	Lifespan Development Fetal Development Video: <a href="https://www.youtube.com/watch?v=iv-anNDQhIYI">https://www.youtube.com/watch?v=iv-anNDQhIYI</a>	
March 30	Personality	Chapter 11 <a href="http://cnx.org/contents/Sr8Ev5Og@5.45:X7llv6fX@5/Introduction">http://cnx.org/contents/Sr8Ev5Og@5.45:X7llv6fX@5/Introduction</a>
April 1	Personality	
<b>Week 13</b> April 4	Personality	
April 6	Exam 3: Chapters 8, 9, 11	Study for Exam 3

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Class Dates	Topics	Assignments Due
April 8	Social Psychology	Chapter 12 <a href="http://cnx.org/contents/Sr8Ev5Og@5.45:CPgnr15T@4/Introduction">http://cnx.org/contents/Sr8Ev5Og@5.45:CPgnr15T@4/Introduction</a>
<b>Week 14</b> April 11	Social Psychology Stanford Prison Experiment Videos: <a href="https://www.youtube.com/watch?v=Z0jYx8nwjFQ&amp;nohtml5=False">https://www.youtube.com/watch?v=Z0jYx8nwjFQ&amp;nohtml5=False</a>  <a href="https://www.youtube.com/watch?v=oAX9b7agT9o&amp;nohtml5=False">https://www.youtube.com/watch?v=oAX9b7agT9o&amp;nohtml5=False</a>  Milgram Obedience Study Video: <a href="https://www.youtube.com/watch?v=fCVII-4GZQ">https://www.youtube.com/watch?v=fCVII-4GZQ</a>	
April 13	Social Psychology	
April 15	Stress, Lifestyle, and Health	Chapter 14 <a href="http://cnx.org/contents/Sr8Ev5Og@5.45:oEYbq2uU@4/Introduction">http://cnx.org/contents/Sr8Ev5Og@5.45:oEYbq2uU@4/Introduction</a>
<b>Week 15</b> April 18	Stress, Lifestyle, and Health	
April 20	Stress, Lifestyle, and Health	
April 22	Psychological Disorders	Chapter 15 <a href="http://cnx.org/contents/Sr8Ev5Og@5.45:LMdT4sx_@5/Introduction">http://cnx.org/contents/Sr8Ev5Og@5.45:LMdT4sx_@5/Introduction</a>
<b>Week 16</b> April 25	Psychological Disorders	
April 27	Psychological Disorders	
April 29	Psychological Disorders	
<b>Week 17</b> May 2	Course Wrap-Up Review for Final	
May 6 8:30 am	Final Exam: Chapters 12, 14, 15, some cumulative	

## **PSYC 1101 Seated (Maddox) Spring 2016 Course Schedule**

**Schedule for Spring Semester (May be amended or changed on website!)**

### **Text Book**

<http://cnx.org/contents/Sr8Ev5Og@5.45:6HoLG-TA@5/Introduction>

### **Week of January 15<sup>th</sup>**

Friday- Introduction to Class & Begin Chapter 1: Introduction to Psychology

### **Week of January 22<sup>nd</sup>**

Friday- Continue Chapter 1 & Begin Chapter 2: Psychological Research

### **Week of January 29<sup>th</sup>**

Friday- Begin Chapter 3: Biopsychology

### **Week of February 5<sup>th</sup>**

Friday- Continue Chapter 3

**EXAM 1 OPENS IN D2L (Covering chapters 1-3)**

### **Week of February 12<sup>th</sup>**

Friday- Begin Chapter 5: Sensation & Perception

### **Week of February 19<sup>th</sup>**

Friday- Begin Chapter 9: Lifespan Development (**Group Project: Developmental Disability Assignment due**)

**EXAM 2 OPENS IN D2L (Covering chapters 5 & 9)**

### **Week of February 26<sup>th</sup>**

Friday- Begin Chapter 6: Learning

### **Week of March 4<sup>th</sup>**

Friday- Begin Chapter 7: Thinking and Intelligence

**Note: Midterm (last day to drop) is Friday, March 4<sup>th</sup>**

### **Week of March 11<sup>th</sup>**

**SPRING BREAK!**

### **Week of March 18<sup>th</sup>**

Friday- Continue Chapter 7

**EXAM 3 OPENS IN D2L (Covering chapters 6-7)**

### **Week of March 25<sup>th</sup>**

Friday- Begin Chapter 10: Emotion and Motivation

**Week of April 1<sup>st</sup>**

Friday- Begin Chapter 11: Personality

**EXAM 4 OPENS IN D2L (Covering chapters 10-11)**

**Week of April 8<sup>th</sup>**

Friday- Begin Chapter 15: Psychological Disorders

**Week of April 15<sup>th</sup>**

Friday- Chapter 12 Social Psychology (**Group Project: Research in Psychology**)

**Week of April 22<sup>nd</sup>**

Friday- Continue Chapter 12

**EXAM 5 OPENS IN D2L (Covering Chapters 12 & 15)**

**Week of April 29<sup>th</sup> LAST DAY OF CLASS!**

Monday- Continue Chapter 12 & Discuss Research in Psychology (**Group Project Due!**)

**FINAL EXAM OPEN FROM May 7<sup>TH</sup>- May 13<sup>TH</sup> (Covering all prior chapters and presentations)**

**PSYC 1101 Seated (Grange) Spring 2016 Course Schedule**

**Text Book**

<http://cnx.org/contents/Sr8Ev5Og@5.45:6HoLG-TA@5/Introduction>

Week		Topic(s)
1	1/12	Welcome, Overview, and Service Learning
	1/14	Special Presentation: Mr. Horowitz-Garcia, Manager StoryCorps
2	1/19	Chapter 1: Introduction to Psychology
3	1/25	Chapter 3: Biopsychology <a href="https://storycorps.org/listen/ryan-sharp-and-kirk-sharp/">https://storycorps.org/listen/ryan-sharp-and-kirk-sharp/</a>
	1/28	<a href="http://www.onbeing.org/program/james-doty-the-magic-shop-of-the-brain/transcript/8418">http://www.onbeing.org/program/james-doty-the-magic-shop-of-the-brain/transcript/8418</a>
4	2/2	Chapter 6: Learning
	2/4	Special Presentation: Ms. N. Hutson, Director, Department of Campus Life
5	2/9	Special Presentation: Clayton County Department of Senior Services <a href="https://storycorps.org/listen/kenya-gore-and-rowena-gore-simmons/">https://storycorps.org/listen/kenya-gore-and-rowena-gore-simmons/</a>
6	2/16	Chapter 7: Thinking and Intelligence
	2/18	<a href="https://storycorps.org/animation/making-it/">https://storycorps.org/animation/making-it/</a>
7	2/23	Chapter 9: Life Span Development <a href="http://news.wabe.org/post/storycorps-parys-and-terence-grigsby">http://news.wabe.org/post/storycorps-parys-and-terence-grigsby</a> (Psychosocial Theory)
	2/25	<a href="http://www.businessinsider.com/why-reading-to-children-is-important-2016-3">http://www.businessinsider.com/why-reading-to-children-is-important-2016-3</a> (Brain Development)
8	3/1	<b>Exam 1</b> (Chapters 7, 9)
	3/3	<i>PACE Project Group Work</i>
9	Spring Break – March 7-11, 2016	
10	3/15	Chapter 11: Personality
	3/17	<a href="https://storycorps.org/listen/noah-mcqueen-and-barack-obama-150225/">https://storycorps.org/listen/noah-mcqueen-and-barack-obama-150225/</a>
11	3/22	Chapter 12: Social Psychology Overview
	3/24	
12	3/29	<i>PACE Project Group Work</i>
	3/31	<b>Exam 3</b> (Chapter 11, 12, 13)

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13	4/5 4/7	Chapter 15: Psychological Disorders <a href="https://storycorps.org/listen/sean-fitzpatrick-and-john-gately-150612/">https://storycorps.org/listen/sean-fitzpatrick-and-john-gately-150612/</a> <a href="https://storycorps.org/listen/kevin-briggs-and-kevin-berthia-150306/">https://storycorps.org/listen/kevin-briggs-and-kevin-berthia-150306/</a>
14	4/12	Chapter 15: Psychological Disorders
15	4/19 4/21	PACE Group Project Presentations PACE Group Project Presentations
16	4/26 4/28	PACE Group Project Presentations Final Exam Review
		<b>Cumulative Final Exam</b> (Thursday, 5/5/16, 10:15am) <a href="#"><u>Spring 2016 Final Exam Schedule</u></a>

# Initial Proposal

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## Application Details

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### Manage Application: Textbook Transformation Grant

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**Award Cycle:** Round 3

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

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**Application Title:** 130

**Submitter First Name:** Antoinette

**Submitter Last Name:** Miller

**Submitter Title:** Professor of Psychology

**Submitter Email Address:** antoinettemiller@clayton.edu

**Submitter Phone Number:** 678-466-4834

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

**Applicant First Name:** Antoinette

**Applicant Last Name:** Miller

**Applicant Email Address:** antoinettemiller@clayton.edu

**Applicant Phone Number:** 678-466-4834

**Primary Appointment Title:** Professor of Psychology

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

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

Antoinette Miller, Professor of Psychology – antoinettemiller@clayton.edu

Samuel Maddox, Associate Professor of Psychology – samuelmaddox@clayton.edu

Mark Daddona, Associate Professor of Psychology – markdaddona@clayton..edu

Christina Grange, Assistant Professor of Psychology – christinagrang@clayton.edu

Eckart Werther, Assistant Professor of Psychology – eckartwerther@clayton.edu

Nichelle Gause, Instructor of Psychology – nichellegause@clayton.edu

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

Donna McCarty, Chair, Department of Psychology, Clayton State University

**Proposal Title:** 130

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

Introduction to General Psychology – PSYC 1101 – every semester (Fall, Spring, and Summer, each academic year)

**Final Semester of Instruction:** Spring 2016

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

**Number of Course Sections Affected by Implementation in Academic Year:** 20

**Total Number of Students Affected by Implementation in Academic Year:** 800

**List the original course materials for students (including title, whether optional or required, & cost for each item):** Myers, “Psychology”, 10<sup>th</sup> Ed., with Launchpad. ISBN 1-4641-8960-9  
REQUIRED

**Proposal Categories:** OpenStax Textbooks

**Requested Amount of Funding:** \$29,900

**Original per Student Cost:** \$136.99

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

**Projected Per Student Savings:** \$136.99/Student; \$109,592/ year total student savings (for 800 students)

**Plan for Hosting Materials:** OpenStax CNX

**Project Goals:**

- Lower student materials costs in PSYC 1101
- Maintain course materials quality
- Improve student overall course satisfaction
- Improve retention and graduation rates
- Serve as a successful example of low-cost course transformation for other faculty

## **Statement of Transformation:**

The transformation will involve using the free, online, peer-reviewed textbook (Psychology) offered through OpenStax College. These materials will replace the textbook (Myers) and LaunchPad (the online homework system bundled with that text), which for each course costs \$136.99 as a bundle at the Clayton State University bookstore.

Key stakeholders in the transformation will be the students who take PSYC 1101 at Clayton State University; PSYC 1101 is a Core Area E option, and a popular course at Clayton State (approximately 800 students take it per year according to our institutional research). Additionally, the Psychology major is one of the largest at our institution (averaging 500 students each academic year).

The use of free OpenStax materials will make it easier for our student to finance their education. Because of the steadily increasing cost of course materials, many of our students may choose not to purchase the textbook in order to conserve funds; the majority of our students rely on one more form of financial aid, regardless of their level (freshman through senior).

This is particularly of great concern for our full-time, first-year students who are required to live on campus and incur additional housing expenses with a finite amount of financial resources. For instance, 92% of our first-year students received federal and/or state financial aid during Fall Semester 2014. The estimated semester cost of tuition, fees, housing, and meal plan for new first-year students in Fall Semester 2015 is \$7,898. If students receive HOPE, Pell, subsidized loans as well as unsubsidized loans, they will not only go in debt their first semester, but will need an additional \$235 to pay their charges, and will have to find other means to purchase their textbooks. Additionally, the recent dual-enrollment changes at the state level will only cover the cost of \$25 per credit hour for textbooks, and the institutions are not permitted to extend any additional textbook charges to the students

Regardless of where they may be in their respective academic program, the students' decision not to purchase the text likely has a detrimental effect on their performance in all course formats (seated, hybrid/half-online, or fully online), particularly with the institution's increasing emphasis on hybrid (half-online) and fully online courses where the responsibility for first exposure to the course content often shifts to the students.

During the 2014-2015 academic year, approximately 800 students enrolled in PSYC 1101, including 193 first-year students and 93 dual-enrollment students. Therefore, the financial savings of this grant will impact many students. This transformation will result in total student savings of approximately \$109,592 per year based on this average annual enrollment of 800 students.

## **Transformation Action Plan:**

The psychology faculty at Clayton State have identified, reviewed, and selected the free course materials from OpenStax for adoption in all sections of PSYC 1101 starting in the fall semester of 2015. Because the content coverage is equivalent between the OpenStax textbook and the current course textbook, the course and syllabus instructional preparation will

be equivalent. Professors will at a minimum need to revise their lecture notes for the new material, and full-time faculty will need to mentor adjunct faculty during the transition from the Myers to the OpenStax book. Our faculty are also exploring the online resources available to students via the Memory Science, Odigia, and Lrner interactive-learning platforms; faculty may use these resources in designing the fully-online or half-online sections. Our initial redesign and pilot will take place in the Fall 2015 semester, at the end of which we will assess its effectiveness (see Measures section), make modifications as needed, and implement the modified course sections in Spring 2016.

Each team member will contribute to the completion of both the mid-implementation project status report (at the end of the Fall 2015 term) and the final project report (at the end of the Spring 2016 term). Antoinette Miller and one additional team member (TBD) will attend the kick-off training/implementation meeting, and will participate as needed in ALG-related communications.

Clayton State is officially a “laptop campus” and students sign an agreement upon enrollment stating that they have access to a PC and the internet, so each of them should be able to access and use the materials without having to pay any additional costs. Additionally Clayton State has significant infrastructure and resources to support half-online and fully-online course delivery.

**Quantitative & Qualitative Measures:** Quantitative measures will include longitudinal tracking of DFW rates in the impacted courses, and overall student performance. Comparisons will be made between PSYC 1101 sections prior to and following the OpenStax adoption, anticipating a reduction in DFW rates. Qualitative measures will include student responses on anonymous surveys and feedback from psychology faculty teaching with the OpenStax book. These will incorporate questions regarding the usability, readability, perceived textbook utility, and whether students would recommend the PSYC 1101 course to others.

**Timeline:**

- Summer 2015: initial course revision to incorporate the OpenStax text for Fall 2015 launch
- July 13, 2015: Required kick-off training/implementation meeting
- Fall 2015: Implementation of the new material in PSYC 1101 course, ongoing evaluation of effectiveness; revision as needed following the Fall semester end and interim report to ALG.
- Spring 2016: Revised implementation of new material in PSYC 1101 course, incorporating feedback from Fall 2015 implementation and evaluation; final report to ALG.

**Budget:**

- Salary compensation (Differential for overload/release time)
  - Antoinette Miller, \$4,850
  - Samuel Maddox, \$4,850
  - Mark Daddona, \$4,850
  - Christina Grange, \$4,850
  - Eckart Werther, \$4,850
  - Nichelle Gause, \$4,850
- Travel: \$800 (For Miller, and one additional team member to attend kick-off meeting)

Total: \$29,900

**Sustainability Plan:**

Our plan is to continue using these materials into the indefinite future; PSYC 1101 is a regular course offering, for majors and non-majors. Psychology faculty may contribute to the continued development of the materials (by suggesting revisions or contributing to the pool of homework problems, for example) in order to enhance their utility and sustainability. Continuous evaluation of effectiveness will inform revisions for future semesters.



College of Arts and Sciences  
Department of Psychology

May 20, 2015

Dr. Antoinette R. Miller  
Department of Psychology  
2000 Clayton State Blvd.  
Morrow, GA 20360

Dear Dr. Miller:

We are pleased to express our full endorsement of your team's efforts in developing the proposal, "OpenStax Conversion for PSYC 1101," submitted in response to the USG Affordable Learning Georgia Textbook Transformation Round 3 Request for Proposal. This proposal is aligned with University and College of Arts and Sciences initiatives to identify and implement effective strategies for reducing textbook costs for our students. Furthermore, this proposal is in keeping with our efforts to remove barriers to degree completion for our student population, many of whom receive some form of financial assistance.

The Department of Psychology houses one of the largest majors on campus while also serving the entire campus community through its provision of PSYC 1101, Introduction to General Psychology. This course is a popular Area E Core Curriculum course that is also required of the approximately 470 Psychology majors and 280 minors; in fact, the course is taken by approximately 800 students annually. Replacing the expensive textbook materials traditionally used for this course will reduce the significant percentage of students who currently take the course without purchasing the text materials. The conversion to OpenStax has the potential to save Clayton State University students over \$109,000 in materials costs each academic year. Clearly, the ultimate goal of student success is served by this proposal.

The scope of work and timeline associated with replacing the current textbook with the OpenStax *Psychology* text is both reasonable and achievable from a course administration standpoint. The OpenStax text offers accessibility and quality; a review of the materials by the faculty who teach Introduction to Psychology has resulted in an affirmation that it is comparable in content to our current materials and will serve our students needs. Additionally, regular assessments of its effectiveness will be conducted so that implementation of these materials can be modified as needed to ensure the ongoing quality of our PSYC 1101 course during and after the conversion.

Having reviewed the proposal, we confirm that the faculty involved have the expertise to implement the course transformation in a way that is consistent with Clayton State's mission to create educational experiences that stimulate intellectual curiosity, critical thinking and innovation for students and the greater community. The team of faculty assembled are dedicated and experienced psychology instructors with a documented record of success both as teachers and educational innovators. These qualities, in conjunction with the support of both the College of Arts and Sciences and the Department of Psychology, ensure the success of this project both from the departmental and student perspectives.

Sincerely

A handwritten signature in blue ink, appearing to read "Nasser Momayezi".

Nasser Momayezi, Ph.D.  
Dean, College of Arts & Sciences

A handwritten signature in blue ink, appearing to read "Donna W. McCarty, Ph.D.".

Donna McCarty, Ph.D.  
Chair, Department of Psychology

# Final Report

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

**Date:** 5/20/2016

**Grant Number:** 130

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

**Team Members**

Antoinette Miller, Professor of Psychology – antoinettemiller@clayton.edu

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Eckart Werther, Assistant Professor of Psychology – eckartwerther@clayton.edu

**Project Lead:** Antoinette Miller, Professor of Psychology – antoinettemiller@clayton.edu

**Course Name(s) and Course Numbers:** Introduction to General Psychology – PSYC 1101

**Semester Project Began:** Fall 2015

**Semester(s) of Implementation:** Fall 2015, Spring 2016

**Average Number of Students Per Course Section:**

Fall 2015: 30

Spring 2016: 36

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

Fall 2015: 12

Spring 2016: 8

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

Fall 2015: 359

Spring 2016: 284



## **Narrative**

### *Key Outcomes:*

The following includes input from team members Miller, Daddona, Gause, Grange, and Maddox. Team member Werther managed data collection and compilation of supporting materials for future sustainability efforts.

Our project goals were to:

- Lower cost of materials for students in PSYC 1101
- Maintain quality of content in the course materials.
- Improve overall student satisfaction with the courses.
- Improve retention, progression, and graduation rates.
- Inspire colleagues to emulate this project and lower material costs in other courses.

During the course of Fall 2015 (our initial pilot semester) and Spring 2016 (final semester of implementation), we delivered courses in multiple formats including fully seated, half-online (hybrid), and fully-online. Our student population ranged from Move On When Ready (MOWR) to traditional students to non-traditional and transfer students.

Making the transition from a print text with multiple ancillaries (including Power Point slides, test banks, online learning materials, etc.) appeared somewhat daunting at first, however was smoother for many of us than initially expected. Several of our sections had been previously developed to be “book-agnostic,” where the textbook was primarily used as the means for concept introduction and with significant supplementation from other sources (such as current events, television programs including Brain Games, and various online resources including YouTube and the American Psychological Association online materials). Previously adopted texts also had seemed somewhat more difficult for students to digest particularly in the fully online sections, and so having a more approachable text such as the OpenStax book was beneficial.

We felt more in control of our own instruction, since previous texts had been nearly overloaded with information in every chapter, and we often felt rushed to cover it all; the more focused nature of the OpenStax book was both a benefit and a challenge in this respect, since each instructor took a slightly different focus with the general psychology course. However, the ability to mold and create content within the text itself (while initially time consuming) allowed for more flexibility of instruction.

Its electronic (web-based or PDF) nature also permitted more in-class use of the text, since students were able to scroll through quickly and without the additional physical burden of carrying heavy texts to class. One of us regularly observed her students accessing the web-based or PDF version of the text via their computers, tablets and phones, which did present some distraction initially. Following some conversation, the instructor determined that it wasn't a liability for the students and represented a new way for technology to be used in the

classroom, and that access allowed her to hold her students accountable for the course content in a different and potentially better way than before.

Having ready access to the text did allow for the students to more fully engage with the material during coursework and study time. One of our sections incorporated significant group work and this access allowed for a “no-excuses” atmosphere that facilitated those discussions.

Collectively, we agreed that the text (with supplementation where we identified gaps) was sufficient for our needs and instructional styles and due to its reduced cost the superior option in comparison to its competitors. The students appreciated the opportunity of having the three options for the textbook: purchasing print version at an extremely low cost, downloading the PDF version, and accessing the online version. These options were especially appreciated by our students because many first-year students enroll in PSYC 1101, and at our institution the vast majority of their financial aid is used for tuition, fees, required on-campus housing, and the required meal plan. As a result, many of our first-year students simply are unable to purchase some of their traditional textbooks, and their course performance likely is affected by this.

Challenges encountered with this transition often rested with the computer “savviness” of our students; those that were more comfortable with technology clearly benefited from the online text, and it was clear to instructors through the student performance which were regularly accessing the text. Additionally, it seemed that there was some inconsistency in the page numbering between the three versions (online, PDF, print) of the text.

The relatively spare nature of the ancillaries (Power Points in particular) required some adjustment and pooling of resources across team members. Additionally, the test bank required reformatting (using Respondus or similar programs) to be imported into Desire2Learn or test creation software, although the number and breadth of questions was appreciated.

However, beginning from a relatively blank slate in instructional support did allow for us to step back and re-evaluate what we considered to be important and to think more creatively regarding how to approach topics and in-class/out-of-class activities.

Psychology faculty experienced multiple visits from several textbook sales representatives and received numerous introductory psychology textbooks in the mail this past year. Some of these textbooks were much more affordable than in the past due to reducing the number of chapters, offering loose-leaf versions, and simply reducing the price to be more competitive. However, the team decided to adopt the OpenStax textbook for at least one more year.

### *Lessons Learned*

Many of us did note the increased preparation time that comes with *not* having a robust set of instructional support materials to draw on while designing a course. When we met as a group to discuss our activities we realized that we had a wealth of materials already existing in our department that we’d developed over our collective years of teaching, and midway through the Fall 2015 term began pulling those together as a repository for future terms. We should have started doing that from the beginning!

Many of us also determined that increased student-to-student interactions appeared to facilitate their learning, but that it requires careful design and management. Online sections plan to incorporate synchronous chat as well as asynchronous discussion activities, and in-class discussion/group work will be reexamined.

We also realized relatively early on that students were not accessing the links embedded throughout the OpenStax text itself, and that we as instructors need to be more deliberate in directing students to those links.

### **Student Quotes**

- I was very grateful for the free textbook. I struggle every semester to provide books for myself. The Openstax free online book gave me the option of buying the hard copy, so using the online version was my choice and it helped me out a lot.
- Even though I did not download the free book online, It is a good thing that the university is providing free books because books are expensive and some students will be very appreciative. I also like that the textbooks were just \$38.50. That was very affordable and the book is actually well organized.
- Great resource. I liked it, I wish I had more time to use it during the semester. I saved it on my device for future reference.

### **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?**

Fall 2015 (Pilot semester)

Total number of students affected in this project: \_\_359 (175 completed survey)

Positive: \_\_77\_\_ % of \_\_175\_\_ number of respondents

Neutral: \_\_13\_\_ % of \_\_175\_\_ number of respondents

Negative: \_\_10\_\_ % of \_\_175\_\_ number of respondents

Spring 2016 (Final Semester)

Total number of students affected in this project: \_\_284 (178 completed survey)

Positive: \_\_77.42\_\_ % of \_\_178\_\_ number of respondents

Neutral: \_\_16.13\_\_ % of \_\_178\_\_ number of respondents

Negative: \_\_6.45\_\_ % of \_\_178\_\_ number of respondents

### **Student Learning Outcomes and Grades**

As noted previously, there were multiple course deliveries and instructors involved in our implementation of the OpenStax book. While we did not collect detailed outcome-specific information within our sections, for the most part our observations indicated that the students performed at least as well while using the OpenStax book as our previous hard-copy book.

We choose both positive and neutral since different sections reported different outcome performance.

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**

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

Fall 2015 (pilot semester):

15% of students, out of a total 359 students affected, dropped/failed/withdrew from the course in the final semester of implementation.

Spring 2016 (final semester of implementation):

19.7% of students, out of a total 284 students affected, dropped/failed/withdrew from the course in the final semester of implementation.

Overall:

Positive: This is a lower percentage of students with D/F/W than previous semester(s)

Neutral: This is the same percentage of students with D/F/W than previous semester(s)

Negative: This is a higher percentage of students with D/F/W than previous semester(s)

### **3b. Narrative**

Our quantitative measures included longitudinal tracking of DFW rates in the impacted courses prior to and following the OpenStax adoption, anticipating a reduction in DFW rates. We also asked students to complete a survey (text from Spring 2016 included) asking questions regarding the quality and utility of the text as well as additional information regarding how they used the book (online, PDF, or printed) and whether they would recommend it to fellow students.

We report our Fall 2015 (pilot) and Spring 2016 (final semester) D/F/W/WF rates separately below along with the past three similar academic terms, as well as the average across the Fall

and Spring semesters for the past four years. For the most part, we experienced a drop in D/F/W/WF rates compared to past semesters, and to past academic years.

PSYC1101 Average Fall Semester D/F/W/WF Rates		
Term	# of students	Average of D/F/W/WF Rate
Fall 2012	335	20.0%
Fall 2013	362	18.2%
Fall 2014	347	14.4%
Fall 2015	359	15.0%

PSYC1101 Average Spring Semester D/F/W/WF Rates		
Term	# of students	Average of D/F/W/WF Rate
Spring 2013	312	21.2%
Spring 2014	227	20.3%
Spring 2015	282	21.3%
Spring 2016	284	19.7%

PSYC1101 Average Fall and Spring D/F/W/WF Rates		
Term	# of students	Average of D/F/W/WF Rate
Fall 2012 & Spring 2013	647	20.6%
Fall 2013 & Spring 2014	589	19.2%
Fall 2014 & Spring 2015	629	17.8%
Fall 2015 & Spring 2016	643	17.4%

There was some variability in learning outcomes across our sections of PSYC 1101, although for the most part all shared some version of the following:

Course Objectives:

- An ability to apply the major theoretical perspectives (e.g. cognitive; behavioral; psychoanalytic; humanistic; biological).
- An understanding of the research methodologies used in psychology.
- Critical thinking skills through interpreting/critiquing research in the popular media and in scholarly journals.
- The ability to communicate effectively and professionally both orally and in writing, including the use of the Style Manual of the American Psychological Association.
- An understanding of and ability to apply the ethical standards set forth by the American Psychological Association.

Below are summary responses to relevant questions on our Spring 2016 survey:

7. Now that you completed a course using the OpenStax free online textbook, how likely are you to enroll in another course that uses a free online textbook?		
Answer	Response	%
Very likely	98	63%
Somewhat likely	22	14%
Likely	25	16%
Not very likely	8	5%
Not likely at all	2	1%
Total	155	100%

8. Now that you completed a course using the OpenStax free online textbook, how likely are you to recommend a friend enroll in PSYC 1101, if the course uses the same free online textbook?		
Answer	Response	%
Very likely	96	62%
Somewhat likely	24	15%
Likely	23	15%
Not very likely	8	5%
Not likely at all	4	3%
Total	155	100%

9. Which format of the textbook did you use?		
Answer	Response	%
Read textbook online	54	35%
Reviewed the PDF that I saved to my computer or tablet	55	35%
Printed PDF of the textbook	9	6%
Purchased a hard copy of the textbook	37	24%
Total	155	100%

10. If you printed the PDF of the textbook, what did you print?		
Answer	Response	%
Printed entire PDF of the textbook	7	5%
Printed certain chapters	10	7%
Printed certain portions of chapters	4	3%
I did not print PDF of the textbook	131	86%
Total	152	100%

11. If you printed the PDF of the textbook, where did you print it?		
Answer	Response	%
Printed it on my own printer	18	12%
Printed it on campus using SmartPrint	2	1%
Printed it at an off-campus copy center	2	1%
Did not print PDF of the textbook	130	86%
Total	152	100%

12. Which of the following is MOST TRUE for you?		
Answer	Response	%
I read chapters as assigned to prepare for class	92	60%
I read ahead of schedule (ahead of the assigned readings for the upcoming week)	21	14%
I only read the textbook right before the exam	31	20%
I did not read the textbook	10	6%
Total	154	100%

13. Did you use/review any of the links (videos, etc.) in the hyperlinks sections in the textbook?		
Answer	Response	%
Yes	33	21%
Sometimes	67	44%
No	54	35%
Total	154	100%

14. How helpful were the study questions at the end of each chapter?		
#	Answer	Response
Very helpful	55	35%
Somewhat helpful	37	24%
Helpful	31	20%
Not helpful	2	1%
I did not use them	30	19%
Total	155	100%

17. How would you rate the quality of this free book as compared to books you have purchased for other university classes?		
Answer	Response	%
This free book is the same quality as other books I have used/purchased	131	85%
This free book is of poorer quality than other books I have used/purchased	5	3%
I have not used the free book for this course	14	9%
I have not used/purchased other university text books so I cannot compare	4	3%
Total	154	100%

Generally speaking, the transition had a positive effect on our student performance as indicated by the D/F/W/WF rates, as well as by our informal evaluation of student performance on course outcomes. Additionally, we received a majority of positive feedback on our student survey, and have noted how, how often, and in which format(s) students are using the OpenStax book. Interestingly enough, there were still some students who purchased the low-cost print text, although they were vastly outnumbered by those using only the online/PDF version.

Because of the wide variety of our course delivery methods and student types, it is difficult to identify any one or small number of co-factors. However, as noted in the previous section student comfort and facility with online resources may have negatively impacted those students when we made the transition. And while the hardcopy of the text was available for an incredibly low (compared to other texts) price, we noted that many students who may have had difficulty with the online text did not pursue the hardcopy option.

We did have a fairly significant number of MOWR students in several of our impacted sections, and given the selection criteria for those students it was not surprising they often appeared to be more conscientious and academically stronger than other non-MOWR students.

Also, one section per term also incorporated community engagement pedagogy and a fairly significant group project, in addition to the newly adopted text. The multiple competing demands created by the introduction of a non-traditional project that required approximately



10 hours of out-of-class group work may have played a role in the overall impact of the text. This project had never been implemented before and had several challenges that required trouble shooting and flexibility. Students responded well and ultimately embraced the project, but there was definitely frustration in the beginning of the semester. However, students performed well on the final project.

### **Sustainability Plan**

As a department, we have adopted the OpenStax book for the next academic year, and as mentioned before have begun the collection and compilation of our internal supplemental resources, including suggestions for media incorporation, critical thinking exercises, lecture videos, and other materials. Having these materials will support other faculty who were not part of our initial revision team as we continue using the text. We do intend to continue to update these materials, as well as those sections of the text as needed.

### **Future Plans**

As a general rule, our experience with this course transformation has made us more aware of the potential for OER in our courses, and encouraged us to explore additional avenues for our other courses. As college costs continue to rise and with the substantial proportion of our students requiring financial assistance, we see this as another means to support our student learning.

An immediate impact begins even before our next semester. This summer, Clayton State will offer its first Summer Bridge Program for a maximum of 40 incoming freshmen who were originally ineligible for admission to the university, and PSYC 1101 is one of the required courses in that program. A member of our grant team will be teaching one of the two psychology sections and will use the OpenStax textbook. In addition, he will orient the other instructor to the materials and will assist her in planning and implementing the course with the OpenStax materials

In the coming academic year, the project lead will be fully converting her undergraduate upper division and graduate course in the coming Fall to OER rather than print text. Other team members have indicated their plans to, if not fully transition to OER, more fully integrate OER into their other courses.

Moving forward, the comparative lack of instructor resource materials for the free online texts can be addressed by the creation of secure forums where university professionals across the nation can submit materials for use by instructors for the online texts. However until that is widely available,, our team is in the process of collecting a repository of materials including test bank questions, applied experiences, outside media suggestions, etc.

Members of our team also intend to more closely examine the results of our survey, in order to analyze them to both present and publish the results of our experience with this OER.

## **Description of Photograph**

Team Photograph (left to right):

Eckart Werther, Nichelle Gause, Antoinette Miller (Project Lead), Mark Daddona, Christina Grange, Sam Maddox

### Survey Questions (Final Version, Spring 2016)

Now that you completed a course using the OpenStax free online textbook, how likely are you to recommend a friend enroll in PSYC 1101, if the course uses the same free online textbook?

- Very likely (1)
- Somewhat likely (2)
- Likely (3)
- Not very likely (4)
- Not likely at all (5)

Which format of the textbook did you use?

- Read textbook online (1)
- Reviewed the PDF that I saved to my computer or tablet (2)
- Printed PDF of the textbook (3)
- Purchased a hard copy of the textbook (4)

If you printed the PDF of the textbook, what did you print?

- Printed entire PDF of the textbook (1)
- Printed certain chapters (2)
- Printed certain portions of chapters (3)
- I did not print PDF of the textbook (4)

If you printed the PDF of the textbook, where did you print it?

- Printed it on my own printer (1)
- Printed it on campus using SmartPrint (2)
- Printed it at an off-campus copy center (3)
- Did not print PDF of the textbook (4)

Which of the following is MOST TRUE for you?

- I read chapters as assigned to prepare for class (1)
- I read ahead of schedule (ahead of the assigned readings for the upcoming week) (2)
- I only read the textbook right before the exam (3)
- I did not read the textbook (4)

Did you use/review any of the links (videos, etc.) in the hyperlinks sections in the textbook?

- Yes (1)
- Sometimes (2)
- No (3)

How helpful were the study questions at the end of each chapter?

- Very helpful (1)
- Somewhat helpful (2)
- Helpful (3)
- Not helpful (4)
- I did not use them (5)

Please select the category that best describes your student type?

- Dual enrolled/Move-on when ready student (1)
- New Freshman (2)
- New Transfer Student (1st semester at Clayton State) (3)
- Re-enrolled/Previous Clayton State Student (10)
- Native student (started as freshman and continuously enrolled) (7)
- Transfer student (not 1st semester at Clayton State) (8)
- Transient student from another college/university (9)

Please select the category that best describes your current semester enrollment.

- Part-time student (taking 9 or less credit hours) (1)
- Full-time student (taking 12 or more credit hours) (2)

How would you rate the quality of this free book as compared to books you have purchased for other university classes?

- This free book is the same quality as other books I have used/purchased (1)
- This free book is of poorer quality than other books I have used/purchased (2)
- I have not used the free book for this course (3)
- I have not used/purchased other university text books so I cannot compare (4)

If you have specific feedback regarding the textbook please enter it here: