

Spring 2018

College Writing for ESL Students

Barbara Hall

Georgia State University, bhall12@gsu.edu

Elizabeth Wallace

Georgia State University, ewallace3@gsu.edu

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Grants Collection

Georgia State University



UNIVERSITY SYSTEM
OF GEORGIA

Barbara Hall and Elizabeth Wallace

College Writing for ESL Students





Grants Collection

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

Each collection contains the following materials:

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



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Initial Proposal

**Affordable Learning Georgia Textbook Transformation Grants
Round Seven
For Implementation Beginning Fall Semester 2016
Running Through Fall Semester 2017**

Proposal Form and Narrative

1.1 PROJECT GOALS

The purpose of the proposed project, **College ESL Writers: Applied Grammar and Composing Strategies for Success**, is to develop an appropriate no-cost-to-student textbook for a financially fragile college student population of non-native speakers of English attending Perimeter College of Georgia State University. Depending upon their placement testing, college students who are non-native speakers of English (ESL/English as a Second Language students at PC/Perimeter College and legal residents of Georgia) may be required to take eight pre-college classes before beginning college transfer courses. Textbooks for these pre-college grammar and writing classes, ranging approximately from \$50.00 to \$105.00 each, often make continuing in college cost-prohibitive because required courses and textbooks costs for pre-college English classes are so high. In addition to the rising cost of textbooks, many of these college students who are non-native speakers pay out-of-state tuition, are ineligible for financial aid, and/or have limitations on finding employment. In 2014, the ESL student population here at Perimeter College was 1373, for all students enrolled in ESL classes. In 2015, there were 1554 ESL students enrolled in Perimeter College's ESL Program. The current project involves creating an electronic text for the advanced grammar and writing classes of Perimeter College (ENSL 0081 and ENSL 0091) as these classes have more than 80% of the total ESL population at PC, and this text will address the largest groups, and the ones with the highest persistence and retention rates. These ENSL 0081/ENSL 0091 non-native speakers at Perimeter College are fully admitted and matriculated students (not provisional students) and are currently taking other college-level classes, particularly college math classes. In the year 2015, 22 sections of ENSL 0081 and 38 sections of ENSL 0091(Advanced Grammar and Writing) were offered at Perimeter College from January 2015 through December 2015. This represents a total of 60 sections with 24 students each, making a total of 1440 students for the 2015 year – a total that we have only seen on the increase at Perimeter College now in 2016.

Specifically, this project has these goals:

1. To provide high-level ESL students in Advanced Applied Grammar and Writing (ENSL 0081/ENSL 0091) courses with a no-cost e-textbook that serves as a foundation for ENGL 1101, the freshman writing course.
2. To provide a student-friendly e-text that includes the basics of writing development, editing, and revision in a step by step format.
3. To provide ESL students with an electronic text that, at their discretion, could be printed – whole or in parts- using their existing printing credits at PC (thus, at no additional cost).
4. To ensure that the pedagogy of the text matches the related learning outcomes of ENSL 0081 and ENSL 0091.

5. To provide collaboration and consultation with the Georgia State University ESL faculty who also teach parallel grammar and writing courses for non-native speakers of English in order to work together to provide continued support for the greater goals of access, affordability, retention, and persistence.
6. To measure student performance, retention, and persistence in ENSL 0081 and ENSL 0091 (those sections using the e-text) and compare these figures to past semesters.
7. To ensure that this e-text meets accessibility standards that are required by law by working with an instructional technologist to review accessibility features.
8. Finally, to reduce student debt to a financially fragile and large population of non-native speakers of English enrolled in the Georgia State University system, including Perimeter College.

1.2 STATEMENT OF TRANSFORMATION

At Perimeter College, college freshman students who are non-native speakers of English entering at the intermediate level of ESL may be required to take up to eight English as a Second Language (ESL) classes prior to entrance into the Freshman Composition series or ENGL 1101. The classes (Grammar/Writing/Reading/Oral Skills) all require one or two textbooks for each class, approximately \$50 to \$105 each. Thus, ESL students at Perimeter College often must pay \$400 - \$500 for ESL college textbooks, even before taking required college level English classes. Thus, one main purpose of the grant is to produce an affordable textbook option for materials for non-native speaker college students at the ENSL 0081/ENSL 0091 (Advanced Grammar and Writing) levels and to reduce financial stress for students. The financial impact for these students, (estimated 1440 students x 2 textbooks at approximately \$150 total = \$216,000) is worth noting.

The faculty, Hall and Wallace, will explore the free resources offered through open source platforms, such as MERLOT II. Our plan is to research, explore, and modify existing open source textbooks on MERLOT II and Open Educational Resources, (such as English Composition I, Writing Skills for Business English, Guide to Grammar and Writing, Commonsense Composition, The Basic Elements of English) and make one of them fully usable in one coherent text for the population of ESL college writing students. Each of these textbooks contain materials that are fully usable under the Creative Commons licensing. In addition, Hall and Wallace have a combined 35 years of ESL college teaching materials and knowledge that will be added to the new e-text. In particular, Hall, who has co-authored an ESL grammar and writing text, Writing Workshop, currently teaches ENSL 0081, ENSL 0091, and ENGL 1101 for International Students and knows the writing demands of the course these students will be matriculating to after ENSL 0081 and ENSL 0091.

The ESL student population at Perimeter College will be the primary recipients of the benefits, especially those who take the ENSL 0081 and ENSL 0091 classes but oftentimes do not buy the course textbooks because of financial issues. Again, this financially fragile population who must pay for textbooks in non-credit bearing classes (though these classes are clearly connected to their continued success in college) will be impacted the most. In addition, this transformation of a single e-text for the advanced grammar and writing classes might prove to be a springboard for other e-text projects in the six other ESL pre-college courses. Also, this e-text may be used in parallel courses at Georgia State's Intensive English Language Program.

1.3 TRANSFORMATION ACTION PLAN

The creation of the new course materials will involve multiple steps, many of them starting immediately in Fall 2016 (see Timeline). Initial research using information from informal surveys to assess ESL student general usage of electronic materials, course satisfaction, and experience with traditional versus e-text materials was completed in Fall 2015. Now, approximately 15 ESL faculty currently teaching ESL classes at Perimeter College will have on-going opportunities to give feedback about new e-text preferences. Further, from Hall and Wallace, a step by step process will entail locating and selecting source material from Merlot II (as mentioned above), reviewing and adding new material, connecting common course outcomes/syllabi with the new textbook materials, and adding multi-media content and assessment tools with guided assistance from an Instructional Technologist from OIT (Office of Institutional Technology), the Center for Teaching and Learning, and Perimeter College Librarians, all of whom have 12-month contracts with time already allotted for Perimeter College faculty and their projects.

In particular, each team member will be responsible for the following general framework for the new approximately 150 – 200 page e-text (clearly open for modification):

Introduction and Overview: Hall and Wallace

This section will include the goals of the text, statement of purpose to both teachers and students, and give the second language theories of writing that are applicable to the population of non-native speakers.

Writing Strategies: Pre-writing, Composing, Concluding -- Beth Wallace

This section will include text on pre-writing strategies including introductory hooks, methods of organization, drafting, and suggestions for writing conclusions.

Revising and Editing Strategies: Barbara Hall

This section, unique to non-native speakers, will include a variety of self-editing strategies for students, including a hierarchy of editing techniques for timed, in-class writing assignments.

Grammar Handbook: Hall and Wallace

This section, perhaps the most comprehensive, will be a review of second language grammar features that present the most difficulty with non-native speakers of English, including sentence patterns and boundary errors, the verb system, agreement and plurals, article use, and preposition use.

ESL Student Writing Samples: Hall and Wallace

This section will include authentic student writing from Perimeter College non-native speakers, displaying actual texts that illustrate a variety of writing modes that students need to model and then replicate as college writers of English.

New supplemental materials for this textbook, targeted at the non-native English population of writers, will include grammar instruction, materials, charts, (with available pdf electronic worksheets) and power points on particular second-language writing problematic areas: sentence structure, verb forms and tenses, article use, and prepositions. In addition, strategies for editing these features in writing will be developed and be a key component of this e-text. ESL student

writing samples that are representative of good writing and authentic in topic and relevancy will be incorporated.

Team members will select the most easily available and navigable format of the e-text to then be reviewed by PC Instructional Technologists who will assist in the posting of the e-text on the PC LibGuides. Again, further input and on-going review will be solicited by ESL faculty who are interested in the e-text. We intend to pay attention to common course outlines and learning outcomes, customizing the new e-text resources to fit the ENSL 0081/ENSL 0091 course learning objectives.

Additionally, to reach a wider audience for this College ESL Writers text, we plan to put it in Merlot Content Builder (<http://merlot.org>).

1.4 QUANTITATIVE AND QUALITATIVE MEASURES

- An informal ESL student survey (drafted and administered in October 2015), was designed to solicit feedback on current course materials, in particular -- costs and benefits, desirability, and suggestions from students on what they would desire from an e-text. Across two campuses (Dunwoody and Clarkston) and four classes, 71 current ENSL 0081 and 0091 students participated in the survey, revealing that 70 out of 71 students (98.6%) replied YES they would be interested in a no-cost electronic textbook, and 57 out of 71 (80%) replied that they had a computer to access an e-textbook. Others stated that they used public computers available at Perimeter College computer labs and libraries or were planning to purchase a laptop in the near future.
- A faculty input survey will be drafted, administered, and analyzed in Fall 2016 to solicit feedback on the content that ESL faculty would like in an e-text and organization of such a text.
- Comparative data analysis will be conducted after the College ESL Writers e-text is used (Fall 2017) to determine overall course satisfaction, learning outcomes, and the value of the e-text among course completers.
- Comparative data analysis from student surveys will be conducted after the College ESL Writers e-text is used (Fall 2017) to determine if students have better access and use on-line texts more than previous.
- Data on the student enrollment, failure, and withdrawal rates will be examined to determine the impact of the e-text on the course.

1.5 TIMELINE

1. Fall 2016 – Team members will draft and administer ESL faculty surveys to begin collecting data on faculty and preferences for an e-text. (ESL student preferences have already been assessed, as noted). Hall and Wallace will give an informational presentation to the ESL Curriculum Committee in order to gather input and involvement from faculty.
2. Fall 2016 - Team members will hold meetings with PC librarians to discuss what resources are available through (OER) Open Educational Resources and Merlot II.
3. Fall 2016 - Team members will view available ALG webinars.
4. Fall 2016 – Team members will attend the required kick-off meeting on October 17, 2016.
5. Fall 2016 – Team members will review a selection of relevant webinars that are posted on the ALG site.

6. Spring 2017 – Team members will continue to solicit feedback from ESL faculty who teach these courses regularly and are willing to share ideas and concerns about the e-text. Data from the surveys will be analyzed.
7. Spring 2017 – Team members will choose and begin modifications of OER materials, following the proposed e-text book outline mentioned in the Transformation Action Plan. This is when the bulk of the writing of the new e-text will happen.
8. Fall 2016/Spring 2017– Team members will complete ALG status reports at the end of each semester.
9. Spring 2017 - Team members will revise/edit and prepare for the final draft to be implemented in Fall 2017 face-to-face courses taught by team members. Team members will work with instructional technologists in OIT and support staff in Perimeter College Libraries to upload and post the new e-text in Perimeter College LibGuides. Additionally, the team will upload the e-text to Merlot for wider use and open access.
10. Summer 2017 – If possible and approved by the department chair and curriculum committee, pilot course materials for the e-text in one summer class and revise.
11. Fall 2017 - Implementation Phase: The new e-text will be completed, giving time for interested ENSL 0081/ENSL 0091 faculty members to provide input and involvement. The team members will follow the proper procedures of the ESL curriculum committee for approval and using the e-text in their respective ENSL 0081/ENSL 0091 courses.
12. Fall 2017 – Team members will collect and evaluate summative data on the use of the e-text at the end of Fall 2017.
13. Fall 2017 - Team members will collect and examine the statistical data mentioned above in the “Qualitative and Quantitative Measures” section herein and analyze the findings for a full report to the ALG officials.

1.6 BUDGET

Personnel

Requested Funds: \$5,000 per team member for researching open source materials, redesign of course materials, creation of surveys, implementation of course materials, data collection, data analysis, quarterly reports, and final report writing.

Perimeter College* of Georgia State University Faculty members:

Barbara J. Hall, Associate Professor of English/ESL, Clarkston Campus— for one course release for Spring 2017 in accordance to Perimeter College/GSU policies to allow for research, writing materials collection and organization, data collection and assessment, course materials pilot, and multi-campus travel for faculty workshops and training to disseminate information to other ESL instructors.

\$5,000

Elizabeth Wallace, Assistant Professor of ESL/Dunwoody Campus— for one course release for Spring 2017 in accordance to Perimeter College/GSU policies for research and discovery, writing materials, data collection, course materials pilot, accessibility and multi-campus travel for faculty workshops and training to disseminate information to other ESL instructors.

\$5,000

*Note: Perimeter College teaching load for full-time faculty = 9 courses per academic year (Fall and Spring). 75% – 100% of these nine classes are ESL/English composition classes which are time-intensive courses. One course release for each team member means a reduced teaching load of 8 classes/year.

Other Expenses

Requested Funds: \$400 per team member for travel expenses to attend the required in-person kickoff training and implementation meeting scheduled for October 17, 2016, attend conferences or workshops to present the results of the project or training related to the creation and/or implementation of the e-textbook.

\$800

TOTAL--\$10,800.00

1.7 SUSTAINABILITY PLAN

It is reasonable to expect that there will continue to be approximately 50 - 60 sections of ENSL 0081 and ENSL 0091 each academic year. The increase of non-native speakers (*Generation 1.5) is also expected to increase, given the current demographic data for the city of Atlanta and the surrounding areas in Georgia, in particular, incoming Syrian refugees to Stone Mountain, Georgia near the Clarkston campus. This new text, hosted on Merlot II, will be readily available for others to modify for their ESL college writing programs. At no cost, the team members (Hall and Wallace) will continue to track and assess the use of the e-text in ENSL 0091. As needed, the team members will continue to update materials as needed, check connecting links, and revise the e-text produced by this grant. We will ensure that resources stay up-to-date and relevant to the course. We will be in close contact with the Office of Information Technology and the PC library to make sure that the new e-text is functional. In addition, Hall and Wallace will be able to offer workshops on Best Practices of using the new e-text for current ESL Perimeter College faculty members as well as work in collaboration with Georgia State University ESL faculty downtown.

*Additional Note: Generation 1.5 refers generally to the students who immigrate to the U.S. in their teens and have had schooling overseas as well as in the U.S. According to the Migration Policy Fact Sheet for 2012-2014, the state of Georgia's total K-12 population is 1,703,332 English Language Learners or 5.5% (in the top ten in number of ELL's in the United States).

1.8 REFERENCES & ATTACHMENTS

Resource Textbooks, Materials, Articles:

- Baek, Eun-Ok, and James Monaghan. "Journey to Textbook Affordability: An Investigation of Students' Use of eTexts at Multiple Campuses." *International Review of Research in Open and Distance Learning* 14.3 (2013): 1-26. ERIC. Web. 17. Nov. 2014.
- Celce-Murcia, Marianne. Grammar Connection: Structure Through Content. Boston: Thompson and Heinle, 2010.
- Elbaum, Sandra. Grammar in Context 2. New York: Heinle and Heinle, 2001.
- Folse, Keith. Greater Essays. New York: Houghton Mifflin, 2007.
- Hall, Barbara and Stephanie Coffin. Writing Workshop: A Manual for College ESL Writers. Cleveland, OH: August Learning Solutions, 2014.
- Migration Policy Institute, Fact Sheet. www.migrationpolicy.org
- Raimes, Ann. Exploring Through Writing: A Process Approach to ESL Composition. New York: St. Martin's Press, 2001.

- Note: Institutional letters of support for this ALG Proposal (Round Seven) are attached.

Informal Survey for PC Writing Students of Hall & Wallace (completed in Fall 2015)

Would you be interested in a no-cost (free)/electronic textbook for your writing class? _____
 Yes _____ No _____

Approximately how much did you spend on your current writing textbook?
 \$ _____

Do you have a computer that could utilize an e-textbook? _____ Yes _____ No _____

What would you like to see in a no-cost/free writing textbook? *(Place a checkmark in the box next to it)*

Lists of words such as conjunctive adverbs, FANBOYS, transitions	
Synonyms/Antonyms	
Vocabulary (what in particular?)	
Sentence structure diagrams	
Worksheets to practice grammar exercises presented	
Pictures explaining grammar	
Examples of good/bad essays	
Simple explanations of grammar points	
Parts of speech	
Information on organizing your essay	
Ability to reference electronic sources to supplement the book	

Is there anything you would like that you DO NOT see listed above that would help us in understanding your needs?

Syllabus

General Syllabus for High Intermediate College ESL Writing (ENSL 0081 course) incorporating *College ESL Writers: Applied Grammar and Composing Strategies for Success*.

Note: This syllabus is a predominantly grammar/structure based approach using the e-text.

Weeks 1 & 2

Diagnostic Essay/Composition

Chapter 1, Section 1.1

Chapter 1, Section 1.2

Chapter 3, Sections 3.1 & 3.3

Chapter 1, Section 1.3 & Section 1.10

Chapter 9, Section 9.1

Chapter 10, Section 10.1 (composition writing)

Weeks 3 & 4

Chapter 5

Chapter 2, Sections 2.2 & 2.3 & 2.5

Chapter 8, Sections 8.1 & 8.2 & 8.10

Chapter 6 (all)

Chapter 10, Section 10.1 (composition writing)

Weeks 5 & 6

Chapter 1, Section 1.5

Chapter 7, Sections 7.7 & 7.8

Chapter 1, Section 1.4

Chapter 7, Section 7.10

Chapter 7, Section 7.9

Chapter 7, Sections 7.4-7.6

Chapter 9, Section 9.2 Review

Chapter 10, Section 10.1 (composition writing)

Final writing in course to move into ENSL 0091 course

**General Syllabus for Advanced ESL College Writing (ENSL 0091 course)
incorporating *College ESL Writers: Applied Grammar and Composing Strategies
for Success*.**

Note: This syllabus is a predominantly an advanced grammar/structure based approach using the e-text.

Weeks 1 & 2

Chapter 4 (all exercises)
Chapter 5
Review Chapter 1, Section 1.3
Chapter 2 (do all exercises)
Chapter 8 (do all exercises)
Chapter 9, Section 9.1

Chapter 10, Section 10.1 (essay writing)

Weeks 3 & 4

Chapter 8 (continued)
Chapter 7, Sections 7.7, 7.8, 7.9 & 7.10
Chapter 7, Section 7.10
Chapter 7, Sections 7.4, 7.5 & 7.6
Chapter 10, Section 10.1 (essay writing)

Weeks 5 & 6

Chapter 2, Section 2.1

Chapter 5, Section 5.1

Chapter 7, Sections 7.5 & 7.6

Chapter 9, Section 9.3 Review
Chapter 10, Section 10.1 (essay writing)

Final writing in course to move into English (Freshman) Composition - ENGL 1101

Final Report

Affordable Learning Georgia Textbook Transformation Grants

Final Report

Date: December 19, 2017

Grant Number: 255, Round 7

Institution Name(s): Georgia State University/Perimeter College

Team Members:

Project Lead:

Barbara Jean Hall, Associate Professor, English and ESL, Georgia State University/Perimeter College, bhall12@gsu.edu

Team Member:

Elizabeth Wallace, Assistant Professor of ESL, Georgia State University/Perimeter College, ewallace3@gsu.edu

Course Name(s) and Course Numbers:

ENSL 0081 (Applied Grammar and Writing II), ENSL 0091 (Advanced Grammar and Writing III), and ENGL 1101 (Freshman Composition, designated sections for International Students)

Semester Project Began: Spring 2017

Semester(s) of Implementation: Fall 2017

Average Number of Students Per Course Section: 20

Number of Course Sections Affected by Implementation: 5

Total Number of Students Affected by Implementation: 88

1. Narrative

Meetings: The ALG Grant Team of Wallace and Hall met a total of twenty times in 2017: Jan. 12, Jan. 25, Feb 1, Feb 8, Feb 16, Mar 8, Mar 29, Apr 10, Apr 12, Apr 17, Apr 24, Apr 26, May 2, May 4, May 11, Sept 6, Oct 11, Nov 1, Nov 14, and Dec 1.

From January 1 to May 11, Wallace and Hall focused on the following key outcomes:

- Examining six open source textbooks to decide upon the one for transformation
- Deciding upon an overall structure for the text
- Compiling original materials, especially student papers, and gathering permission forms

- Reviewing and revising the text chosen for transformation
- Editing and formatting the book Business English for Success
<https://www.saylor.org/site/textbooks/Business%20English%20for%20Success.pdf>

From June 1 to July 30, 1 ENSL 0081 course used the textbook as a pilot.

From August 15 to December 8, four classes (2 ESL and 2 English courses) used the new etext and one English co-req class used it as a supplementary textbook. Hall and Wallace completed a final review and revision from December 1 – December 8, 2017.

Summary of the Transformation, including challenges and accomplishments:

Barbara J. Hall – Challenges and Accomplishments:

First and foremost, a main challenge that we faced in house was due to administrative hurdles in the first three times we applied for this ALG grant, much of which was due to the consolidation process that was happening in early 2016 between Georgia State University and Georgia Perimeter College (now consolidated). Secondly, the semester after we had completed the text, the new GSU Admission team changed standards of admissions for international students (our intended audience for our College ESL Writers textbook), thereby diminishing the number of classes for our ESL students. This hopefully will be remedied in the future, and the drastic change (from a program of about 550 to a program of 50 students) has created some shifting of professors and changes of curriculum. Adding to that issue has been GSU's (Academic Affairs and Policy – BOR) complete elimination of Foundations Learning and placing all learning support English and ESL students into co-requisite classes. Much of this is still in flux at the end of Fall 2017.

After taking in the “bigger picture” challenges, we found that our task of designing/reforming our Applied Grammar and Composing textbook feel into place quite easily. We decided on three parts: Part I, **Composing Strategies and Techniques**, that included a sequenced discussion from composing effective sentences through paragraph and essay writing. This also included the prewriting and planning stages of writing as well as the revising and editing states in the first five chapters. Part II, **Language Use and Mechanics**, is the grammar and mechanics handbook, as well as practice and review of idiomatic wording. Part III, **All About Writing: Samples, Topics, and Rubrics**, is the most original section of the book with additional writing topics, sample student papers, and rubrics for evaluating writing. The total number of pages of the completed draft is 312 pages, a comprehensive book that can be used over two courses, and as a supplemental text for ENGL 1101 for non-native speakers of English.

Making the switch from teaching from a hard copy textbook to an etext takes some time and adaptation, and it is something I am still getting accustomed to. I find that the students do not necessarily read more with an etext, or read information that thoroughly. There is more

skimming of information, and I am not comfortable with that aspect of an etext, but I am working on how I can bridge that gap and encourage students to read and re-read sections.

Lessons Learned: Persistence is needed in working with department administrators and grant offices. Lots and lots of meeting time was required to get things done well and in a timely matter. Using the etext when it is fresh in some ways is easier, but it was also difficult to use such a newly formed text.

2. Quotes from Students

- “The etext is good because it is free and you can just go to the class without carrying a heavy book around, especially if your class is in a computer lab like mine was. It has great resources for students like me.”
- “The etext is the best because it didn’t cost any money. I have a very educated professor to show me how to use it, and it was a blessing for me that I did not have to buy another textbook.”
- “I liked that the etext was accessible anywhere, and I could see it and use it on my cell phone as well.”

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: 88

Total number of students responded to survey: 77 **(88%)**

- Positive: 97 % of 77 number of respondents
- Neutral: 2 % of 77 number of respondents
- Negative: 1 % of 77 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?

Choose One:

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

Student Drop/Fail/Withdraw (DFW) Rates

Was the overall comparative impact on Drop/Fail/Withdraw (DFW) rates in the semester(s) of implementation over previous semesters positive, neutral, or negative?

Drop/Fail/Withdraw Rate:

11% of students, **8** out of a total **88** students affected, dropped/failed/withdrew from the course in the final semester of implementation.

Choose One:

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

3b. Narrative

Summary of Supporting Data:

Five courses of ESL and English were targeted for the implementation phase, and all classes were surveyed in the last 10 days of the semester with an on-line survey of 9 questions which was to be completed through iCollege. The completion rate for this survey was 87.5%, indicating a high number of completed surveys by the students. All three professors using the etext completed the faculty surveys.

Students' responses:

In Question 5 of the student survey, "what was your overall opinion about using the etext?," in all five classes more than 90% of students stated that they were **satisfied** or **very**

satisfied. Positive responses generally respond to the “no-cost” feature of the text and ease of access of the text.

Instructors’ responses:

Instructor responses to the survey reported an overall positive experience. For one faculty member, the etext was used as primary text, and for the two others, as supplementary text. All three indicated that in the future they would choose to use this etext as the primary text over a hard copy textbook.

4. Sustainability Plan

Barbara Hall and Beth Wallace expect the leadership in ESL and English Departments at Georgia State University, Perimeter College to continue to promote the availability and use of *College ESL Writers: Applied Grammar and Composing Strategies for Success* in courses in ESL, as well as with the special International Sections of Freshman Composition and co-req classes. Hall and Wallace will continue to do on-going training with ESL and English faculty. To make the e-text accessible to all faculty and students, Hall and Wallace will continue to work with GSU librarians to ensure that the latest version of the e-text is posted to the current online database of library research guides. Hall and Wallace will also oversee future revisions and updates of the e-text, especially in the section of writing samples.

5. Future Plans

- Barbara Hall and Beth Wallace have both been broadened by the work on the ALG etext over the last two years. First, though the project was supported by the Center for Teacher and Learning here at Perimeter College, we were broadened by the project and the skill set needed for visual design and making the text appealing to instructors and students alike. Second, we were able to dialogue with students about their needs and how to use the etext effectively.
- Barbara Hall and Beth Wallace have presented on their etext at two conferences already: UGA’s Teaching and Learning Conference in April 2017, and ANUPI’s English Teaching Conference in October 2017. In both conferences, the new e-text was widely accepted and praised.

6. Description of Photograph

Left to Right:

Professor Barbara J. Hall, team leader and associate professor of English/English as a Second Language, Georgia State University, Perimeter College, Clarkston Campus

Professor Elizabeth Wallace, assistant professor of English as a Second Language, Georgia State University, Perimeter College, Clarkston and Dunwoody Campus

(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.

