

# Grants Collection

## East Georgia State College



UNIVERSITY SYSTEM  
OF GEORGIA

Dee McKinney and Katie Shepard

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# Western Civilization Since 1648

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## Grants Collection

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

Each collection contains the following materials:

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



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# Initial Proposal

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## Application Details

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

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**Award Cycle:** Round 11

**Internal Submission Deadline:** Tuesday, January 23, 2018

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**Application Title:** 357

**Application ID:** 002073

**Submitter First Name:** Katharine

**Submitter Last Name:** Shepard

**Submitter Title:** Librarian

**Submitter Email Address:** kshepard@ega.edu

**Submitter Phone Number:** 478-289-2087

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

**Applicant First Name:** Dr. Deena

**Applicant Last Name:** McKinney

**Applicant Email Address:** dmckinney@ega.edu

**Applicant Phone Number:** 478-289-2062

**Primary Appointment Title:** Associate Dean of Teaching and Learning and Professor of History

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

**Co-Applicant(s):** Katharine Shepard

**Submission Date:** Tuesday, January 23, 2018

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**Proposal Title:** 357

**Proposal Category:** Specific Top 50 Lower Division Courses

**Final Semester of Instruction:** Fall 2018

**Are you using an OpenStax textbook?:** No

#### Team Members (Name, Email Address):

Dr. Deena McKinney, Associate Dean of Teaching and Learning and Professor of History, EGSC, dmckinney@ega.edu

Katie Shepard, Research & Instruction Librarian, EGSC, kshepard@ega.edu

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

Dr. H. Lee Cheek, Dean of the School of Humanities and Social Sciences, East Georgia State College.

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

HIST 1112: Western Civilization since 1648

Offered every semester; our focus is on Summer & Fall 2018

**List the original course materials for students (including title, whether optional or required, & cost for each item):** Required: McKay, John; Hill, Bennett; Buckler, John; Ebrey, Patricia Buckley; Beck, Roger; Crowston, Clare Haru; and Wiesner-Hanks, Merry. A History of World Societies, Since 1450, Volume 2. Boston: Bedford/St. Martins. \$129.47  
Required: Reilly, Kevin. Worlds of History, Volume 2, Since 1400. Boston: Bedford/St. Martins. \$62.48  
Total: \$191.95

**Average Number of Students per Course Section:** 25

**Number of Course Sections Affected by Implementation in Academic Year:** 3

**Average Number of Students Per Summer Semester:** 25

**Average Number of Students Per Fall Semester:** 30

**Average Number of Students Per Spring Semester:** 30

**Total Number of Students Affected by Implementation in Academic Year:** 85

**Requested Amount of Funding:** \$10,800

**Original per Student Cost:** Total: \$191.95

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

**Projected Per Student \$191.95  
Savings:**

**Projected Total Annual \$16,315.75  
Student Savings:**

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

Brightspace by D2L & LibGuides

**Project Goals:**

Teaching students to think critically and engage deeply in materials in a world history course can be expensive. The current cost of textbooks in HIST 1112, Western Civilization from 1648 to the Present, is \$191.95. All students, but particularly those at access institutions (primarily two-year degree granting institutions), find this cost daunting. Today, however, an enormous range of primary source documents, such as Wilson's 14 Point Speech, as well as virtual tours and media, like the interactive component of the British Museum, can now "come to the student" via laptops, tablets, or even smartphones.

The goals of this project:

Redesign HIST 1112, which has used a traditional textbook and printed book of primary source materials, into one that uses all online, free materials of the same quality and subject matter

Add more interactive multimedia components to the course to engage the 21st century learner, particularly intro videos or talks to "catch" students' attention.

Organize the content in Brightspace by D2L, our institution's learning management system (LMS), and LibGuides, the library's online guides to resources, so that the course content can also be used in a traditional or flipped face-to-face classroom at EGSC or other institutions throughout the USG.

Revise and narrate all Power Points to make them more engaging and up-to-date with current events.

Embed interactive content (such as "moveable timelines") in the Power Points.

Teach the course for two consecutive semesters, after a planning/initial implementation, using feedback and data to evaluate and revise materials

**Statement of Transformation:**

**Transformation:** Reduce the costs of taking HIST 1112 by replacing traditional textbooks with online primary sources and media enrichment (videos, interactive museum websites, and narrated PowerPoints created by the instructor).

**Stakeholders:** Any students taking HIST 1112 will benefit from this cost reduction. Based on past enrollment, the cost savings per year of using online resources as opposed to textbooks

will be approximately \$16,315.75. Other potential stakeholders include other professors of history at EGSC and across the USG. The course is set up online in D2L, but it could be used with equal success in a face-to-face classroom.

**Transformative Impact on Stakeholders & Course Success:** HIST 1112 is an Area E (social science) common core option, which may also be used in Area F for some majors (Area F has 18 credit hours of designated classes at the 1000 or 2000 level for a given major). It has no pre-requisites. Many students choose the course as one of their social science options or as an elective. History majors and some other social sciences majors take the course as part of their program of study. However, a challenge to students in our service sector and geographic area is the cost of textbooks as most students are either first-generation college students or are underprepared for college level coursework. East Georgia State College (EGSC) is an access institution where approximately 30% of the populations in counties in and contiguous to our campus live below the poverty line (via United States Census Bureau QuickFacts at <http://www.census.gov/quickfacts>). Students often cite the inability to afford textbooks as a huge barrier to their success. Even students on financial aid often cannot buy books until after classes begin, thus starting the semester at a disadvantage. If students have access to high quality online reading sources, in addition to the OER and instructor-created media, they can begin working with the course materials from the first day of class. Because this course requires interactive discussion, based on the readings, this access is essential to student success.

**Wider Transformative Impact:** The savings to students over a three-year period is estimated to be \$48,945. Moreover, the course will be scalable across the department, the School of Humanities & Social Sciences, and the USG. The use of embedded links to sources and media can be changed quickly to adapt to current events or the needs and interests of a specific faculty member. The course has ten modules. An instructor could, for example, add an additional module or substitute one in her or his area of expertise. The course design is thus customizable and advantageous for a range of instructors. Finally, today's students want rich media. This course uses an array of educational short videos and interactive websites that brings world history to them in a portable way. Today's students repeatedly state they find classes with media, such as YouTube and TED Talks, more stimulating and engaging (<http://www.facultyfocus.com/articles/teaching-with-technology-articles/showtime-in-the-classroom-seven-ways-streaming-video-can-enhance-teaching/>). However, the instructor still needs to be sure those materials are of appropriate quality and provide assignments that use the media in a meaningful way. This is one reason the team of instructor plus librarian is particularly effective in this project.

Additionally, transforming this course will enable a student to take the entire Western Civilization survey without having to purchase textbooks or materials as we have previously, and similarly, transformed HIST 1111 during Round 6.

### **Transformation Action Plan:**

The learning materials will be adopted for use beginning in the Summer 2018 semester (pilot

phase) for one section of HIST 1112 (online with D2L). The course will be carefully evaluated, refined, and taught again based on gathered data. In December, all data will be compiled and submitted for the final grant report.

The course syllabus will include thorough explanations of how to use the online tools, readings, and media. The reading and media links and materials will also be embedded in the course itself (ten modules) for redundancy. Each module will have an introduction, learning objectives, study guide, resources for further exploration, and narrated content written by the instructor. All videos will have transcripts available to ensure Americans with Disabilities Act 508 compliance. The course also will have a "how to succeed in this course" video, with transcript, for guidance on finding and using materials. Both the course overall and each of the ten modules will have a set of student learning outcomes (SLOs). The course design starts with these outcomes, and they establish what materials the instructor selects and creates. The course conforms to the ION (Illinois Online Network) rubric which East Georgia State College uses for online course evaluation.

The course instructor, McKinney, who is also the instructional designer, is responsible for the content accuracy, pedagogy, selection of materials, and course assessments. She will also compile and report student success data at several points during the semester (3 weeks, 5 weeks, 8 weeks, end of semester in fall; adjusted in summer for checkpoints at 1/3/5 weeks). This data will be the result of both summative and formative assessments built into the course. This reporting schedule is helpful to students to self-monitor their academic progress as well as a measure of course success rate that the instructor can apply to determine resource appropriateness.

The librarian will also assist in gathering quality open access and GALILEO online sources and media for this project. Shepard will assist in assuring that all OERs meet college and USG standards. She will also help verify copyright issues related to the material and serve within the course as a resource. During the administration of the course, the librarian will be embedded in D2L to serve as an additional resource for using the materials, providing assistance with information literacy questions, and providing links to helpful LibGuides and library materials to assist students in their studies. Helping students understand and use primary and secondary sources is also an important part of her role.

Our plan for open access -- The learning materials and modules will be available in D2L for enrolled students' use. They will also be available to other instructors who wish to use the learning modules. The course is designed to be taught online; however, it is completely transferable to a face-to-face or hybrid format. It follows the same SLOs as recommended by the Regents Advisory Council on History for HIST 1112. The course materials will also be available via a public, Creative Commons open-licensed LibGuide hosted through the East Georgia State College Library for easy distribution. The LibGuide will also be submitted for inclusion in the GALILEO Open Learning Materials Repository.



**Quantitative & Qualitative Measures:** Quantitative Measures Several sets of data will be compiled to evaluate success rates at various points in the semester: 3-Week Alert Grade Average (posted in D2L and GradesFirst, an early warning notification and monitoring system that records students' academic progress. This average includes grades on the first two interactive discussions; the course has 10 interactive discussions total, one for each module, worth 30% of the course grade). This is an optional "grade update" used by the individual instructor. In summer, this first alert will be issued after the first week of class (about three formative assessments will have been comp). 5-Week Early Warning Grade Average (posted in D2L and GradesFirst, includes grades on first four interactive discussions and the first five video quizzes; the course has 18 video quizzes which are worth 10% of the course grade). This early warning grade is required by the college for all courses. In summer, this will be during the third week of class. Midterm Proctored Exam (Given at 7 weeks, worth 30% of grade). This major summative assessment covers the first half of the course and consists of short answer and essay, as well as the first "capstone" theme of the course, primary and secondary sources. Average Grade at Midpoint (Includes five discussion grades, nine video quizzes, and midterm exam, roughly 50% of course final grade). Students receive this information in time to decide whether to withdraw or stay in the course. In summer, this will be in week 5, before the final withdrawal date Final Exam Online (Week 15-16, worth 30% of grade). The final exam has two long essay questions and also addresses the second capstone theme of the course, "historiography." Final success rates—mean course grade, number of students who earned a C or better compared to total enrolled, number of students who withdrew compared to number of students who completed the course, and mean scores on the major course assessments (midterm exam, final exam, timeline, video quiz average, interactive discussion average). This data will be compared to the success rates of

previous semesters taught using the traditional textbook only. Qualitative Measures- IOTA survey: This is administered in spring and fall only, so we will use spring 2018 data to provide insights into preparations for summer and fall 2018 data to make any final changes to the course content. Students have several open-ended questions with which to provide feedback, and their opinions on OER are solicited specifically. Anonymous Feedback Discussion Board. This discussion board will be open in D2L throughout the semester. This allows students to contribute his or her opinion about the course, the course setup, and the course content anonymously for the instructor(s) to see. Student email check-ins: The instructor sends out periodic emails asking students about their opinions on the OER resources provided. While not anonymous, students can use this as a way to connect with the instructor and librarian, get help, or just chat informally about the course. During the HIST 1111 ALG grant project, this proved to be far more effective than formal surveys.

## Timeline:

### Spring 2018 – Fall 2018

**2/2018 - 5/2018:** McKinney revises course content and updated visuals. McKinney and Shepard work together to find quality online primary source readings, video clips, and interactive media for the course. Shepard works on a LibGuide aimed at primary and secondary sources and history-related Library resources. McKinney reviews course with ION rubric. She also checks for issues of 508 compliance (which ensures that students with disabilities can access the content with any needed accommodations) and consistency across course modules. Shepard assists with proofing the course for copyright compliance, typographic errors, and working links.

**5/2018:** McKinney finalizes course **syllabus** (see References and Attachments) and rechecks course.

**6/4/2018:** Class begins. Shepard introduces students to the LibGuide and any other relevant online guides using the course discussion tool. Invitation extended to all faculty members to be “observers” in the course—to learn more about D2L as well as OER teaching. McKinney and Shepard assist students in accessing these materials in D2L throughout the semester.

**6/2018:** Students receive 3-week interim grade update (posted in D2L and sent via text and email using GradesFirst). In summer, this would take place after the first week of class and the third week of class.

**6/2018:** Midterm exams and updated grade (approximately halfway through class) posted. Shepard works with students on primary and secondary sources and other information literacy topics using LibGuide and the discussion tool in D2L. Students receive a final update on grades that reflects their midterm exam averaged in.

**7/2018:** Final exams and end of course/semester. McKinney makes tabulation of success and completion rates (DWR) for the course as a whole and on individual assessments (10 discussions, 18 video quizzes, midterm exam, and final exam). Using this data and the students' feedback, course revisions are made as needed by McKinney and Shepard prior to beginning of fall. Course content is available to other instructors for fall with data collected from summer. **Initial report** made to ALG committee.

**8/2018 - 12/2018:** Transformed course is taught for second time. Continue to gather data from student assessments, evaluations, and success rates for fall.

**8/2018:** Shepard compiles course module and content available in a LibGuide format for instructors outside EGSC to have access to materials.

**12/2018:** McKinney and Shepard compile two semesters' worth of data (assessments, evaluations, DWR/success rates, qualitative commentary) and compare this to the success rates and feedback from the previous sections taught with the traditional textbook. All analysis is sent as a **final report** to the ALG committee. Course content remains available to other instructors at EGSC in D2L and the USG through a public LibGuide and the GALILEO Open Learning Materials Repository.

### **Budget:**

Awarded funds will be dedicated solely and specifically to meet project goals, objectives, and activities associated with the redesign of HIST 1112 (World Civilization since 1648). The scope of this project required work above and beyond the regularly assigned duties of the team members and will have to be in addition to the regular work and course load.

### **Personnel and Projected Expenses, Single Course Award:**

Dr. Dee McKinney, Professor of History (Instructor of Record)

\$5000 release time for course redesign and subject matter expertise

\$400 for travel to kickoff meeting and a state conference

Ms. Katie Shepard, Librarian

\$5000 release time for research on interactive media, course-related materials, copyright, open source materials, and online primary sources; building and revising the LibGuides

\$400 for travel to kickoff meeting and a state conference

**Sustainability Plan:**

Starting in fall 2018, all portions of the course will be offered to other instructors as an open resource in both D2L and LibGuides. Course materials will be updated periodically by Dr. McKinney, who will continue to teach the course, and Katie Shepard, as well as individual instructors. Evaluation of SLOs, course assessments, learning objectives, retention rates, and overall student success as related to the course redesign and use of exclusively online resources will be monitored, and re-evaluated each semester. McKinney and Shepard will give presentations at faculty meetings on campus to encourage the use of OER within courses at EGSC and throughout the USG. As McKinney is the Associate Dean of e-Learning, she can use this opportunity to be an advocate for implementing OERs and interactive media at the institution and throughout the USG. McKinney and Shepard will also pursue presentation opportunities at upcoming conferences to showcase the findings from the transformation and provide access to the materials and guidance for selecting resources for other instructors across the USG.

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# East Georgia State College

THE UNIVERSITY SYSTEM OF GEORGIA  
School of Humanities and Social Sciences  
131 College Circle  
Swainsboro, Georgia 30401-2699  
Phone (478) 289 - 2070 • Fax (478) 289 - 2114  
www.ega.edu

January 18, 2018

Dear ALG Textbook Transformation Grant Committee:

I am writing in support of the ALG Textbook Transformation Grant, Round Eleven, being proposed by Dr. Dee McKinney, Professor of History, and Ms. Katharine Shepard, Research Librarian at East Georgia State College. They will use Summer and Fall 2018 to work on the course.

Their proposal involves redesigning HIST 1112 (World Civilization since 1648) in the Top 100 Undergraduate Courses category to use online primary sources and interactive websites in lieu of a traditional textbook. The course also uses open source videos, a LibGuide, and written modules by Dr. McKinney for content. HIST 1112 is an Area E (Social Science) core course option, which can also be used in Area F for certain majors. Implementation of the redesigned course will begin in Spring 2019.

The cost currently for materials in HIST 1112 is approximately \$170.00. With the movement toward OER through this proposal, East Georgia State College can provide substantial savings to students. The redesigned course, taught every semester to approximately 30 students online, would result in savings of approximately \$16,000 per year. East Georgia State College takes great pride in its access mission, but many of our students struggle to pay for textbooks. Our home campus resides in Emanuel County, where 29.4% of the population lives below the poverty line. One of our satellite campuses is in Bulloch County; 31.3% of residents live below the poverty line (Data from the President's Address, Fall 2015, <http://www.ega.edu/images/uploads/fall-faculty-workshop-2015.pdf>). The same situation exists in most of the surrounding counties and our service area. Our students want to succeed in college, but fiscally, many of them face challenges. They often have difficulty in obtaining their textbooks due to the high costs.

With the elimination of this financial barrier, student success and retention should increase in this course. A particular strength of this proposal is the use of primary source materials, and the exploration of those materials through interactive discussions, as well as the rich media in the course. Dr. McKinney has over sixteen years of experience in online course design and instruction in her

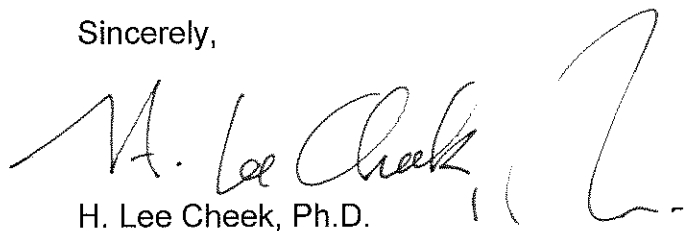
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teaching career of twenty-plus years. Ms. Shepard has been an active participant in both OER and the ALG project since its inception. The course also has numerous quantitative and qualitative measures for assessment of success. Dr. McKinney and Ms. Shepard won an ALG grant in Round Six for the transformation of HIST 1111, the first portion of this two-course sequence.

East Georgia State College and the School of Humanities and Social Sciences endorse and support this project, which we see being easily scalable to the entire University System of Georgia. Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "H. Lee Cheek". The signature is fluid and cursive, with a large, sweeping flourish at the end.

H. Lee Cheek, Ph.D.

Professor of Political Science and Dean, School of Humanities and Social Sciences

**Affordable Learning Georgia Textbook Transformation Grants  
Round Eleven  
For Implementations beginning Summer Semester 2018  
Running Through Fall Semester 2018**

**Proposal Form and Narrative**

<b>Submitter Name</b>	Katie Shepard
<b>Submitter Title</b>	Librarian
<b>Submitter Email</b>	<a href="mailto:kshepard@ega.edu">kshepard@ega.edu</a>
<b>Submitter Phone Number</b>	478.289.2087
<b>Submitter Campus Role</b>	Proposal Investigator
<b>Applicant Name</b>	Dr. Dee McKinney
<b>Applicant Email</b>	<a href="mailto:dmckinney@ega.edu">dmckinney@ega.edu</a>
<b>Applicant Phone Number</b>	478.289.2062
<b>Primary Appointment Title</b>	Associate Dean of Teaching and Learning and Professor of History
<b>Institution Name(s)</b>	East Georgia State College
<b>Team Members</b>	Katie Shepard, Research & Instruction Librarian, EGSC, <a href="mailto:kshepard@ega.edu">kshepard@ega.edu</a>

<b>Sponsor, Title, Department, Institution</b>	Dr. H. Lee Cheek, Dean of Humanities and Social Sciences, East Georgia State College.				
<b>Proposal Title</b>	Transforming HIST 1112 into a Cost-Free Course with OER				
<b>Course Names, Course Numbers and Semesters Offered</b>	HIST 1112: Western Civilization since 1648 Offered every semester; our focus is on Summer & Fall 2018				
<b>Final Semester of Instruction</b>	Fall 2018				
<b>Average Number of Students Per Course Section</b>	29	<b>Number of Course Sections Affected by Implementation in Academic Year</b>	3	<b>Total Number of Students Affected by Implementation in Academic Year</b>	85
<b>Average Number of Students Per Summer Semester</b>	25				
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<b>Award Category (pick one)</b>	<input type="checkbox"/> No-or-Low-Cost-to-Students Learning Materials <input checked="" type="checkbox"/> Specific Core Curriculum Courses
<b>Are you planning on using an OpenStax textbook?</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>List the original course materials for students (including title, whether optional or required, &amp; cost for each item)</b>	<p>Required: McKay, John; Hill, Bennett; Buckler, John; Ebrey, Patricia Buckley; Beck, Roger; Crowston, Clare Haru; and Wiesner-Hanks, Merry. <i>A History of World Societies, Since 1450, Volume 2</i>. Boston: Bedford/St. Martins. \$129.47</p> <p>Required: Reilly, Kevin. <i>Worlds of History, Volume 2, Since 1400</i>. Boston: Bedford/St. Martins. \$62.48</p> <p>Total: \$191.95</p>
<b>Requested Amount of Funding</b>	\$10,800
<b>Original Per Student Cost</b>	Total: \$191.95
<b>Post-Proposal Projected Per Student Cost</b>	\$0
<b>Projected Per Student Savings</b>	Total: \$191.95
<b>Projected Total Annual Student Savings</b>	\$16,315.75



## NARRATIVE

## 1.1 PROJECT GOALS

Teaching students to think critically and engage deeply in materials in a world history course can be expensive. The current cost of textbooks in HIST 1112, Western Civilization from 1648 to the Present, is \$191.95. All students, but particularly those at access institutions (primarily two-year degree granting institutions), find this cost daunting. Today, however, an enormous range of primary source documents, such as Wilson's 14 Point Speech, as well as virtual tours and media, like the interactive component of the British Museum, can now "come to the student" via laptops, tablets, or even smartphones.

The goals of this project:

- Redesign HIST 1112, which has used a traditional textbook and printed book of primary source materials, into one that uses all online, free materials of the same quality and subject matter
- Add more interactive multimedia components to the course to engage the 21st century learner, particularly intro videos or talks to "catch" students' attention.
- Organize the content in Brightspace by D2L, our institution's learning management system (LMS), and LibGuides, the library's online guides to resources, so that the course content can also be used in a traditional or flipped face-to-face classroom at EGSC or other institutions throughout the USG.
- Revise and narrate all Power Points to make them more engaging and up-to-date with current events.
- Embed interactive content (such as "moveable timelines") in the Power Points.
- Teach the course for two consecutive semesters, after a planning/initial implementation, using feedback and data to evaluate and revise materials

## 1.2 STATEMENT OF TRANSFORMATION

- **Transformation:** Reduce the costs of taking HIST 1112 by replacing traditional textbooks with online primary sources and media enrichment (videos, interactive museum websites, and narrated PowerPoints created by the instructor).
- **Stakeholders:** Any students taking HIST 1112 will benefit from this cost reduction. Based on past enrollment, the cost savings per year of using online resources as opposed to textbooks will be approximately \$16,315.75. Other potential stakeholders include other professors of history at EGSC and across the USG. The course is set up online in D2L, but it could be used with equal success in a face-to-face classroom.
- **Transformative Impact on Stakeholders & Course Success:** HIST 1112 is an Area E (social science) common core option, which may also be used in Area F for some majors (Area F has 18 credit hours of designated classes at the 1000 or 2000 level for a given major). It has no pre-requisites. Many students choose the course as one of their social science options or as an elective. History majors and some other social sciences majors take the course as part of their program of study. However, a challenge to students in our service sector and geographic area is the cost of textbooks as most students are either first-generation college students or are underprepared for college level coursework. East Georgia State College (EGSC) is an access institution where approximately 30% of the populations in counties in and contiguous to our campus live below the poverty line (via United States Census Bureau QuickFacts at <http://www.census.gov/quickfacts>). Students often cite the inability to afford textbooks as a huge barrier to their success. Even students on financial aid often cannot buy books until after classes begin, thus starting the semester at a disadvantage. If students have access to high quality online reading sources, in addition to the OER and instructor-created media, they can begin working with the course materials from the first day of class. Because this course requires interactive discussion, based on the readings, this access is essential to student success.
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repeatedly state they find classes with media, such as YouTube and TED Talks, more stimulating and engaging (<http://www.facultyfocus.com/articles/teaching-with-technology-articles/showtime-in-the-classroom-seven-ways-streaming-video-can-enhance-teaching/>). However, the instructor still needs to be sure those materials are of appropriate quality and provide assignments that use the media in a meaningful way. This is one reason the team of instructor plus librarian is particularly effective in this project.

Additionally, transforming this course will enable a student to take the entire Western Civilization survey without having to purchase textbooks or materials as we have previously, and similarly, transformed HIST 1111 during Round 6.

### 1.3 TRANSFORMATION ACTION PLAN

- The learning materials will be adopted for use beginning in the Summer 2018 semester (pilot phase) for one section of HIST 1112 (online with D2L). The course will be carefully evaluated, refined, and taught again based on gathered data. In December, all data will be compiled and submitted for the final grant report.
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- The course instructor, McKinney, who is also the instructional designer, is responsible for the content accuracy, pedagogy, selection of materials, and course assessments. She will also compile and report student success data at several points during the semester (3 weeks, 5 weeks, 8 weeks, end of semester in fall; adjusted in summer for checkpoints at 1/3/5 weeks). This data will be the result of both summative and formative assessments built into the course. This reporting schedule is helpful to students to self-monitor their academic progress as well as a measure of course success rate that the instructor can apply to determine resource appropriateness.
- The librarian will also assist in gathering quality open access and GALILEO online sources and media for this project. Shepard will assist in assuring that all OERs meet college and USG standards. She will also help verify copyright issues related to the material and serve within the course as a resource. During the administration of the course, the librarian will be embedded in D2L to serve as an additional resource for using the materials, providing assistance with information literacy questions, and providing links to helpful LibGuides and library materials to assist students in their studies. Helping students understand and use primary and secondary sources is also an important part of her role.
- Our plan for open access -- The learning materials and modules will be available in D2L for enrolled students' use. They will also be available to other instructors who wish to use the learning modules. The course is designed to be taught online; however, it is completely transferable to a face-to-face or hybrid format. It follows the same SLOs as recommended by the Regents Advisory Council on History for HIST 1112. The course materials will also be available via a public, Creative Commons open-licensed LibGuide hosted through the East Georgia

State College Library for easy distribution. The LibGuide will also be submitted for inclusion in the GALILEO Open Learning Materials Repository.



## 1.4 QUANTITATIVE AND QUALITATIVE MEASURES

### Quantitative Measures

Several sets of data will be compiled to evaluate success rates at various points in the semester:

- 3-Week Alert Grade Average (posted in D2L and GradesFirst, an early warning notification and monitoring system that records students' academic progress. This average includes grades on the first two interactive discussions; the course has 10 interactive discussions total, one for each module, worth 30% of the course grade). This is an optional "grade update" used by the individual instructor. In summer, this first alert will be issued after the first week of class (about three formative assessments will have been comp).
- 5-Week Early Warning Grade Average (posted in D2L and GradesFirst, includes grades on first four interactive discussions and the first five video quizzes; the course has 18 video quizzes which are worth 10% of the course grade). This early warning grade is required by the college for all courses. In summer, this will be during the third week of class.
- Midterm Proctored Exam (Given at 7 weeks, worth 30% of grade). This major summative assessment covers the first half of the course and consists of short answer and essay, as well as the first "capstone" theme of the course, primary and secondary sources.
- Average Grade at Midpoint (Includes five discussion grades, nine video quizzes, and midterm exam, roughly 50% of course final grade). Students receive this information in time to decide whether to withdraw or stay in the course. In summer, this will be in week 5, before the final withdrawal date
- Final Exam Online (Week 15-16, worth 30% of grade). The final exam has two long essay questions and also addresses the second capstone theme of the course, "historiography."
- Final success rates—mean course grade, number of students who earned a C or better compared to total enrolled, number of students who withdrew compared to number of students who completed the course, and mean scores on the major course assessments (midterm exam, final exam, timeline, video quiz average, interactive discussion average).

This data will be compared to the success rates of previous semesters taught using the traditional textbook only.

### Qualitative Measures

- IOTA survey: This is administered in spring and fall only, so we will use spring 2018 data to provide insights into preparations for summer and fall 2018 data to make any final changes to the course content. Students have several open-ended questions with which to provide feedback, and their opinions on OER are solicited specifically.
- Anonymous Feedback Discussion Board. This discussion board will be open in D2L throughout the semester. This allows students to contribute his or her opinion about the course, the course setup, and the course content anonymously for the instructor(s) to see.
- Student email check-ins: The instructor sends out periodic emails asking students about their opinions on the OER resources provided. While not anonymous, students can use this as a way to connect with the instructor and librarian, get help, or just chat informally about the course. During the HIST 1111 ALG grant project, this proved to be far more effective than formal surveys.

## 1.5 TIMELINE

### Spring 2018 – Fall 2018

**2/2018 - 5/2018:** McKinney revises course content and updated visuals. McKinney and Shepard work together to find quality online primary source readings, video clips, and interactive media for the course. Shepard works on a LibGuide aimed at primary and secondary sources and history-related Library resources. McKinney reviews course with ION rubric. She also checks for issues of 508 compliance (which ensures that students with disabilities can access the content with any needed accommodations) and consistency across course modules. Shepard assists with proofing the course for copyright compliance, typographic errors, and working links.

**5/2018:** McKinney finalizes course **syllabus** (see References and Attachments) and rechecks course.

**6/4/2018:** Class begins. Shepard introduces students to the LibGuide and any other relevant online guides using the course discussion tool. Invitation extended to all faculty members to be “observers” in the course—to learn more about D2L as well as OER teaching. McKinney and Shepard assist students in accessing these materials in D2L throughout the semester.

**6/2018:** Students receive 3-week interim grade update (posted in D2L and sent via text and email using GradesFirst). In summer, this would take place after the first week of class and the third week of class.

**6/2018:** Midterm exams and updated grade (approximately halfway through class) posted. Shepard works with students on primary and secondary sources and other information literacy topics using LibGuide and the discussion tool in D2L. Students receive a final update on grades that reflects their midterm exam averaged in.

**7/2018:** Final exams and end of course/semester. McKinney makes tabulation of success and completion rates (DWR) for the course as a whole and on individual assessments (10 discussions, 18 video quizzes, midterm exam, and final exam). Using this data and the students’ feedback, course revisions are made as needed by McKinney and Shepard prior to beginning of fall. Course content is available to other instructors for fall with data collected from summer. **Initial report** made to ALG committee.

**8/2018 - 12/2018:** Transformed course is taught for second time. Continue to gather data from student assessments, evaluations, and success rates for fall.

**8/2018:** Shepard compiles course module and content available in a LibGuide format for instructors outside EGSC to have access to materials.

**12/2018:** McKinney and Shepard compile two semesters’ worth of data (assessments, evaluations, DWR/success rates, qualitative commentary) and compare this to the success rates and feedback from the previous sections taught with the traditional textbook. All analysis is sent as a **final report** to the ALG committee. Course content remains available to other instructors at EGSC in D2L and the USG through a public LibGuide and the GALILEO Open Learning Materials Repository.

## 1.6 BUDGET

Awarded funds will be dedicated solely and specifically to meet project goals, objectives, and activities associated with the redesign of HIST 1112 (World Civilization since 1648). The scope of this project required work above and beyond the regularly assigned duties of the team members and will have to be in addition to the regular work and course load.

### **Personnel and Projected Expenses, Single Course Award:**

- Dr. Dee McKinney, Professor of History (Instructor of Record)  
\$5000 release time for course redesign and subject matter expertise  
\$400 for travel to kickoff meeting and a state conference
- Ms. Katie Shepard, Librarian  
\$5000 release time for research on interactive media, course-related materials, copyright, open source materials, and online primary sources; building and revising the LibGuides  
\$400 for travel to kickoff meeting and a state conference

## 1.7 SUSTAINABILITY PLAN

Starting in fall 2018, all portions of the course will be offered to other instructors as an open resource in both D2L and LibGuides. Course materials will be updated periodically by Dr. McKinney, who will continue to teach the course, and Katie Shepard, as well as individual instructors. Evaluation of SLOs, course assessments, learning objectives, retention rates, and overall student success as related to the course redesign and use of exclusively online resources will be monitored, and re-evaluated each semester. McKinney and Shepard will give presentations at faculty meetings on campus to encourage the use of OER within courses at EGSC and throughout the USG. As McKinney is the Associate Dean of e-Learning, she can use this opportunity to be an advocate for implementing OERs and interactive media at the institution and throughout the USG. McKinney and Shepard will also pursue presentation opportunities at upcoming conferences to showcase the findings from the transformation and provide access to the materials and guidance for selecting resources for other instructors across the USG.

## 1.8 REFERENCES & ATTACHMENTS

- Letter of support from Dean of Humanities and Social Sciences, Dr. H. Lee Cheek
- Course outline from Spring 2018, showing major assignments.

# Syllabus

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## ADVANCE ORGANIZER<sup>1</sup>

**Academic honesty policy:** Page 21-22.

**ADA information:** Page 11.

**Annotated Timeline and Sample Timeline:** Pages 5-6, and 26.

**Books:** This course is part of the **ALG** (Affordable Learning Georgia) initiative. **There are no textbooks required.** All readings are **online and free**. I have a textbook on reserve at the main library and have provided info about a recommended textbook if you want to get one.

**Crash Course Videos, Required:** Pages 6-7

**Critical Thinking:** Pages 27-28.

**Desire 2 Learn Syllabus Quiz Requirement (required to access course content):** **Before you can access the online course content, you will be required to take a Syllabus Quiz.** To reach the quiz, log into Desire2Learn (D2L) and click on the Quiz link on the toolbar. Complete the quiz with a score of 90% or higher; then, you can access the rest of the course. You September take the quiz as many times as needed to reach a score of 90% or higher. This should be completed by August 20 at 11 PM.

**Discussion grading rubrics and assignment checklists:** Pages 25-29.

**Exams, format, and PROCTORING REQUIREMENT FOR MIDTERM:** Pages 8-9, 19. A “quiz” stating you understand the terms of the final must be completed before you can access the final in the dropbox.

**Frequently asked questions:** Pages 18-21.

**Grading, percentages of work:** Page 5.

**How to address professor properly:** Dr. McKinney, Professor McKinney, and Dr. Dee are **acceptable**. Mrs. McKinney, Ms. Dee, or Mrs. Dee are **NOT** acceptable.

**How to contact professor and office hours:** Page 2.

**Master list of due dates:** Pages 29-31.

**Participation expectations:** All students should log into the course **NO LESS** than three times per week. You **must contact the instructor via D2L by August 20** (not Catmail) to continue in the course.

**Policy on ANY and ALL late work:** No late work will be accepted. Please **do not ask** if you can submit work late.

**Practice quizzes, how they work for extra credit:** Page 19.

**Statement about Using Wikipedia:** Pages 23-24.

**Weekly discussions:** Pages 7-8, 25. Be sure you understand that you **POST first** in the dropbox and **then** proceed to the discussion board!

**Weekly schedule:** Pages 12-17.

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<sup>1</sup> The advance organizer gives you ‘quick go-to’ information for the most critical portions of the course.



**HISTORY 1112: WESTERN CIVILIZATION SINCE 1648,  
EAST GEORGIA STATE COLLEGE**

**FALL 2018: CLASSES HELD AUGUST 13 – NOVEMBER 30, 2018; PROCTORED MIDTERM EXAM BY  
APPOINTMENT IN SWAINSBORO OR WITH PROCTOR U ONLY; FINAL EXAM ONLINE**

**I. Instructor:** Dr. Dee McKinney

**II. Office information** (See below, p. 1)

**III. Course description** (See below, p. 2)

**IV. Pre-requisites** (See below, p. 2)

**V. Textbooks** (See below, p. 2)

**VI. Student learning outcomes and General Education Outcomes, linked** (See below, pp. 2-3)

**VII. Additional course objectives** (None besides those stated)

**VIII. Evaluation** (See below, pp. 3-10)

**IX. Grading** (See below, pp. 3-10)

**X. Attendance Policy:** This is an online class. Student progress and "check ins" will be recorded and sent to the registrar as a matter of official record keeping activities. **All students must complete the Syllabus Quiz with a grade of 90 or higher via D2L by August 20, 2018, or be reported as "not attending" to the registrar.**

**XI. Makeup Work Policy:** Midterm exams must be made up within 1 week, if there is a documented *emergency* that precludes a student from taking the exam. Final exams **cannot** be made up after the final exam period has ended, regardless of reason. **No late assignments are accepted.**

**XII. Plagiarism and Dishonesty statement.** Please refer to the Student Handbook ([http://www.ega.edu/counseling\\_center/handbook2008.pdf](http://www.ega.edu/counseling_center/handbook2008.pdf)) and see below, pp. 7, 17-18.

**XIII. ADA Statement.** Please see p. 7 and

[http://www.ega.edu/counseling\\_center/disabilityaccommodations.htm](http://www.ega.edu/counseling_center/disabilityaccommodations.htm)

**XIV. Learning Support Policy Statement:** Students are responsible for their own academic progress and must make themselves familiar with the EGSC Learning Support policies. Decisions regarding fulfillment of College Preparatory Curriculum (CPC) deficiencies should be made only after consultation with an academic advisor. EGSC Learning Support Policies can be found at:

<http://www.ega.edu/AcademicPP/LearningSupportPolicies.pdf>

**XV. Course Withdrawal Policy Statement:** Students are responsible for their own academic progress. Decisions regarding withdrawal from courses should only be made after consultation with an academic advisor. Before withdrawing from a course, students must first meet with a Financial Aid representative to discuss their personal financial aid situation. More information regarding withdrawal from courses can be found in the EGSC catalog at: <http://www.ega.edu/registrar/catalog/> **Any student, regardless of reason, who is missing more than half the coursework at midpoint should withdraw from the class.**

**XVI. Campus Emergency Policy.** See p. 11 below.

**XVII. Additional Course Requirements.** See p. 8 below.

**XVIII. Daily Course Schedule.** See pp. 12-16 below.

**II. Office Hours:** By appointment.

**Office:** George Smith Building, IT Department, Room 123

**Office phone** at EGSC: 478-289-2062

**E-mail** (a great way to reach me): [dmckinney@ega.edu](mailto:dmckinney@ega.edu) (anytime, but I go to bed at 10 PM and don't get up until 6:50 AM. So, don't expect me to respond right away if you email at 2 AM)

### III. COURSE DESCRIPTION

HIST 1112 is the second half of a two-semester survey of the political, social, and cultural developments of western civilization.

**Please note:** This is an extremely interesting, yet challenging class. You have to do a LOT of reading and writing. *Do not take this course unless you are prepared to work **very hard** and remember a lot of material on the exams. If you decide to take the class, knowing it is a challenging course, I do **NOT** want to hear any complaining about it later.* **Do not take this class only because it's online.**

**IV. Prerequisites:** None, but I recommend that you **be enrolled in ENG 1101 or finish it** before taking this class.

### V. OPTIONAL TEXTS AND MATERIALS

This course is part of the Affordable Learning Georgia (ALG) initiative. **ALL readings are provided free online.** However, if you would like, I recommend the following **OPTIONAL** textbook. An older edition is fine to supplement your reading. I have one on reserve at the main Swainsboro campus library.

**A History of World Societies, Volume 2, since 1500, 10th edition. Paperback.**

John P. McKay (University of Illinois at Urbana-Champaign) , Patricia Buckley Ebrey (University of Washington) , Roger B. Beck (Eastern Illinois University) , Clare Haru Crowston (University of Illinois at Urbana-Champaign) , Merry E. Wiesner-Hanks (University of Wisconsin-Milwaukee) , Jerry Davila (University of Illinois at Urbana-Champaign)

### VI. STUDENT LEARNING OUTCOMES

After completing History 1112, you will be able to:

1. Explain the importance of geography and how geography can impact historical events, issues, and processes.
2. Read, interpret, and effectively use maps to answer historical questions.
3. Identify and evaluate the important historical political, cultural, social and economic movements, historical figures, and events that characterize the development of western civilization from 1648 to the present.
4. Explain the ways in which the practice of history is both an art and a science.
5. Analyze differing interpretations of world historical events, figures, and issues and explain the ways and the reasons why these interpretations have changed over time.
6. Demonstrate an awareness of the relationship of events and people across cultures, and chronologically order historical events both in the context of the culture in which they occurred as well as in the context of global civilizations.
7. Write well-developed and logically organized short essays and discussion postings.
8. Demonstrate critical thinking skills in reading, interactive discussion, and writing assignments, including the ability to analyze, synthesize, and interpret primary and secondary sources.
9. Distinguish between primary and secondary sources, and analyze at least five major issues using appropriate sources and historical methodology.

10. Identify at least three other types of resources besides written records that historians may use to study the past and explain their use to enlighten historical questions using at least three different issues.

11. Identify at least two major historiographical debates associated with the significant time periods, cultures, figures, and events from 1648 to the present.

12. Explain how historians use different lenses, such as a political lens or a social lens, to study different people and cultures in western civilization.

13. Identify, using at least three examples, the ways in which world civilizations and cultures interacted with and influenced one another from 1648 to the present.

### **GENERAL EDUCATION LEARNING OUTCOMES:**

East Georgia College requires that students meet seven learning outcomes that define the intellectual, cultural, and physical experiences that students complete prior to graduation. In this course, you will complete the following two outcomes:

1. Students will demonstrate the ability to (a) read, (b) write, (c) speak, and (d) listen with the competence necessary to succeed in higher education.

### **DESCRIPTION OF CLASS ACTIVITIES**

**Please note:** ALL students must take a syllabus quiz and score 90% to access the ‘course content’ (for the assignments, readings, study guides, and so on). You can take the syllabus quiz as many times as you like, but Desire 2 Learn (our course management system) will block you from entering the content area until you score at least 90%. Completion of the syllabus quiz indicates course attendance. **If you do not complete the syllabus quiz by August 20, you will be counted as non-attending.**

This is a course that is taught completely online, with a proctored, on campus midterm and final. Every week, you will have a list of tasks to complete. These include:

- **Readings** in the online content and from the links listed here in the syllabus.
- A proctored, **ON CAMPUS, MIDTERM** exam in **Swainsboro**<sup>2</sup>
- An **online** final exam
- Review of online content and videos that provide a sort of “online lesson lecture”
- Required Crash Course video quizzes
- Participation in a lesson discussion online, with a regular posting deadline for each lesson.
- Other tasks which may include responding to email, checking web sites, and reviewing study materials
- Being present and checking in online **at least 3-4** times per week.

**All students must check in through D2L by August 20 and complete syllabus quiz with a grade of 90 or higher! If not, you are reported as “non-attending” and dropped from the course.**

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<sup>2</sup> Read further for information about using the Proctor U service. This is the **only** way students can take proctored exams other than in Swainsboro. Do not ask about taking it on another campus!

### VIII. AND IX. EVALUATION AND GRADING

- A: 90-100%
- B: 80-89%
- C: 70-79%
- D: 60-69%
- F: 0-59%

#### **Your Final Grade is Determined Solely by Course Activities and Assessments**

**Five items determine your course grade, and these assessments are not all of equal value. They are as follows:**

- **Crash Course or History Summarized Video Quizzes (Worth 10% of final grade)**
- **Discussion Response and Participation (Worth 30% of final grade; average of 7 thematic discussions)**
- **Midterm Exam, **proctored** either in Swainsboro or by ProctorU (Worth 30% of final grade), lessons 1-4**
- **Final Exam, online (Worth 30% of final grade), lessons 5-7**

Each of these activities and assessments **links directly** back to the objectives and goals of the course noted in the syllabus. Your performance on these activities and assessments is how I measure whether or not you as a student achieved and met the objectives and goals of the course.

In calculating final grades, I use standard rules for rounding. For example, 89.5 would round to a 90 (A), but 89.4 would round to an 89 (B). There is no curve, nor is there any chance for extra credit other than the practice quizzes online.

Please, if you want a good grade in the course, you must perform to a high standard on the five activities and assessments listed above and described further in the syllabus. I cannot "raise" your grade a point or two at the end of the semester, just because you tell me that you are not happy with your final average. You must demonstrate through the activities and assessments that you have achieved a certain grade. Note that the attendance check and discussion component of the course already assesses your participation, so the argument of "I participated a lot in the course, so you need to raise my grade" does not hold water. Neither does the argument of "I spent a lot of time on this course, so you need to raise my grade." Many times, students spend a great deal of time on a subject and still end up with an average performance and corresponding grade. Sometimes, other students do not have to put in the same amount of time, and yet they end up with a better performance and better grade. Time spent studying and participating in class are only two of several factors that determine whether or not a student succeeds in a course.

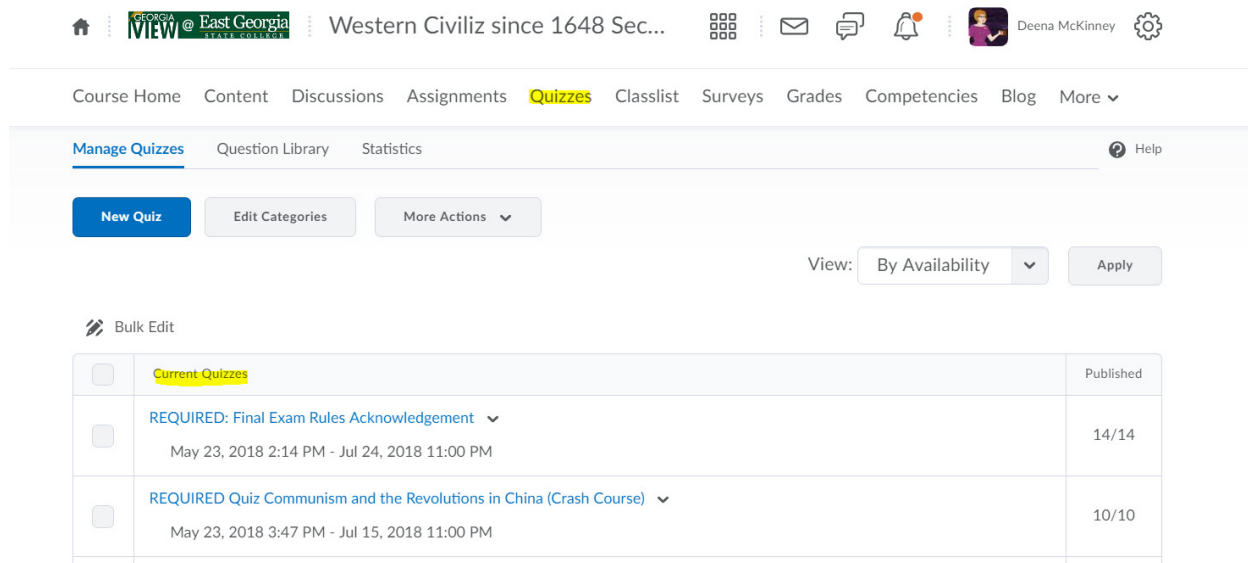
#### **PLEASE NOTE: NO LATE WORK WILL BE ACCEPTED!**

#### **Crash Course Video (CCV) or History Summarized Video (HSV) Quizzes (10% of Grade)**

Based on student feedback, I use the John Green Crash Course Videos (CCV) and Overly Sarcastic History Summarized Videos (HSV) into the class. The videos are linked directly in D2L, and I have noted on the daily syllabus which videos you should watch during certain weeks. **You must watch the video and complete the quiz during the week it is due/with the accompanying lesson.**

- Each quiz has 5-10 questions (short answer, matching, fill in the blank, true/false, etc.).
- Watch each video and take notes. A transcript is also available as is captioning.
  - You may want to watch the video twice. Each is 10-12 minutes.
- Then, take the quiz for each video.
- You may take each quiz twice, so if you do poorly on the first try, watch the video again, and then re-take the quiz.
  - The highest quiz attempt is the one that counts.
  - I will hand-grade/review all quizzes to account for misspellings.
- The average of **all** video quizzes is worth 10% of your course grade.

You find the video quizzes in the Quiz tool:



Video quizzes will not be reopened after they close. Please do them on time! They are a great way to 'introduce' the lesson materials if you watch them first.

### Online Discussions (worth 30% of grade)

- I have divided the course into 7 “thematic” lessons. Some are chronological, but many of the topics overlap in time.
- Each lesson has associated videos and quizzes, but more importantly, each lesson has content that must be read and understood.
- To assess your understanding of each lesson, there will be a detailed discussion. The 7 discussions are as follows:
  - The Enlightenment, Scientific Revolution, and Age of Reason
  - Changes in Political Thought: Imperialism, Colonialism, Nationalism, and Revolutions
  - Culture in the 18<sup>th</sup> and 19<sup>th</sup> Century: Art, Religion, Music, and Literature
  - The World Outside Europe
  - 19<sup>th</sup> Century Life (Industrialization and Lived Experiences)
  - The World in Two Wars
  - Post-Colonial Culture and Globalization

The number of questions in each thematic discussion ranges between 34-8, and all questions must be completed (you cannot “pick and choose” questions to answer).

**How to Navigate to the Discussion Questions and Complete the Assignments, Part One:**

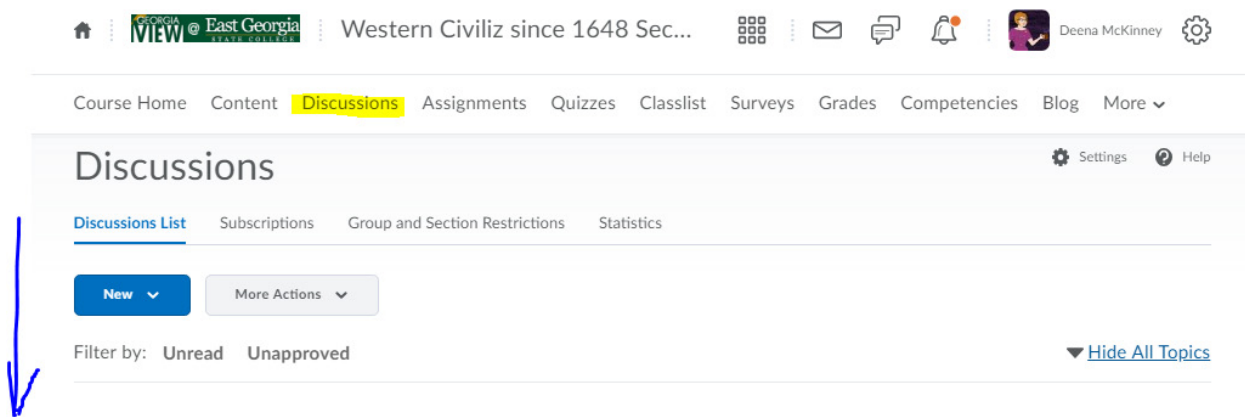
- Complete all readings listed in the syllabus, which include both external links and online content in the course (Power Points).
- Consult the daily syllabus for due dates. These due dates are firm. It is not fair to other students to offer extensions. You have the entire set of dates for the semester so that you may plan accordingly.
- Click on the Assignment tool to see the thematic discussions. See illustration following.
- Click on the Title of the discussion to read instructions and view the questions.
- Compose your answers. I am looking for 3-5 sentences per question as a “solid” answer. You should use details and examples from your readings to support your answers.
- Save your work often!
- When you are ready to submit your answers, upload them to the appropriate folder as shown in the picture.
- I will grade your answers using a rubric, and your grade will appear when I am finished.
- This is “part one” of the discussion procedure. Please look at the picture and then continue reading below.

	Submission Folder	Total Files	Unread Files	Flagged Files	Due Date
	Practice Folder				
<input type="checkbox"/>	Sample Folder to Practice Uploading Files	19	0	0	Jun 13, 2018 11:00 PM
	ProctorU Midterm				
<input type="checkbox"/>	ProctorU Midterm	8	0	0	Jun 26, 2018 11:30 PM
	Online Final Exam				
<input type="checkbox"/>	Online Final Exam	0	0	0	Jul 24, 2018 11:00 PM
	<b>Thematic Initial Discussion Posts</b>				
<input type="checkbox"/>	Lesson 1 Initial Post	15	0	0	Jun 13, 2018 11:00 PM
<input type="checkbox"/>	Lesson 2 Initial Post	16	0	0	Jun 13, 2018 11:00 PM

**How to Navigate to the Discussion Questions and Complete the Assignments, Part Two:**

- Once the Assignment tool closes according to the date in the syllabus, you can then go to the Discussion board. This is the interactive part of the work. By their very nature, discussions are interactive and cannot be made up in any fashion.

- Repost what you wrote in the Assignment tool by copying and pasting in your work so others can see it. Do not do an attachment—that makes it harder for others to read.
- Study the posts of your fellow students.
- Respond to at least two other students with some commentary. The more responses, the greater your final grade.
- I am looking for detailed, thoughtful interaction, not “Good job” or “I liked your post.”
- If you participate actively in the discussion on the discussion board, I may raise your grade from the Assignment tool. Dinky posts, however, will not raise your grade.
- Do you find someone’s post helpful? Did it illuminate a point? Did you enjoy someone’s response to your post? If so, considering giving that person “stars,” a feature available in the discussion area.
- Do not use text messaging shortcuts in your discussions. That deducts points.
- You can only participate in the discussion if you turned in work to the Assignment tool first. The discussion boards are set up to “block” people from turning in work there if they did not turn in their own work in the Assignment folder first.
- Grading: After the discussion boards close, I will consider your work there along with your original writing in the Assignment tool. Your grade may or may not increase depending on your activity and participation.



### Exams (Each worth 30% of grade)

You will take two exams in this course, one midterm and one final; **each** is worth 30% of your grade.

#### Midterm:

- This exam is given in a **proctored** (i.e. with a real person) environment.
- Format will be a combination of **short answer and essay** using the “Terms to Know” and “Thought Questions” from the online content.
  - The Midterm covers Lessons 1-4.
- There are **no** multiple choice questions.
- This exam is "closed book" and "closed notes."
- The midterm may be taken in one of two ways (your choice):

- On campus in **Swainsboro**; you must find a way to get to the Swainsboro campus to take the exams during the dates indicated
- Using ProctorU, which offers appointments by webcam 24/7
  - This requires pre-registration by a date four days before you take the exam.
  - You must have photo ID.
  - You must pay approximately \$25 for the exam.
  - You must wear clothes to take the exam—you cannot be naked.
- The exam will not be offered on any other campuses.
- The exam must be scheduled in advance and taken on one of the exam days (there are two days and several times available each day—more information will be sent to you after drop/add is over)
- Having a proctored experience is required by the college and by accreditation agencies. This sets us apart from “diploma mill” institutions.

\*Dates for Fall 2018 Midterm Exam:

- Monday, September 24, 9 AM – 2 PM start times. (See email once course begins).
- Tuesday, September 25, 9 AM – 2 PM start times. (See email once course begins).
- All exams (including those taken with ProctorU) must be completed by 11 PM, September 25.
  - Do not schedule a start-time with ProctorU any later than 7 PM on 9/25.
- Makeups must be completed within 1 week and only with an approved excuse.

\*Location of the Midterm Exam

- Main Campus in Swainsboro, George L. Smith Building, Office 123.
  - Map: <http://www.ega.edu/map>
  - Directions: <http://www.ega.edu/directions>
- Do not bring anything except a pen or pencil—paper and test materials will be provided.
- No cell phones, hats, or devices of any kind allowed in the room.

**Final exam**

- First of all, you must complete a final exam “quiz” to have access to the final exam.
  - In the quiz, you state that you understand the rules completely.
  - The quiz is simply “True” or “False.” It documents that you accept the terms and conditions of the final exam.
- The final exam is **online** and is “open book.”
- You can locate the final exam in the Assignment tool (you can see it above in the picture where I show how to turn in Assignments).
- Your test will have two essay questions taken from the Thought Questions for lessons 5-7.
  - I give you several choices from which to choose your two questions to answer.
- The date range when you can take the final is Friday, November 30 (1 AM) until Tuesday, December 4, 11 PM.
- There is no makeup or extension on the final exam. If you do not turn it in, you score a 0. This is my last word on this.
- Plagiarism of any kind will also result in a 0. Please review what plagiarism means later in the syllabus. There is a zero tolerance policy on plagiarism in the course.



## How I Grade

Grades are based on **student performance and capability**. Simply turning in all the assignments **does not** guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate **proficiency** in the material and **mastery** of course objectives. For different students, gaining that proficiency requires different levels of work because not all students walk into the class with the same aptitude for history. **Saying "But I worked hard!" does not guarantee you any particular grade.** Hard work for some could mean a C. The standards for the respective grades are as follows:

- A

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

- B

To achieve this grade, the student needs to display above average performance in his/her course work, including demonstrating the ability to process and comprehend complex ideas, while being able to convey those ideas in a clear, intelligent manner. A "B" student will also go beyond minimum requirements in terms of preparation and presentation of assigned work. He/she will demonstrate above average communication skills and ability to contextualize material. All work is on time, though there might be occasional grammatical errors or small flaws in writing.

- C

For this grade, the student must meet the minimum requirements for the course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex ideas, while also being able to convey those ideas in a like manner. A "C" student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate communication skills and ability to contextualize materials. Work that is late, regardless of quality, will get a grade no higher than C. Work that is on time but contains errors generally is in the C category.

- D

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

- F

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

## **XII. Plagiarism and Academic Honesty**

Cheating, plagiarism, bribery, misrepresentation, conspiracy, and fabrication are not permitted and will be dealt with in the most severe manner possible. Students should make themselves aware of student conduct expectations; more information on this appears in the college catalog. Students in violation of the academic honesty code will receive a WF for the course. If you are caught in an act of plagiarism, you will be reported to student conduct. Failure to understand the policy or misconstruing what plagiarism is will make no difference in the penalty for such actions. If you are in doubt: ASK!! I also recommend you visit the writing center; check in the ACE for opening hours.

\*Be quite sure you understand that you may not "copy and paste" from other papers or writing. All work must be in your own words.

## **XIII. ADA Statement of Reasonable Accommodations**

If there is any student in this class who has special needs because of a learning disability or other kinds of disabilities, he or she should discuss this problem with the instructor and our student services coordinator. More information about services for students with disabilities can be obtained from Student Services, phone 478-289-2039. For students who are given extra time on exams, the **exam must be completed on the same day** it is started. For students given extra time on assignments, the **maximum extension is two weeks** after original due date.

Please note: I cannot, by law, give you accommodations UNLESS you work through Disability Services. If you want any kind of special consideration, please contact the Disability Services office as soon as possible.

## **XVII: Additional Course Requirements and Rules of Conduct**

Other than what is noted in this syllabus:

- Courteous behavior to me and your fellow classmates online and face to face
  - Cell phones should be set to SILENT and kept OUT OF SIGHT (in your bag) during the entire time you are on campus, especially during exams
    - Students caught with a cell phone during testing receive a 0, period.
    - My wrath is harsh and swift if students violate the cell phone policy.
  - NO laptops brought to exams
- Attention to details
- Completing the readings before you do discussions
- Watching the videos before you do the quizzes
- Questions asked when you need additional information to succeed
- Don't **ever** call the instructor or other students 'honey, sweetie, sweetheart, darling, sugar' or any other related term. That is very unprofessional.

## XVI. Campus Emergencies: (I am required to include this)

In the event the fire alarm is sounded, everyone must evacuate the building at once and in a calm and orderly fashion - DO NOT RUN - using the nearest exit. In the event of a severe weather warning, which will be delivered verbally, everyone must proceed immediately to the nearest designated shelter area which are marked by a small tornado symbol. All severe weather shelter locations are posted on the EGSC website. Each student should, on the first day of class, determine the location of the nearest exit and the nearest designated shelter area for each of his or her classrooms. If you have difficulty locating either, ask your instructor to assist you. **Connect ED:** The *ConnectED* system is a communication service that enables East Georgia College administrators and security personnel to quickly contact all East Georgia College students, faculty, and staff with personalized voice and text messages that contain emergency-related campus information (e.g. campus closings, campus threat, health scare, etc.) With ConnectED, East Georgia College students can be reached and provided with vital instructions anywhere, anytime, through their cell phones, home phones, email, TTY/TDD receiving devices, or other text-receiving devices (<http://www.ega.edu/connected.pdf>).

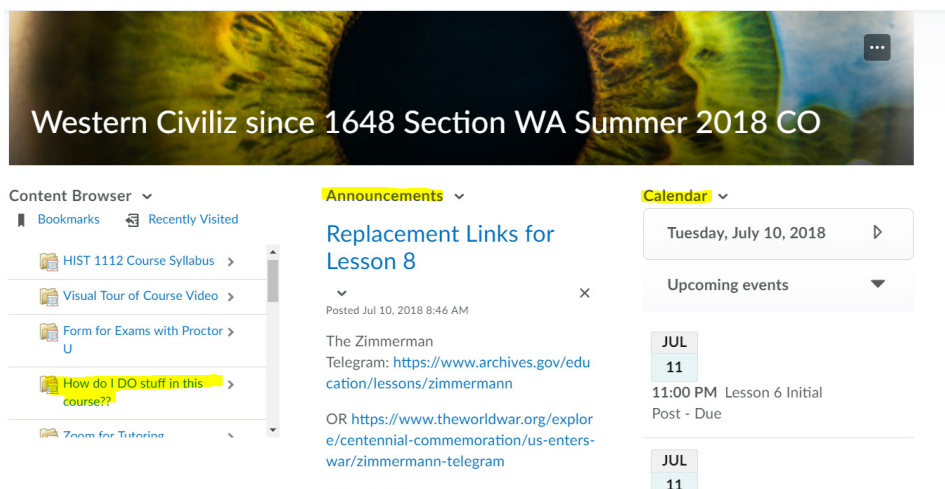
### "Missing" Work

If for whatever reason you do not have a paper returned to you, or you do not see a grade for a particular assignment on GA View D2L, it is **YOUR** responsibility to come check with me. It could be that you did the assignment, but I did not receive it. Any questions about whether or not assignment were received needs to be confirmed between you, the student, and me, the instructor, **BEFORE THE LAST DAY OF CLASS**. Disputes about receipt of assignments after that time are not valid. Check with me **BEFORE** the end of the term if you have a question about whether I received an assignment.

Please note that there is a 0 tolerance policy on plagiarism and academic dishonesty. More information about plagiarism is on pages 20-21.

### How to Get to the Online Content—Seeing “How Do I Do Stuff”?

Follow the picture below to get to the online content, which includes reading, Terms to Know (to study), Thought Questions (to study), and other useful items.



**XVIII. Daily Course Schedule and Readings:**

Lesson Number and Title, Videos to Watch	General Dates	Discussion Due— Initial Post in <u>Assignment Tool</u>	Discussion Due— Follow- up Posts in <u>Lesson Discussion Area</u> AFTER Assignment Tool Due Date	LINKS TO ONLINE READINGS (Questions for discussion are in the corresponding lesson <u>dropbox</u> , where you turn in your work FIRST). If link is not working, either find a replacement or contact me 24 hours before assignment due date for another link.
<p><b>Lesson 1: Orientation to Course; The Age of Enlightenment, Reason, and Scientific Revolution (read Lesson Online Content in D2L) <u>ONE Crash Course Video: Columbian Exchange</u></b></p>	<p>Start: August 13 End: August 26</p>	<p>August 22, Discussion questions must be answered in Assignment folder; to see the folder, you must pass syllabus quiz with grade of 90 or higher</p>	<p>August 26, lesson activities close at 11 PM and will not be reopened</p>	<p>a. Copernicus, <i>On the Revolutions of the Heavenly Bodies</i> (1543), “Dedication” <a href="http://www.historyguide.org/earlymod/dedication.html">http://www.historyguide.org/earlymod/dedication.html</a> b. <i>A Look at the Copernican Model</i>: <a href="http://galileo.rice.edu/sci/theories/copernican_system.html">http://galileo.rice.edu/sci/theories/copernican_system.html</a> c. <i>Sir Isaac Newton and the Laws of Motion</i> <a href="https://www.grc.nasa.gov/www/k-12/airplane/newton.html">https://www.grc.nasa.gov/www/k-12/airplane/newton.html</a> d. <i>Renee Descartes: The Story of Mathematics</i> <a href="http://www.storyofmathematics.com/17th_descartes.html">http://www.storyofmathematics.com/17th_descartes.html</a> e. John Locke, <i>Two Treatises on Government</i> (Excerpt) <a href="http://www.studenthandouts.com/09handouts/ANALYZINGPRIMARYSOURCESjohnlocke.pdf">http://www.studenthandouts.com/09handouts/ANALYZINGPRIMARYSOURCESjohnlocke.pdf</a></p>
<p><b>Lesson 2: Changes in Political Thought: Imperialism, Colonialism, Nationalism, and Revolution (read Lesson Online Content in D2L) <u>Crash Course Videos (4): Seven Years War, French Revolution, Imperialism, Capitalism and Socialism</u></b></p>	<p>Start: August 27 End: September 2</p>	<p>August 29, Discussion questions must be answered in Assignment folder; to see the folder, you must pass syllabus quiz with grade of 90 or higher</p>	<p>September 2, lesson activities close at 11 PM and will not be reopened</p>	<p>a. George Orwell, <i>Burmese Days</i>, excerpt <a href="http://www.orwelltoday.com/burmesedays.shtml">http://www.orwelltoday.com/burmesedays.shtml</a> b. Rudyard Kipling, <i>The White Man’s Burden</i>. <a href="https://legacy.fordham.edu/halsall/mod/kipling.asp">https://legacy.fordham.edu/halsall/mod/kipling.asp</a> c. Edward Morel, <i>The Black Man’s Burden</i> <a href="http://www.csun.edu/~jaa7021/hist434/Morel.pdf">http://www.csun.edu/~jaa7021/hist434/Morel.pdf</a> d. The English Bill of Rights: <a href="http://avalon.law.yale.edu/17th_century/england.asp">http://avalon.law.yale.edu/17th_century/england.asp</a> e. Declaration of the Rights of Man: <a href="http://avalon.law.yale.edu/18th_century/rightsof.asp">http://avalon.law.yale.edu/18th_century/rightsof.asp</a> f. The Social Contract (Excerpt): <a href="https://www.iep.utm.edu/soc-cont">https://www.iep.utm.edu/soc-cont</a>  Will need to refer to Power Point for Lesson 1</p>

Lesson Number and Title, Videos to Watch	General Dates	Discussion Due—Initial Post in Assignment Tool	Discussion Due— Follow- up Posts in Lesson Discussion Area AFTER Assignment Tool Due Date	LINKS TO ONLINE READINGS (Questions for discussion are in the corresponding lesson dropdown, where you turn in your work FIRST). If link is not working, either find a replacement or contact me 24 hours before assignment due date for another link.
<p><b>Lesson 3: Cultural Life, 1700-1900— Arts, Music, Literature, and Religion (read Lesson Online Content in D2L): History Summarized Quizzes (5) a) Islam, b) Judaism, c) Christianity, d) Edgar Allen Poe e) Dracula</b></p>	<p>Start: <b>Tuesday</b>, September 4 End: September 16</p>	<p>September 12, and questions must be answered in Assignment Folder</p>	<p>September 16, lesson activities close at 11 PM and will not be reopened</p>	<p>a. William Wilburforce and British Abolition: <a href="http://www.brycchancarey.com/abolition/wilburforce2.htm">http://www.brycchancarey.com/abolition/wilburforce2.htm</a></p> <p>b. Theodor Herzl, On the Jewish State (Excerpt): <a href="https://www.jewishvirtuallibrary.org/quot-the-jewish-state-quot-theodor-herzl">https://www.jewishvirtuallibrary.org/quot-the-jewish-state-quot-theodor-herzl</a></p> <p>c. Oxford Islamic Studies: <a href="http://www.oxfordislamicstudies.com/article/opr/t253/e9">http://www.oxfordislamicstudies.com/article/opr/t253/e9</a></p> <p>d. Three Romantic Composers (Beethoven, Schubert, and Wagner): <a href="http://www.talkclassical.com/blogs/peeyaj/146-greatest-composers-romantic-era.html">http://www.talkclassical.com/blogs/peeyaj/146-greatest-composers-romantic-era.html</a></p> <p>e. British Library Romantic Writers: <a href="http://www.bl.uk/romantics-and-victorians/articles/the-romantics">http://www.bl.uk/romantics-and-victorians/articles/the-romantics</a></p> <p>f. Metropolitan Museum Slideshow on Visual Romantic Art: <a href="http://www.metmuseum.org/toah/hd/roma/hd_roma.htm">http://www.metmuseum.org/toah/hd/roma/hd_roma.htm</a></p>
<p><b>Lesson 4: The World Outside the West (read Lesson Online Content in D2L), ONE Crash Course Video: Communism and the Revolution in China</b></p>	<p>Start: September 17 End: September 23</p>	<p>Wednesday, September 19, and questions must be answered in Assignment Folder</p>	<p>September 23, lesson activities close at 11 PM and will not be reopened</p>	<p>a. Excerpt from Joseph Conrad’s Heart of Darkness: <a href="http://www.sjsu.edu/faculty/harris/Eng101_HOD.htm">http://www.sjsu.edu/faculty/harris/Eng101_HOD.htm</a></p> <p>b. Reception of the First English Ambassador to China: <a href="http://afe.easia.columbia.edu/special/china_1750_mcartney.htm">http://afe.easia.columbia.edu/special/china_1750_mcartney.htm</a></p> <p>c. The Boxer Rebellion: <a href="http://www.eyewitnesstohistory.com/boxer.htm">http://www.eyewitnesstohistory.com/boxer.htm</a></p> <p>d. Commodore Perry’s “When We Landed in Japan” <a href="http://afe.easia.columbia.edu/special/japan_1750_perry.htm">http://afe.easia.columbia.edu/special/japan_1750_perry.htm</a></p>

<ul style="list-style-type: none"> <li>Midterm exam by appointment: September 24 or 25. Proctored in Swainsboro or via ProctorU Only.</li> <li>See D2L Email for Sign-Up Sheet and Further Instructions in D2L email *after* first week of class.             <ul style="list-style-type: none"> <li>Exam is short answer/essay and covers lessons 1-4.</li> </ul> </li> </ul>
<p>Last Day to Take Optional Extra Credit Quizzes for Lessons 1-4: September 23, 11 pm</p>
<ul style="list-style-type: none"> <li>Monday, August 25—MIDPOINT. Last Day to Withdraw (always check with financial aid first!)             <ul style="list-style-type: none"> <li>You will have grades for discussions 1-4 by this time, plus the midterm.</li> </ul> </li> </ul>

Lesson Number and Title, Videos to Watch	General Dates	Discussion Due—Initial Post in Assignment Tool	Discussion Due—Follow- up Posts in Lesson Discussion Area AFTER Assignment Tool Due Date	LINKS TO ONLINE READINGS (Questions for discussion are in the corresponding lesson dropbox, where you turn in your work FIRST). If link is not working, either find a replacement or contact me 24 hours before assignment due date for another link.
<p><b>Lesson 5: Industrialization and Lived Experiences (read Lesson Online Content in D2L), ONE Crash Course Video: Industrial Revolution</b></p>	<p>Start: October 1 End: October 14</p>	<p>Wednesday, October 10, and questions must be answered in Assignment Folder</p>	<p>October 14, lesson activities close at 11 PM and will not be reopened</p>	<p><b>a. Women Miners in English Coal Pits:</b> <a href="https://www.atlasobscura.com/articles/pit-brow-lasses-women-miners-victorian-britain-pants">https://www.atlasobscura.com/articles/pit-brow-lasses-women-miners-victorian-britain-pants</a> <b>b. Industrial Manchester:</b> <a href="http://www.woodville.org/documents/130802the-industrial-revolution-manchester.pdf">http://www.woodville.org/documents/130802the-industrial-revolution-manchester.pdf</a> <b>c. The Philosophy of Manufactures:</b> <a href="https://salebcc.instructure.com/courses/451/pages/andrew-ure-the-philosophy-of-manufactures-1835">https://salebcc.instructure.com/courses/451/pages/andrew-ure-the-philosophy-of-manufactures-1835</a></p>
<p><b>Lesson 6: World Wars I and II (read Lesson Online Content in D2L), TWO Crash Course Videos: World War I, World War II</b></p>	<p>Start: October 15 End: October 28</p>	<p>October 24, and questions must be answered in Assignment Folder</p>	<p>October 28, lesson activities close at 11 PM and will not be reopened</p>	<p><b>a. Please read the World War I poetry in the Power Point.</b> <b>b. The Zimmerman Telegram:</b> <a href="https://www.archives.gov/education/lessons/zimmermann">https://www.archives.gov/education/lessons/zimmermann</a> <b>c. 14 Points:</b> <a href="http://avalon.law.yale.edu/20th_century/wilson14.asp">http://avalon.law.yale.edu/20th_century/wilson14.asp</a> <b>d. Their Finest Hour:</b> <a href="https://winstonchurchill.org/resources/speeches/1940-the-finest-hour/their-finest-hour/">https://winstonchurchill.org/resources/speeches/1940-the-finest-hour/their-finest-hour/</a> <b>e. Himmler’s Speech at Posen:</b> <a href="http://www.historyplace.com/worldwar2/holocaust/h-posen.htm">http://www.historyplace.com/worldwar2/holocaust/h-posen.htm</a> <b>f. Rape of Nanking:</b> <a href="http://www.eyewitnesstohistory.com/nanking.htm">http://www.eyewitnesstohistory.com/nanking.htm</a></p>

Lesson Number and Title, Videos to Watch	General Dates	Discussion Due—Initial Post in Assignment Tool	Discussion Due—Follow-up Posts in Lesson Discussion Area AFTER Assignment Tool Due Date	LINKS TO ONLINE READINGS (Questions for discussion are in the corresponding lesson dropbox, where you turn in your work FIRST)
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<b>Lesson 7: Post-Colonial World Culture and Globalization (read Lesson Online Content in D2L), <b>Crash Course Videos (4): Cold War, End of Colonization, Globalization Part 1, and Globalization Part 2</b></b>	Start: October 29 End: <b>Friday</b> , November 30	November 14, and questions must be answered in Assignment Folder	<b>Friday</b> , November 30, lesson activities close at <b>10 PM</b> and will not be reopened	<p>a. Mandela’s Nobel Prize Speech: <a href="http://www.nobelprize.org/nobel_prizes/peace/laureates/1993/mandela-lecture_en.html">http://www.nobelprize.org/nobel_prizes/peace/laureates/1993/mandela-lecture_en.html</a></p> <p>b. Sun Yat-Sen: <a href="http://acc6.its.brooklyn.cuny.edu/~phalsall/texts/sunyat.html">http://acc6.its.brooklyn.cuny.edu/~phalsall/texts/sunyat.html</a></p> <p>c. Analysis of the Classes in Chinese Society: <a href="https://www.marxists.org/reference/archive/mao/select-ed-works/volume-1/mswv1_1.htm">https://www.marxists.org/reference/archive/mao/select-ed-works/volume-1/mswv1_1.htm</a></p> <p>d. SUNY Project on Globalization: <a href="http://www.globalization101.org/what-is-globalization/">http://www.globalization101.org/what-is-globalization/</a></p>
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Final exam online, starting Friday, November 30 (1 AM) and ending at 11 PM on Tuesday, December 4, 11 PM. See details here in the syllabus and online in D2L. **NO MAKEUPS ON FINAL EXAM!**

**LAST DAY TO TAKE OPTIONAL EXTRA CREDIT QUIZZES 6-10: Sunday, December 2, 11 pm**

**Please note:**

- I might have to make minor adjustments in the scheduling of reading assignments and class activities.
- This will always be done with the intent of benefiting you, the student, or to accommodate circumstances beyond my control, such as weather.
- If you have questions and concerns about any aspects of this course, **please contact me as soon as possible.**
  - Don’t wait until the end of the semester; chances are, with sufficient time, we can try to work around most difficulties.
- I am most willing to make accommodations for students with special needs; please see me at the start of the semester for arrangements.

### SUMMARY OF DEADLINES AND IMPORTANT DATES:

**August 13:** Class begins.

**August 20:** All students must "check in" via **D2L** and **complete syllabus quiz with a grade of 90 or higher (Do not check in via Catmail! Check in within D2L, so I know you are active in the course)**

**September 24 or 25:** Midterm Exam dates, on campus in Swainsboro or with ProctorU **by appointment** (see information in D2L about **proctored exams using Proctor U**)

**October 3:** Midpoint—Last day to withdraw with grade of W (Call registrar, 478-289-2169)

**November 30 – December 4 (see times earlier in syllabus)**—Online final exam, **NO MAKEUPS!**

### I USE GOOGLE AND TURN IT IN.COM TO CHECK FOR PLAGIARISM!

#### Frequently Asked Questions

- ***Do we have to buy the books and do the textbook readings?***
  - This course is part of the Affordable Learning Georgia (ALG) initiative. **ALL** readings are provided **free online**.
  - However, if you would like, I have an **OPTIONAL** textbook recommended on page 3.
  - An older edition is **fine** to supplement your reading. I have one on reserve at the main Swainsboro campus library.
  
- ***What's on the exams?***
  - You are responsible for information from the readings assigned for the given lessons (online content and links in syllabus).
  - The midterm exam covers materials from Lessons 1-4.
  - The final exam covers lessons 5-7.
  - Every lesson has a study and review guide in D2L.
  - The midterm exam is short answer and essay only.
    - I will generally give you 50 short answer and five essays; you will pick 25 of the short answer and one of the essays to answer.
    - **Remember: I get to choose the 50 short answers and five essays**—you only get to pick which ones you want to do from the ones **I give on the exam**.
  
- ***How much time a week should I plan on spending on this course?***
  - Your time will be spent in the following ways:
    - Weekly readings
    - Weekly quizzes
    - Weekly written discussion posts in the Assignment tool
    - Preparation for the midterm
  - I would say to allow 6-10 hours of week for this class.



- ***I want to drop this course after drop/add but before the midpoint. How do I do that?***
  - Because it's an online course, call the registrar at 478-289-2169 to withdraw.
  - Be sure you have your student ID number ready, and that you call before the midterm date. (See calendar/daily syllabus).
  
- ***Can I get an incomplete in this course?***
  - If you are making satisfactory progress and the midpoint has passed, you can ask for permission to receive an incomplete if an unexpected emergency occurs.
  - You and I will negotiate what must be completed for the removal of the incomplete.
  - Granting of an incomplete grade is something that the instructor decides on a case-by-case basis.
    - I must warn you, though, that about 75% of students who take an "I" never come back to complete the work, and thus they end up with an F. Only take an incomplete as a last option.
  
- ***What is the format of the exams?***
  - The midterm exam is short answer and essay only.
  - I will generally give you 50 short answer and five essays; you will pick 25 of the short answer and one of the essays to answer.
  - **\*\*Remember: I get to choose the 50 short answers and five essays—you only get to pick which ones you want to do from the ones I give on the exam.\*\***
  - The final exam, which is open book, is an essay exam.
  
- ***How do I study for the exam?***
  - First of all, review the terms and questions listed in each lesson. These will help you acquire the basic knowledge necessary for the exams.
    - If you create note cards for the terms and perhaps outline each of the given questions, and you study these well, you will likely do very well on the exams.
    - I strongly advise that you do the terms and questions as we go; don't try to cram all 100+ of these into two days of study before the exams. You will not do as well.
    - Many good students have told me that they do the terms before the lesson starts, and that way, they are familiar with some of the terminology of the lesson when they come to the class lecture.
    - I also suggest you take the OPTIONAL practice tests, which can give you bonus points towards the exams. (See my notes within D2L).
  
- ***I can't find one of the words on the study guide in the online content.***
  - Every single term comes from somewhere in the online content or links or readings. If you can't find it, try an Internet search using a good quality source (please do not use Wikipedia).

- ***It's after final grades are turned in, and I'm not happy with my grade. I needed a higher grade to stay in school, keep the Hope grant, keep my insurance, and [insert reason of choice]. Can I do extra credit so you can change my grade?***
  - I will not change your grade after the semester is over UNLESS there has been a mathematical error on my part.
  - If you find a mathematical error, alert me as soon as possible. If I have made an error (and I try to be very careful, but I am only human—I have made 2 mathematical errors in over 22 years of teaching), I will change your grade immediately and offer you my sincerest apologies.
  - IF, however, the grade is YOUR responsibility (you didn't realize that the final and midterm count more than discussions, you didn't understand how grades were calculated and that missing even one assignment WOULD hurt you, you feel that you got a poor grade at the start of the semester and you want me to change it, etc.), please don't ask me to give you preferential treatment after the fact.
    - This is unfair to **all** the students who have worked hard, maybe not gotten the grade they wanted, but accepted responsibility for their performance in the course.
    - I will NOT change grades simply because you aren't happy.
    - You get what you earn in my class, and that requires you to be an adult and come to me DURING the semester, not after, to discuss how you can improve your grade.
- ***I'm doing four good discussion posts and meeting deadlines every lesson, but you keep giving me 90s instead of higher grades, like 95s or 97s. Why is this the case?***
  - You did the minimum work; you get the minimum grade.
  - A 90 or a 91 IS an A.
  - You want higher As? Do better and more frequent discussion posts.
    - Respond to more students and add more details to your posts.
    - Work that exceeds the minimum standards earns a higher grade; it's that simple.
  - I am not into the “every A = 100” business.
- ***I don't understand why we have to have an on-campus or proctored test in an online class. That's not the point of taking an online class.***
  - Official EGSC policy requires one proctored experience for every online course. You can read these policies on the President's page:  
[http://www.ega.edu/offices/presidents\\_office/policies\\_and\\_procedures\\_of\\_the\\_college](http://www.ega.edu/offices/presidents_office/policies_and_procedures_of_the_college)

### **Cheating, Plagiarism, and Academic Honesty Notice**

Cheating, plagiarism, and academic dishonesty is not tolerated. Please read the college's academic honesty policy here: <http://www.ega.edu/policy/04-academic-honesty-policy.pdf>

- All cheating and plagiarism will be reported to the Office of Student Conduct.

### Definitions of Plagiarism and Academic Dishonesty:

- To take the writings, graphic representations or ideas of another person and represent them as you own without proper attribution given to the original source. This includes “copying and pasting” materials.
- Taking someone else's ideas, words, or writing, and attempting to pass them off as your own.
- Using another author's ideas or words without proper documentation; representing someone else's creative work (ideas, words, images, etc.) as your own, *whether intentional or not*.
- Using any kind of cheat sheet, note card, hidden notes, etc. during any exam or assessment. Even the HINT that there is something of this nature is near you, even if you say “I didn't look at it” is enough to earn you a 0 on the exam.
- **NOTE:** Saying, “I don't know how to cite things,” or “I don't understand what I did wrong,” are NOT excuses! Ask me or another faculty member BEFORE the assignment is due if you are uncertain!

### Examples of plagiarism and academic dishonesty in a course:

- Copying and pasting text from the Internet or class materials (online content) or a book into your paper or discussions without showing the material is directly quoted and also providing a footnote or endnote, and a complete reference entry in your works cited. You should put everything in your own words.
- Having a friend or relative write a paper for you, then turning it in as your own.
- Purchasing a paper off the Internet, then turning it in as your own.
- Copying another student's online discussion posting and using it as your own.
- Looking at another student's work, or looking at a cheat sheet or note cards or cell phone during a test; talking with another student during a test.

For more examples and details, read the Academic Honest Policy: <http://www.ega.edu/policy/04-academic-honesty-policy.pdf>

### Using Encyclopedias in Writing College Level Work

- Encyclopedias (*World Book, Britannica, Encarta, Wikipedia*) are a great way to start research.
- An encyclopedia article can give you a good overview of a topic, and many (like the online Wikipedia) can provide a bibliography that has a wealth of information for you.
- However, an encyclopedia as a source used for a major paper or writing in college is a generally poor choice.
  - You are in college, not high school.
  - The academic rigor for papers is higher, meaning you are likewise held to a higher standard on all aspects of a paper—the writing, the research, and the quality of your resources.
  - So, do *\*not\** use general encyclopedias for work in this course.

**Fall D2L Maintenance Schedule (D2L will be down--Please plan accordingly!)**

Count on most Friday-Saturday times, between 10 PM and 7 AM, for D2L to be down.

**Discussion Grading Rubric**

You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. It is expected that you will demonstrate a positive attitude and courtesy toward other participants in the discussion and observe good discussion “netiquette” (being polite and well-mannered online).

Your grade for discussion participation will account for **30%** of your course grade.

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

**Grading Rubric for Discussions**

	<b>Content, 50%</b>	<b>Specificity, 20%</b>	<b>Support, 20%</b>	<b>Responses (for those who participate)</b>	<b>Use of Language, 10%</b>
<b>A</b>	Writing makes vividly clear references to readings	Majority of writing includes specific details	Writing is well-supported with facts and examples	Comments to other students are articulate and show a high level of thought	Writing is well-organized, unified, and error-free
<b>B</b>	Writing makes perceivable reference to readings	Many writing includes specific details	Writing is mostly well-supported	Comments show above average thought	Writing is mostly organized and unified, with few errors
<b>C</b>	Writing makes some reference to readings	Some writing includes specific details	Writing is somewhat well-supported	Comments show some thought	Writing is somewhat organized and unified, with some errors
<b>D</b>	Writing makes little reference to readings	Writing includes few specific details	Writing is not very well-supported	Comments show little thought	Writing is poorly organized/unified, with many errors
<b>F</b>	Writing makes no reference to readings	No specific details in writing	Writing is not supported	Comments show no thought	Writing is not organized or unified; errors impair communication

**See pages 6-8 for instructions on posting discussions.**

**Any posts that use text message shortcuts (i, u, ur) will be deducted one letter grade.**

### CRITICAL THINKING AT EGSC

#### What is Critical Thinking?

- To think critically is to compare, to contrast, to analyze, to synthesize, and to see the world in fresh new ways.
- A critical thinker makes use of inference, analogy, metaphor, or experiment, or recast an old idea in new and novel ways.
- A critical thinker has formed the reading habit and reads with a critical eye, recognizing that much that has been written is subject to interpretation and appraisal.
- A critical thinker is reflective and does not rush to judgment.
- A critical thinker is dispassionate but recognizes that emotion and sentiment often color human events and cannot be ignored.
- A critical thinker is able to weigh all available facts and to come to a defensible conclusion tempered by reason, the best available knowledge and any relevant experience.
- Finally, a critical thinker must know the limits of knowledge, must have a certain intellectual humility, must be flexible, must be tolerant and open-minded, and must be willing to admit error.

#### HOW EGSC WILL ASSESS YOUR CRITICAL THINKING SKILLS

Criteria	Tier 1	Tier 2	Tier 3
<b>Question</b> – Students will question basic understanding of the topic in order to construct a thesis.	<ul style="list-style-type: none"> <li>• Fails to identify alternatives</li> <li>• Fails to acknowledge uncertainties</li> <li>• Fails to identify a working hypothesis</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies a limited number of alternatives</li> <li>• Acknowledges some uncertainty</li> <li>• Thesis is vague</li> </ul>	<ul style="list-style-type: none"> <li>• Thoroughly understands alternatives</li> <li>• Acknowledges any uncertainties inherent in the topic</li> <li>• Thesis precisely identifies the argument</li> </ul>
<b>Analyze</b> – Students will analyze primary data to determine validity and usefulness.	<ul style="list-style-type: none"> <li>• Fails to distinguish between relevant/irrelevant data</li> <li>• Fails to identify bias</li> <li>• Fails to make reasonable inferences</li> <li>• Fails to identify reasons to support the thesis</li> <li>• Fails to identify fact from opinion</li> <li>• Fails to identify cause /effect relationships</li> <li>• Fails to make reasonable comparisons</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies data that may be relevant</li> <li>• Is sensitive to possible bias</li> <li>• Attempts to make reasonable inferences</li> <li>• Makes some attempt to identify reasons in support of the thesis</li> <li>• Attempts to distinguish between fact and opinion</li> <li>• Makes a limited attempt to discuss cause/effect relationships</li> <li>• Makes limited comparisons</li> </ul>	<ul style="list-style-type: none"> <li>• Focuses on the relevant data</li> <li>• Bias does not interfere with the quality of the argument</li> <li>• Inferences are sound and supported by the data</li> <li>• Reasons support the argument</li> <li>• Successfully distinguishes fact from opinion</li> <li>• Fully addresses cause/effect relationships</li> <li>• Comparisons are valid and strengthen the argument</li> </ul>
<b>Discuss</b> – Students will be able to engage in productive verbal communication	<ul style="list-style-type: none"> <li>• Fails to acknowledge opposing viewpoints</li> <li>• Fails to modify thesis if required</li> <li>• Fails to enunciate ideas clearly</li> <li>• Fails to identify fallacies</li> <li>• Fails to construct organized arguments</li> <li>• Fails to demonstrate knowledge of punctuation, spelling, grammar, and diction</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledges opposing viewpoints</li> <li>• Shows flexibility in modifying thesis</li> <li>• Enunciates basic ideas clearly</li> <li>• Some awareness of fallacies</li> <li>• Some problems with organization</li> <li>• Paper is marred by lapses in punctuation, spelling, grammar and diction</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledges strengths of opposing viewpoints</li> <li>• Modifies thesis based on new information</li> <li>• Articulates arguments persuasively</li> <li>• Argument is free from fallacies</li> <li>• Arguments is organized</li> <li>• Largely free of errors in punctuation, spelling, grammar and diction</li> </ul>
<b>Debate</b> – Students will defend a cogent argument	<ul style="list-style-type: none"> <li>• Fails to distinguish between emotional and rational responses</li> <li>• Fails to recognize possible counter arguments</li> <li>• Fails to provide rebuttals for counter arguments</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguishes between emotional and rational responses</li> <li>• Recognizes counter arguments</li> <li>• Provides rebuttals for counter arguments</li> </ul>	<ul style="list-style-type: none"> <li>• Effectively guides debate from the emotional to the rational</li> <li>• Distinguishes between weak and strong counter arguments</li> <li>• Makes persuasive use of counter arguments for rhetorical advantage</li> </ul>
<b>Critique</b> – Students will be able to research and evaluate opposing arguments in a controversial topic	<ul style="list-style-type: none"> <li>• Fails to assess the quality of evidence presented</li> <li>• Fails to assess the sufficiency of the evidence</li> <li>• Fails to develop reasonable conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• Assesses the quality of evidence presented</li> <li>• Assesses the sufficiency of evidence presented</li> <li>• Develops reasonable conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• Uses evidence to strengthen argument</li> <li>• Evidence is sufficient</li> <li>• Conclusion is persuasive</li> </ul>

### Fall 2018: HIST 1112, Western Civ since 1648, Master Due Date List

What is Due and Where	When the Assignment is Due*	Did I do this?
Deadline to complete Syllabus Quiz	August 20, 11 PM	
Proctor U Form (if taking exam with them)	September 19, 11 PM IN THE EVENING	
Syllabus Quiz	August 20, 11 PM IN THE EVENING	
Lesson 1 Initial Post in <span style="background-color: yellow;">Assignment Tool</span>	August 22, 11 PM IN THE EVENING	
Lesson 1 Follow-Up Posts on <span style="background-color: cyan;">Discussion Board</span>	August 26, 11 PM IN THE EVENING	
Lesson 2 Initial Post in <span style="background-color: yellow;">Assignment Tool</span>	August 29, 11 PM IN THE EVENING	
Lesson 2 Follow-Up Posts on <span style="background-color: cyan;">Discussion Board</span>	September 2, 11 PM IN THE EVENING	
Lesson 3 Initial Post in <span style="background-color: yellow;">Assignment Tool</span>	September 12, 11 PM IN THE EVENING	
Lesson 3 Follow-Up Posts on <span style="background-color: cyan;">Discussion Board</span>	September 16, 11 PM IN THE EVENING	
Lesson 4 Initial Post in <span style="background-color: yellow;">Assignment Tool</span>	September 19, 11 PM IN THE EVENING	
Lesson 4 Follow-Up Posts on <span style="background-color: cyan;">Discussion Board</span>	September 23, 11 PM IN THE EVENING	
Lesson 5 Initial Post in <span style="background-color: yellow;">Assignment Tool</span>	October 10, 11 PM IN THE EVENING	
Lesson 5 Follow-Up Posts on <span style="background-color: cyan;">Discussion Board</span>	October 14, 11 PM IN THE EVENING	
Lesson 6 Initial Post in <span style="background-color: yellow;">Assignment Tool</span>	October 24, 11 PM IN THE EVENING	
Lesson 6 Follow-Up Posts on <span style="background-color: cyan;">Discussion Board</span>	October 28, 11 PM IN THE EVENING	
Lesson 7 Initial Post in <span style="background-color: yellow;">Assignment Tool</span>	November 14, 11 PM IN THE EVENING	
Lesson 7 Follow-Up Posts on <span style="background-color: cyan;">Discussion Board</span>	November 30, 11 PM IN THE EVENING	
Midterm Exam, <b>Proctored</b>	Must be completed by 4 pm, September 25, in Swainsboro, or by 11 PM, September 25, if you are using Proctor U (see syllabus for info). <b>If you are using Proctor U, you must complete the Proctored Exam form, GETTING MY APPROVAL FIRST, and then access the midterm via the <span style="background-color: yellow;">Assignment Tool</span>.</b> The last appointment time in ProctorU is 7 PM, September 25.	
<b>Final Exam</b> , Online and open book essays, via <span style="background-color: yellow;">Assignment Tool</span> (it opens Nov. 30)—Quiz on terms of the final exam must be completed <b>first</b>	<b>CLOSES</b> Tuesday, December 2, 11 PM— <b>once the exam closes, it will not be reopened. You would be wise to complete it early that day. Grades are due the next day.</b>	

What is Due and Where	When the Assignment is Due	Did I do this?
Crash Course Video Quiz, Columbian Exchange, via Quizzes tool	August 26, 11 PM IN THE EVENING	
Crash Course Video Quiz, Seven Years War, via Quizzes tool	September 2, 11 PM IN THE EVENING	
Crash Course Video Quiz, Capitalism and Socialism, via Quizzes tool	September 2, 11 PM IN THE EVENING	
Crash Course Video Quiz, French Revolution, via Quizzes tool	September 2, 11 PM IN THE EVENING	
Crash Course Video Quiz Imperialism, via Quizzes tool	September 2, 11 PM IN THE EVENING	
History Summarized Video Quiz on Judaism, via Quizzes tool	September 16, 11 PM IN THE EVENING	
History Summarized Video Quiz on Spread of Christianity, via Quizzes tool	September 16, 11 PM IN THE EVENING	
Crash Course Video Quiz, Islam, via Quizzes tool	September 16, 11 PM IN THE EVENING	
Classics Summarized Video Quiz on Edgar Allen Poe, via Quizzes tool	September 16, 11 PM IN THE EVENING	
Classics Summarized Video Quiz on Dracula, via Quizzes tool	September 16, 11 PM IN THE EVENING	
Crash Course Video Quiz, Communism and the Revolution in China, via Quizzes tool	September 23, 11 PM IN THE EVENING	
Crash Course Video Quiz, Industrial Revolution, via Quizzes tool	October 14, 11 PM IN THE EVENING	
Crash Course Video Quiz, World War I, via Quizzes tool	October 28, 11 PM IN THE EVENING	
Crash Course Video Quiz, World War II, via Quizzes tool	October 28, 11 PM IN THE EVENING	
Crash Course Video Quiz , Cold War, via Quizzes tool	Friday, November 30, 10 PM IN THE EVENING	
Crash Course Video Quiz End of Colonization, via Quizzes tool	Friday, November 30, 10 PM IN THE EVENING	
Crash Course Video Quiz , Globalization Part One, via Quizzes tool	Friday, November 30, 10 PM IN THE EVENING	
Crash Course Video Quiz Globalization Part Two, via Quizzes tool	Friday, November 30, 10 PM IN THE EVENING	

What is Due and Where	When the Assignment is Due	Did I do this?
<b>Optional</b> Extra Credit Practice Quiz 1, via <b>Quizzes</b> tool	September 23, 11 PM IN THE EVENING	
<b>Optional</b> Extra Credit Practice Quiz 2, via <b>Quizzes</b> tool	September 23, 11 PM IN THE EVENING	
<b>Optional</b> Extra Credit Practice Quiz 3, via <b>Quizzes</b> tool	September 23, 11 PM IN THE EVENING	
<b>Optional</b> Extra Credit Practice Quiz 4, via <b>Quizzes</b> tool	September 23, 11 PM IN THE EVENING	
<b>Optional</b> Extra Credit Practice Quiz 5, via <b>Quizzes</b> tool	September 23, 11 PM IN THE EVENING	
<b>Optional</b> Extra Credit Practice Quiz 6, via <b>Quizzes</b> tool	September 23, 11 PM IN THE EVENING	
<b>Optional</b> Extra Credit Practice Quiz 7, via <b>Quizzes</b> tool	December 2, 11 PM IN THE EVENING	
<b>Optional</b> Extra Credit Practice Quiz 8, via <b>Quizzes</b> tool	December 2, 11 PM IN THE EVENING	
<b>Optional</b> Extra Credit Practice Quiz 9, via <b>Quizzes</b> tool	December 2, 11 PM IN THE EVENING	
<b>Optional</b> Extra Credit Practice Quiz 10, via <b>Quizzes</b> tool	December 2, 11 PM IN THE EVENING	

**HELPFUL LINKS:**

**College Website:** <http://www.ega.edu/>

**Registrar’s Office:** [http://www.ega.edu/offices/student\\_affairs/registrars\\_office](http://www.ega.edu/offices/student_affairs/registrars_office)

**Academic Advising:** [http://www.ega.edu/academics/academic\\_advising](http://www.ega.edu/academics/academic_advising)

**Financial Aid:** [http://www.ega.edu/offices/student\\_affairs/financial\\_aid](http://www.ega.edu/offices/student_affairs/financial_aid)

**Counseling and Disability Student Services:**  
[http://www.ega.edu/offices/student\\_affairs/counseling\\_and\\_disability\\_services](http://www.ega.edu/offices/student_affairs/counseling_and_disability_services)

**Public Safety:** [http://www.ega.edu/offices/public\\_safety](http://www.ega.edu/offices/public_safety)

**USG D2L Help Center (24/7):** <https://d2lhelp.view.usg.edu/>

**IT Homepage (for browser checks and software info):**  
[http://www.ega.edu/offices/information\\_technology](http://www.ega.edu/offices/information_technology)

**Student Handbook:**  
[http://www.ega.edu/offices/presidents\\_office/policies\\_and\\_procedures\\_of\\_the\\_college#student-affairs](http://www.ega.edu/offices/presidents_office/policies_and_procedures_of_the_college#student-affairs)

**College Catalog:** [http://www.ega.edu/offices/student\\_affairs/registrars\\_office/catalogs](http://www.ega.edu/offices/student_affairs/registrars_office/catalogs)

**Online Education:** <http://www.ega.edu/online-education>



# Final Report

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# Affordable Learning Georgia Textbook Transformation Grants

## Final Report

### General Information

**Date:** December 21, 2018

**Grant Round:** 11

**Grant Number:** Proposal 357

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

**Project Lead:** Dr. Dee McKinney, Associate Dean of eLearning & Professor of History

**Team Members (Name, Title, Department, Institutions if different, and email address for each):** Katie Shepard, Librarian, Library kshepard@ega.edu

**Course Name(s) and Course Numbers:** HIST 1112: Western Civilization Since 1648

**Semester Project Began:** Spring 2018

**Final Semester of Implementation:** Fall 2018

**Total Number of Students Affected During Project:** 76

### 1. Narrative

In implementing a free textbook for the Western Civilization since 1648 course (HIST 1112) at East Georgia State College, we have been able to achieve all of the goals we laid out in our original application. We redesigned the course and were able to add more interactive multimedia components to the course to engage the 21st century learner. Dr. McKinney was able to revise and narrate all Power Points to make them more engaging and up-to-date with current events. We were also able to redesign the course into larger sections, each centered around a big idea, which was very successful with the students.

By offering the HIST 1112 course with no additional textbook costs, EGSC students are now able to take the entire survey of western civilization without purchasing an expensive textbook, and they can begin their work on day one without the worries of financial aid or bookstore complications. The students surveyed during the Fall 2018 implementation of the free textbook course were very satisfied with the course, with the free textbook as a huge factor. They noted that the rigor of the course and the content was not affected by this

change. Additionally, the success rates of the course generally increased across the three semesters of implementation (considering the academic year fluctuations).

Some lessons we learned in implementing the HIST 1112 textbook: some students prefer OER as PDF. It is easier to save, read, and use. We also learned that the new instructional design, macrochunking the information into bigger units, increased the students' understanding; they in turn produced higher-quality work.

## 2. Quotes

Quotes from the Online Survey

- “The fact that this course is taught with no-cost resources definitely influenced my decision to remain in the class. It has been so nice knowing that I do not worry about added fees or books for this class.”
- “I would definitely rate the resources used within this class as just as good, if not better than those used for other classes. I am able to learn about certain events and people just as well as I would in any other class.”
- “I am so grateful and am appreciative of this free, online course. I have honestly learned more through this open-source course than I have in any of my other online courses. I was able to understand comprehend these reading and sources in the same way I would any other class and I believe that the Affordable Learning Georgia Courses are an excellent idea - financially and academically.”
- “I liked that the class was affordable. I found there was a wider range of information I could learn about, because all the material was not from one specific text book. I also liked researching all the material online instead of all of it being given in one place.”

## 3. Quantitative and Qualitative Measures

### 3a. Uniform Measurements Questions

#### Student Opinion of Materials

**Was the overall student opinion about the materials used in the course positive, neutral, or negative?**

Total number of students affected in this project: 76

- Positive: 90 % of 21 number of respondents
- Neutral: 5 % of 21 number of respondents
- Negative: 5 % of 21 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:**

15 % of students, out of a total 26 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. Measures Narrative**

Based on IOTA course reviews, student success, and survey, we found the following about student success and satisfaction:

- In spring 2018, the overall IOTA course rating (0-4) was 3.93.
- In fall 2018, the overall IOTA course rating (0-4) was 3.81.

In both the IOTA course reviews (spring 2018 and fall 2018) and the survey (fall 2018), student comments were overwhelmingly positive about OER and completely online resources (see quotes). One student stated he/she would have preferred a hard copy textbook.

A mean (of all three semesters) showed 77.7% of these students (n=76) earned an A, B, or C. Success rates increased each semester:

- Spring 2018—73%
- Summer 2018—75%
- Fall 2018—85%

We believe that adding the narrated Power Points, which had “Stop and Reflect” slides, were in large part responsible for these increases. Likewise, as with our previous ALG course, the fact

that students had substantial savings by not having to purchase textbooks made accessing course materials and completing assignments from day 1 possible.

Our DFW Rates have also improved through the past offerings:

Semester	ABC rate (Successful)	DFW rate (Not successful)
Spring 2017	Course not taught	
Summer 2017 <sup>1</sup>	91%, N=21	9%, N=2
Fall 2017	60%, N=15	40%, N=10
Spring 2018	73%, N=22	27%, N=8
Summer 2018	75%, N=15	25%, N=5
Fall 2018	85%, N=22	15%, N=4

The average GPA of students (average of each course section) were

- Spring 2018—79.2%
- Summer 2018—71.1%
- Fall 2018—81.5%

Mean for all three semesters: 77.3%.

Some data from previous semesters:

- Spring 2016 average grade: 59.7%
- Summer 2016 average grade: 83%
  - This class had a particularly high number of dual enrollment students who tend to increase the average.
- Fall 2016 average grade: 74.6%
- Spring 2017 average grade: N/A (not taught)
- Summer 2017 average grade: 83.9%
  - Again, a large number of DE students.
- Fall 2017 average grade: 73.8%

Mean grade for the five semesters prior to grant: 70.2%. We thus increased our overall mean grade by 7.1% via ALG.

The results from the survey developed and used in Fall 2018 for the final semester of implementation showed that there were generally positive reactions from students about using a free textbook. Particular highlights include very positive reactions to the written responses to discussion questions in the Assignment tool (Very useful/liked very much= 100%), interactive discussion board

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<sup>1</sup> Course had a high number of dual enrollment students.

assignment (very useful/liked very much = 60%), and Crash Course Video Quizzes (very useful/liked very much = 100%).

## 4. Sustainability Plan

The textbook is currently available in several places. First, the comprehensive syllabus as part of this final report contains all the needed information for the entire text. Additionally, we have created [a LibGuide](#) that hosts all relevant links, documents, and course materials needed to use this text. LibGuides has a broken link detector that monitors the status of the links and the links will be checked periodically by the Librarian for any broken. Additionally, we will update the text yearly to reflect any changes needed. Dr. McKinney will also use this text for all of her future offerings of the course and any work done on the course will be reflected in the LibGuide.

## 5. Future Plans

We have applied to present at the University System of Georgia Teaching and Learning Conference in Spring 2019 to demonstrate the ways this project has changed the instructional design of Dr. McKinney's online courses.

We are hoping to work with other professors to transform other history courses including American History 1 & 2 into completely free texts, as well. Dr. McKinney hopes to make all of her online courses completely free texts. Shepard hopes to continue supporting professors in selecting similar free, quality resources.

## 6. Description of Photograph

Left: Dr. Dee McKinney, Associate Dean of eLearning & Professor of History, Instructor of Record and Project Lead

Right: Katie Shepard, Research & Instruction Librarian, Team Member