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## English 3302 – The History and Structure of the English Language, Sp 2019

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UM System A&OER Initiative Award Report  
English 3302—The History and Structure of the English Language, Sp 2019  
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I summarize the outcomes of my Spring of 2019 implementation of the zero-cost textbook option for English 3302 course as very successful while also noting certain areas in which improvement may be made in future iterations of the course. This report will proceed in three parts: I) an overview of the process by which I developed the materials for this course, II) discussion of outcomes for the methods of assessments (per my A&OER grant proposal), and III) a discussion of challenges that occurred during the semester and plans for improving course materials in the future.

### I. Process

It was fortuitous that, even before receiving the A&OER grant, I had been planning on participating in a round-table panel on “Rethinking the Coverage Model in the History of the English Language,” which was held at the International Congress on Medieval Studies in May of 2018. While there, I was able to discuss A&OER opportunities available for History of English courses. All scholar-teachers in that panel agreed that there were very few resources available and that more would be welcome. Over the course of summer 2018, I then conducted a review of all the existing materials for my course and those materials I had used in the past iterations of the course (beginning in 2008) to determine what A&OER resources, exactly, would be required and how best to go about accessing them. Then, in the fall of 2018, I collaborated with two Missouri S&T staff—Research Librarian Sherry Mahnken and Scholarly Communications Librarian Roger Weaver—to discuss what options through the S&T library might be available use as “accessible” resources for the course. Ms. Mahnken and Mr. Weaver, I must say, were incredibly helpful in developing these materials. With their help I came up with a list of materials available through the S&T library website that, while not “open educational resources,” were certainly “available educational resources” because they were freely available to all S&T students. With these resources I was able to develop nearly all of the course materials I required, including the interactive “workbook exercises” that were vital to my students’ success in the course. (This was a crucial aspect in the development of my materials because it meant I did not need to write my own workbook exercises, as I anticipated having to do in my A&OER grant proposal.) I then imbedded links for these library online resources in my daily workload schedule on Canvas, so that students could (a) see precisely what they needed to read/complete for any given class period, and (b) simply click on the resource’s hotlink in Canvas to bring up the library’s resource in online form.

The result was a nearly seamless incorporation of the A&OER resources into my Canvas webpage. During the first few days of the course, I walked students through how to access materials, which they understood rather effortlessly. As the semester proceeded, students were able, with only a few minor issues, to access the materials through the library website and work

through both the readings and the workbook exercises without much difficulty in terms of the technology or accessibility of the materials.

## II. Outcomes and Assessments

In my A&OER grant application I listed three methods of assessment for the new A&OER materials in my course: 1) Comparison of Assignment Grades and/or test scores to previous semesters, 2) Student survey and evaluation of course materials, and 3) Other: data collected on Canvas on the activity of students. I report on these methods in order here. Note: I have taught this course for many years, but because the 2017 and 2018 iterations of the course are closest to the 2019 iteration in terms of assignments, coverage, and usage of Canvas, I have relegated this assessment to these three semesters.

1. As may be seen by the attached reports (see Appendix A), assignment grades in my 2019 course were comparable to those in my 2017 and 2018 course, which suggests that the new A&OER materials had no effect on student outcomes. Additionally, my instructor evaluations in 2019 were comparable with those I received in 2018 and 2017: (2019: 3.86/4.00); (2018: 4.00/4.00); and (2017: 4.00/4.00).
2. I conducted a voluntary survey using the website Survey Monkey, in which I asked students to respond to the following five statements by selecting Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree. I am disappointed that only five of nineteen students in the course chose to complete the exam and, if I could do the survey over, I would have made time for it to be completed during class. Nevertheless, all responses to these questions were either in the Strongly Agree or Agree category of answer, suggestion strong student support for the new A&OER materials. The statements were as follows:
  - A. The reading materials for this course were easy to access: **5 strongly agree; no other responses**
  - B. The reading materials for this course accurately reflected materials covered on graded assignments for this course (including exams, short writing assignments, and the final project): **2 strongly agree; 3 agree; no other responses**
  - C. The reading materials for this course corresponded well with the in-class lectures and daily discussions in this course: **3 strongly agree; 2 agree; no other responses**
  - D. The workbook exercises for this course (especially early in the term) corresponded with materials on the midterm exam<sup>1</sup>: **4 strongly agree; 1 agree; no other responses**
  - E. I would recommend that Dr. Bryan continue using free materials for this course rather than a textbook purchased at student expense (\$100-300): **5 strongly agree; no other responses**
3. The activity of students on Canvas also indicated a direct correlation with final grade distribution. To assess this outcome, I grouped students by final grade and then averaged the number of pages viewed by students in each group, resulting in the following (refer to Appendix A):

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<sup>1</sup> Workbook exercises were especially important to success on the midterm exam.

2019: Final Grade	Average # of pages viewed in Canvas
A	464.25
B	337.67
C	216.5
D	150
F (outlier)	161

These statistical comparisons are rough and do not tell the whole story, but they indicate, roughly, that in 2019, when the A&OER resources were employed, there was a strong correlation between final grades and number of pages viewed in Canvas. It is interesting, also, to note that the differences between viewings from an A to a B (126.58) and the differences between viewings from a B to a C (121.17) is nearly identical, which may suggest proportionality as well. (Note: Many things must go wrong for a student if they are to earn an F in my class. Therefore, I do not think it reliable to consider these statistics for these grades.) The correlations between grades and number of pages viewed in Canvas is not nearly as strong in the 2018 and 2017 iterations for the course:

2018: Final Grade	Average # of pages viewed in Canvas
A	248.13
B	129
C	115
D	N/A
F (outlier)	245

2017: Final Grade	Average # of pages viewed in Canvas
A	202.45
B	135.67
C	201
D	N/A
F	N/A

All of this suggests that the new A&OER course materials in English 3302 were both important to student success and

### III. Problems, Corrections, and Plans for the Future

The accessibility and content of the A&OER materials were all quite effective for my English 3302 course, as I hope the data collection indicates. However, two issues arose that will need to be addressed in some way in the future:

1. One issue to correct (which I really ought to have anticipated) is being sure to note when and how different resources (e.g. textbooks available via the library website) have covered slightly different materials than other materials. If, for instance, one textbook organizes its content chronologically while another one organizes it thematically, then the one textbook will expect its readers to know and understand concepts that may be different from the other textbook. A chronological textbook will expect students reading a chapter, say, on Middle English syntax to have already read and understood the chapter on Old English syntax (which comes before Middle English), whereas the thematic textbook will not.
2. A second difficulty is similar: The library resources from which I selected my materials had somewhat different levels of difficulty. If we read one chapter from a resource with a level 3 (on a scale of 1-10, hypothetically) and then move on to a chapter from another resource that is level 8, then students will not be as able to process the information in the latter text book as they would have been if they had read the chapters from the same book. I did anticipate this issue prior to the semester and planned to overcome it by using lecture time provide students with any information they might need to read the “level 8” material. I would like, in the future, to systematize that process a bit better.

On the whole, however, these issues were rather minor. Frankly, I might easily have faced similar (if not the same) challenges had I simply introduced a new textbook to the course. There are often such challenges to overcome when introducing new course materials, particularly in a course like English 3302, in which there is a strong dependence not only on course materials but also on lecture material and student initiative, so that the course materials, whatever they are, must be shaped to fit the overall vision of the course.

I would like to say in closing that Missouri S&T Research Librarian Sherry Mahnken and Scholarly Communications Librarian Roger Weaver were especially helpful during this entire process. They should be commended for their assistance.

I am very grateful to the UM System A&OER Initiative for the opportunity to make this switch to no-cost course materials for English 3302: History and Structure of the English Language. My students also extend their gratitude.

Respectfully,

*Eric Shane Bryan*

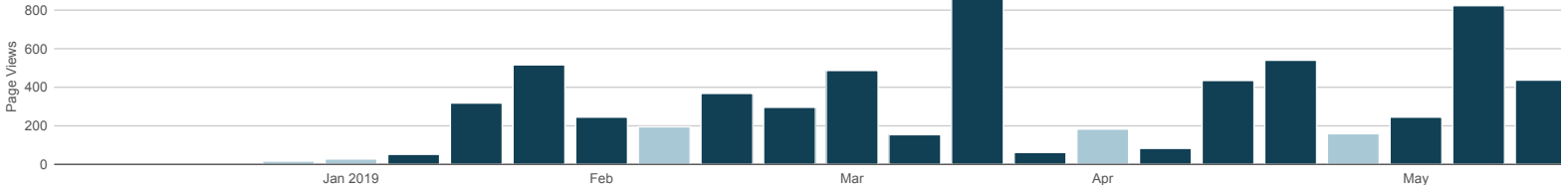
Eric Bryan

Appendix A:  
Statistical Reports from English 3302  
2019, 2018, and 2017

# Activity by Date

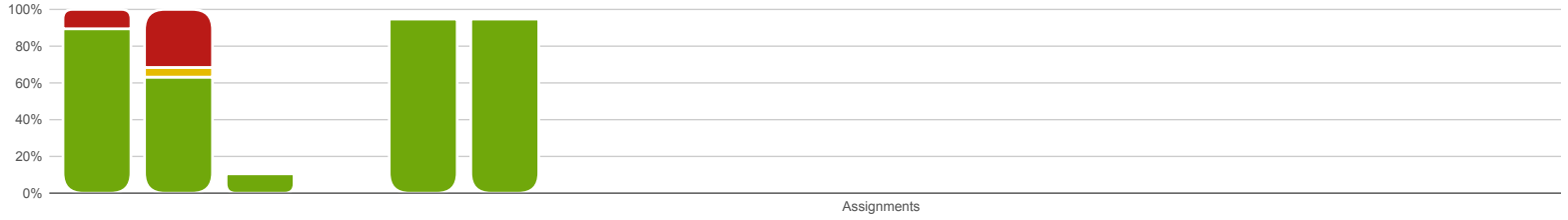
Analytics/ MST-  
ENGLISH-3302-1  
A-71629-SP2019

Page Views Only Participation



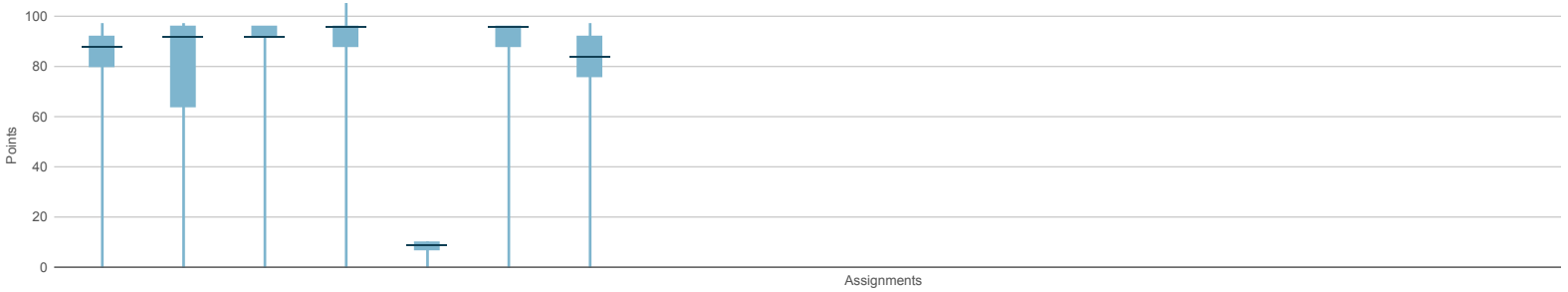
# Submissions

Missing Late On Time














# Grades

Total Range 25th-75th Percentile Median



Student ^	Page Views ^	Participations ^	Submissions	On Time	Late	Missing	Current Score ^
	376	8	4	4	0	0	95.8%
	243	8	4	4	0	0	82.95%
	150	3	3	3	0	1	64.7%
	274	3	4	4	0	0	88.3%
	293	2	2	2	0	2	14.4%
	1046	11	4	4	0	0	93.5%
	193	4	4	3	1	0	72.5%
	29	1	1	1	0	2	7%
	747	9	4	4	0	0	93.75%

 [Redacted]	327	8	4	4	0	0	87.5%
 [Redacted]	601	8	4	4	0	0	95.4%
 [Redacted]	242	7	4	4	0	0	83.25%
 [Redacted]	101	6	4	4	0	0	90.85%
 [Redacted]	327	8	4	4	0	1	90.05%
 [Redacted]	479	6	4	4	0	0	82.6%
 [Redacted]	221	7	3	3	0	1	93.45%
 [Redacted]	461	8	4	4	0	0	86.2%
 [Redacted]	295	10	4	4	0	0	90.4%
 <a href="#">Test Student</a>	5	0	0	0	0	2	--
 [Redacted]	240	8	3	3	0	1	73.45%



### Activity by Date

Page Views Only
  Participation



### Submissions

Missing
  Late
  On Time



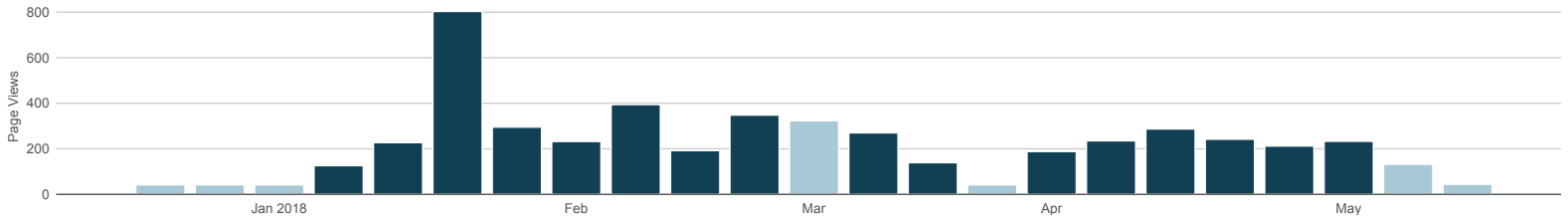
### Grades

Total Range
  25th-75th Percentile
  Median



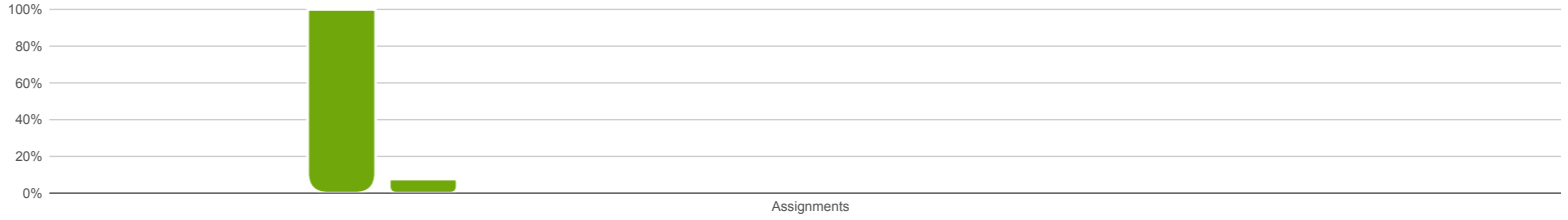
## Activity by Date

Page Views Only Participation



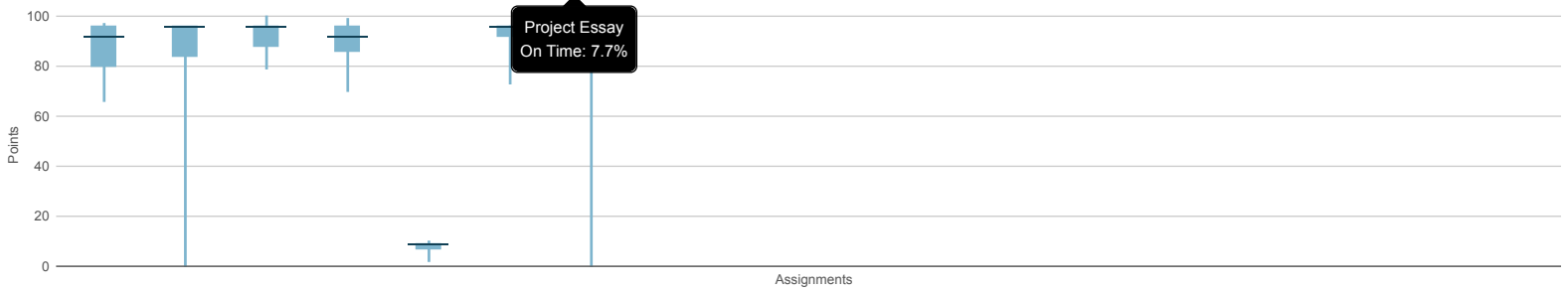
## Submissions

Missing Late On Time



## Grades

Total Range 25th-75th Percentile Median



Student ^	Page Views ^	Participations ^	Submissions	On Time	Late	Missing	Current Score ^
[Redacted]	345	9	2	2	0	0	90%
[Redacted]	164	4	1	1	0	0	87.7%
[Redacted]	89	3	1	1	0	0	92.93%
[Redacted]	402	7	1	1	0	0	91.82%
[Redacted]	250	6	1	1	0	0	95.31%
[Redacted]	297	4	1	1	0	0	92.08%
[Redacted]	245	1	1	1	0	0	44.64%
[Redacted]	223	9	1	1	0	0	94.17%
[Redacted]	136	7	1	1	0	0	93.52%

	243	8	1	1	0	0	93.88%
	115	0	1	1	0	0	71.23%
	94	4	1	1	0	0	82.24%
<a href="#">Test Student</a>	4	0	0	0	0	0	--
	168	6	1	1	0	0	93.7%



### Activity by Date

Page Views Only  Participation



### Submissions

Missing  Late  On Time



### Grades

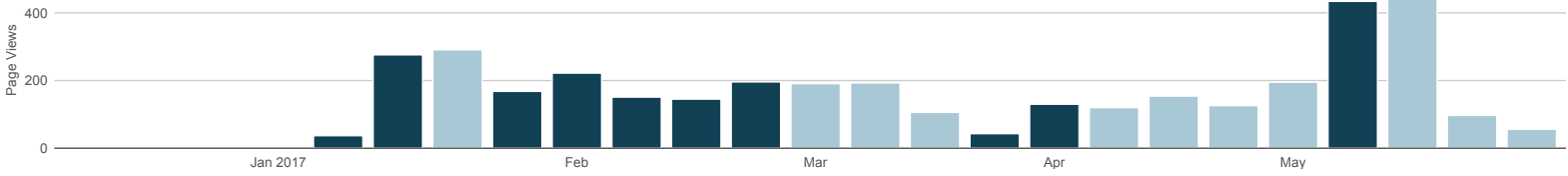
Total Range  25th-75th Percentile  Median



Student <sup>▲</sup>	Page Views <sup>◇</sup>	Participations <sup>◇</sup>	Submissions	On Time	Late	Missing	Current Score <sup>◇</sup>
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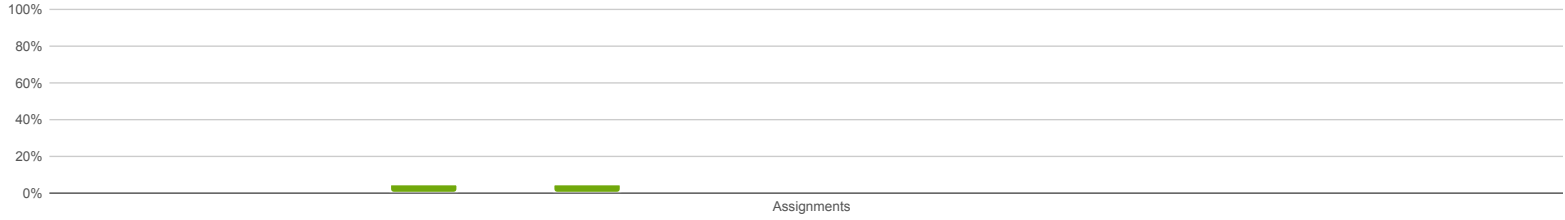
## Activity by Date

Page Views Only Participation



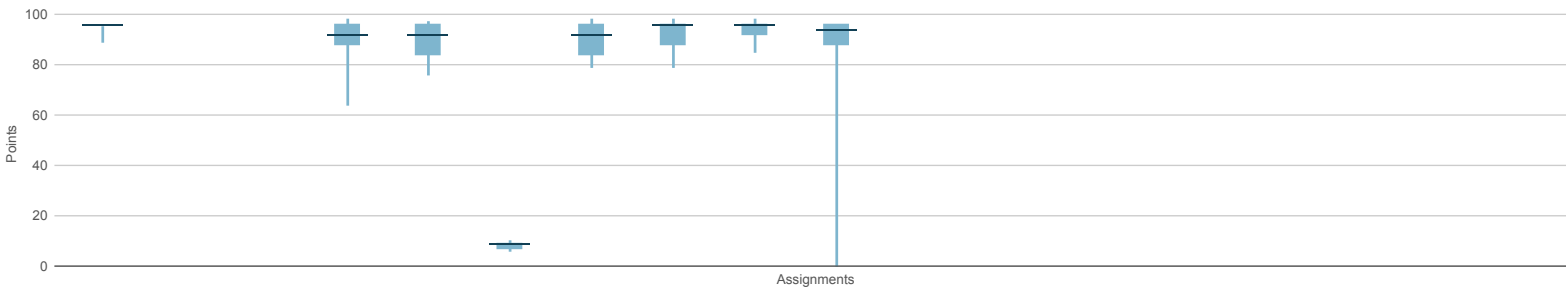
## Submissions

Missing Late On Time



## Grades

Total Range 25th-75th Percentile Median



Student ^	Page Views ⇅	Participations ⇅	Submissions	On Time	Late	Missing	Current Score ⇅
[Redacted]	20	0	0	0	0	0	--
[Redacted]	216	0	0	0	0	0	91.75%
[Redacted]	257	0	0	0	0	0	90.26%
[Redacted]	272	0	0	0	0	0	94.13%
[Redacted]	198	0	0	0	0	0	93.95%
[Redacted]	105	0	0	0	0	0	91.41%
[Redacted]	98	0	0	0	0	0	83.71%
[Redacted]	147	0	0	0	0	0	89.33%
[Redacted]	205	0	0	0	0	0	90.4%

[Redacted]	132	0	0	0	0	0	94.69%
[Redacted]	142	0	0	0	0	0	92.18%
[Redacted]	195	0	0	0	0	0	89.88%
[Redacted]	148	0	0	0	0	0	96.43%
[Redacted]	201	0	0	0	0	0	77.14%
[Redacted]	68	0	0	0	0	0	89.09%
[Redacted]	156	0	0	0	0	0	91.94%
[Redacted]	396	0	0	0	0	0	95.23%
[Redacted]	120	2	2	2	0	0	83.12%
[Redacted]	186	0	0	0	0	0	85.99%
[Redacted]	49	0	0	0	0	0	84.97%



### Activity by Date

Page Views Only
  Participation



### Submissions

Missing
  Late
  On Time



### Grades

Total Range
  25th-75th Percentile
  Median