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Textbook Costs and Open Educational Resources in Core A

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19 August 2019

Summary

Adoption of no-cost text options by the Department of Rhetoric and Language for Core A courses could save University of San Francisco students up to \$250,000 per year.

The cost of new, bookstore-purchased textbooks for a USF student taking the most common or “normative” path through Core A (RHET 103, RHET 110/N, RHET 120) averages \$316.14.

Textbooks costs vary widely and are highly unpredictable: the most expensive sections can have more than 300% higher costs for books than the least expensive. A student landing in the most costly sections would spend up to \$492.50 on texts required for the “normative” path (\$176.36 more than the average).

Costs are unevenly distributed, partly due to high variation between sections, and partly due to an unfair impact of placement practices.

- Students with the highest SAT scores have the lowest textbook costs. USF uses SAT scores to place students into RHET 130/131, a two-course sequence that fulfills Core A1 and A2. Students in this track would spend an average of \$199.15 to buy new textbooks necessary to fulfill Core A. SATs are highly correlated with family income and family level of education; effectively, the most privileged students at USF have the lowest Core A textbook costs (see Appendix 2).
- Vulnerable students placed in pre-RHET 110 courses have higher textbook costs. In Spring 2018, the mean cost of new required textbooks in RHET 106/N was \$80.44 (max \$105.50; min \$71.50). For a student placed in RHET 106 and unlucky enough to land in expensive sections, new Core A textbook costs would be almost three times higher than the cost for the average RHET 130/131 student.

What are Open Educational Resources?

The Hewlett Foundation defines Open Educational Resources (OER) as “teaching, learning and research materials in any medium—digital or otherwise—that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions” (Hewlett).

A key part of OER is no-cost access. As explained below, reducing costs and increasing access is a primary goal of the OER movement. However, to realize the full pedagogical benefits of OER, the other ingredients are necessary. For full benefits of OER, students must be able to:

- keep or retain the materials they access
- edit, adapt, or remix the materials they keep
- share the materials they edit.

Low- or no-cost materials help students financially. Materials they can own, alter, and share enhance their learning potential.

Why consider OER in Rhetoric and Language at USF?

There are three main reasons for us to think about this as a department:

1. The Department of Rhetoric and Language reaches a lot of students.
2. Textbooks costs have an impact on student success.
3. Open Educational Resources offer valuable pedagogical opportunities.

1. Department Reach

The Department of Rhetoric and Language has a wide reach: almost all USF students take 3 courses in Rhetoric and Language during their undergraduate education (some take only 2, some take 4 or more). In other words, we already make a big impact pedagogically; we can also make a big impact on the budgets of USF students.

Currently, instructors in Core A courses must choose from [a list of approved texts for purchase](#). Some courses, such as RHET 110 and RHET 120, require purchase of 2-3 texts. Adding OER options to the lists of approved textbooks could make a big financial and pedagogical impact for students; adopting OER across our department could save USF students up to \$250,000 per year.

2. Impact of Textbook Costs

Access to required texts is crucial to success in any course. Because of high costs, students may choose not to purchase a text or may delay purchasing a text, which can have a substantial negative impact on their learning. One recent study concluded that “OER is an equity strategy for higher education: providing all students with access to course materials on the first day of class serves to level the academic playing field in course settings” (Colvard, Watson, and Park 2018).

According to this study, students in courses with Open Educational Resources had higher performance (higher grades, lower DFW rates), with decreased disparity between groups (Pell, white/nonwhite, and part-time/full-time).

The Department of Rhetoric and Language is already doing a lot to reduce inequities related to textbook costs. Compared to many fields, textbook costs are substantially cheaper in Rhetoric and Language courses. Additionally, in our Department, many faculty choose lower-cost textbooks or

older (less expensive) editions. Frequently, faculty place required materials on reserve at the library or link to materials in the library's collection of subscriptions. Many faculty also use freely available online resources to supplement approved textbooks students must purchase.

3. Pedagogical Opportunities

In the Core A curriculum, which focuses on developing students' power and agency in communication, the Open Source principle of "re-mix/re-use" is a valuable pedagogical asset. Open Educational Resources, far from a low-rent version of expensive commercial texts, provide students with valuable learning opportunities. Rather than being simply consumers of textbook knowledge, students can contribute to course resources and build new knowledge.

Many USF faculty already incorporate student authorship of public materials; for example, in Wikipedia assignments (Gabor; Meredith). For more tales of faculty implementing OER, see Cronin; Sheridan; Stewart; Wexler.

Availability of OER in Writing and Speaking

A vast number of open-source textbooks and materials are available for undergraduate rhetoric and composition and public speaking courses. Some are fixed, online versions of previously published textbooks, licensed for no-cost use. Others are webtexts designed from the start to be fully OER.

An example of a former print textbook now available as electronic forms (PDF, epub, etc.):

- [*Stand Up. Speak Out! The Practice and Ethics of Public Speaking*](#), a previously published textbook, now OER and hosted by the University of Minnesota Open Textbook Library.

An example of a fairly conventional text formatted for easy online navigation and reading:

- [*Principles of Public Speaking*](#), by Lumen Learning, a for-profit company that develops OER for high-enrollment college courses.

An example of a crowd-sourced, peer-reviewed webtext developed specifically as an OER resource:

- [*Writing Commons*](#), a "free, comprehensive, peer-reviewed, award-winning Open Text for students and faculty in college-level courses that require writing and research."

An example of a grammar and usage handbook available as OER:

- [*Writing for Success*](#), a previously published textbook with extensive attention to grammar review and sentence- and paragraph-level writing, now OER and hosted by the University of Minnesota Open Textbook Library.

USF's Gleeson Library maintains a guide to Open Educational Resources (<https://guides.usfca.edu/OER>).

For proposed equivalents of currently approved Core A texts, see Appendix 3.

Current Textbook Costs in Rhetoric and Language¹

The total cost of new texts for RHET 103 (Public Speaking), RHET 110/N (Written Composition 1), RHET 120 (Written Composition 2), and RHET 131 in Spring 2018, if full enrolled, would have been \$120,785.40.²

Projected over two semesters, it is estimated that the Rhetoric and Language Department could save USF Core A students up to \$241,570.80 per year.

The average cost for new texts for a student taking the “normative” path through Core A (RHET 103-RHET 110/N-RHET 120) is \$316.14.

A student enrolled in the most costly courses in this 3-course sequence would spend \$492.50. A student enrolled in the least costly courses would spend \$142.75.

A student placing into RHET 130/131 (that is, the students with the highest SAT scores) would spend an average of \$199.15 for new books required to complete Core A1 and A2.

These numbers are based on USF bookstore data for Spring 2018. There are several reasons why these preliminary numbers are not accurate/representative.

1. Anecdotal evidence suggests that fewer USF students than the national average (63%) actually purchase full-cost, new textbooks from the bookstore. Bookstore data does show the actual number or purchases of each text assigned, so it may be possible to calculate the actual amount spent by students.
2. Numbers are based on sections caps and not actual enrollment. Actual enrollment numbers are listed in the bookstore data set, so these numbers can be calculated.
3. Spring and Fall course offerings and enrollments differ substantially; a representative sample would look at textbook orders over the two semesters.
4. Hundreds of students fulfill Core A through means other than the 103-110/N-120 path: transfer seminars, an assortment of RHET 120 equivalents, and so on.
5. These costs don't reflect the differential costs imposed on students assigned to pre-110 courses such as RHET 106 and AEM courses. In other words, costs are highest for students most in need of support. (More information is needed about who is placed in 106, 110, and 130, and their subsequent success—perhaps a CIPE data request would be appropriate.)

¹ Based on Rhetoric and Language textbook orders in Spring 2018.

² In fact, not all sections are full, and not all students purchase new texts. Nationally, 63% of students choose to purchase new print materials over used, digital, or other options (NACS).

6. Only courses that placed an order with the bookstore for Spring 2018 are included in this data.

RHET 103

According to data obtained from the USF bookstore, the mean cost of required texts for students taking RHET 103 in the Spring of 2018, if purchased new, was \$113.11. The highest cost course required \$173.75 in textbooks, while the lowest-cost textbook bill was \$54.00. Students purchasing used books could escape with an mean cost of \$84.86 (max \$130.50; min \$36.09)—about a 25% savings at the mean.

Many courses had e-book and rental options, and even e-rental options. It appeared that used rentals and e-books could bring costs down much further, as low as a mean of \$36.09. However, without speaking to each instructor or reviewing each syllabus individually, it's hard to parse the bookstore data about what is exactly is required and what is not required. Further research is necessary to determine the cost savings offered by e-books and rentals.

In Spring 2018, 18 sections of 103 were offered. The cost (new) of the textbooks assigned to students in these sections (assuming 20 students per section) would have totalled \$40,720 — almost the cost of a full year's tuition for an undergraduate at USF (\$47,550 in 2018-19).

Materials cost to students in my RHET 103 class in Spring 2018 was \$0. This was my disobedient course where I ignored the required text list and used an open-access textbook ([Stand Up. Speak Out](#)). Since I did not order a book through the bookstore, my course is not included in the above calculations. Comparison of bookstore data and department data on offerings and enrollment is needed.

RHET 110/N

Nine sections of RHET 110/N (I am grouping RHET 110 and RHET 110N) ordered books in Spring 2018. Generally, this was the least expensive course for which to purchase assigned texts. The mean cost of new required texts for students taking these courses \$86.67 (compared to \$113.11 in RHET 103). The most expensive course was \$141.75 and the least expensive was \$52.25. The cost of new texts for the 9 sections of RHET 110/N in Spring 2018, if full, would have been \$15,026.

RHET 120

Twenty-five sections of RHET 120 ordered book in Spring 2018. Average costs were very close to those found in RHET 103: the mean cost of required texts, if purchased new, was \$116.36 (\$113.11 in RHET 103). The highest cost RHET 120 section required \$177 in textbooks, while the lowest textbook bill was \$36.50. The cost of new texts for the 25 sections of RHET 120 in Spring 2018, if full, would have been \$51,101.

RHET 131

Five sections of RHET 131 ordered books in Spring 2018, and two sections were offered but listed as having “no text required.” Since this is the second of a two-quarter course, it is possible to assume that the assigned books are meant to cover the whole year-long sequence (and that the students in the course with text required had already purchased required books). The five sections had a mean cost of \$199.15 for books ordered in Spring; the cost per semester would thus be \$99.56.

Including the two no-text-required sections (assuming that those students did buy books in the Fall that they used in RHET 131 in the Spring), the cost of new texts for the 7 sections of RHET 131 in Spring 2018, if full, would have been \$13,938.40.

Open Textbook Proposals for Core A1 and A2

Proposal Option 1 (easy)

The Department of Rhetoric and Language lists of approved texts for each course should be amended to include Open Educational Resources options.

Proposal Option 2 (hard)

The Department of Rhetoric and Language lists of approved texts for each course should be revised to include ONLY Open Educational Resources options.

For proposed OER equivalents to currently approved texts, please see Appendix 3.

OER Implementation in my sections of 103 and 110N

Since 2016, I have unsystematically experimented with no-cost options for my RHET 103 (Public Speaking) and RHET 110N (Written Communication 1 Intensive) courses.

In both courses, I have used a combination strategy meant to reduce costs and increase learning opportunities:

- Assign sections of relevant available OER texts & materials.
- Use class time to examine a variety of texts and resources (OER and otherwise).
- Assign students to generate textbook-like documents and presentations.

I used [*Stand Up. Speak Out: The Practice and Ethics of Public Speaking*](#) as the assigned text for the course. This text is an Open Educational Resource hosted by the University of Minnesota Open Textbooks Library, and available under a Creative Commons BY-NC-SA (Attribution-NonCommercial-ShareAlike) license. According to Creative Commons, “This license

lets others remix, tweak, and build upon your work non-commercially, as long as they credit you and license their new creations under the identical terms.”

Although this license allows students to edit, remix, and share the text, I have not yet pursued this in my class—we treated *Stand Up, Speak Out* just as I would have treated a traditional textbook: students were assigned to read and respond to selected chapters; we adopted some of the activities included in the text; and I referred students to specific parts of the text in my comments on their work. However, I do see avenues for future ways to have students do “remixing” work on this text.

Remix Activity A

Repeatedly through the semester, we pursued an in-class activity support the OER idea of “remix.” I call it, “The Person with Two Textbooks Is Never Sure” activity, after the old saying about “the person with two watches.”

Materials

- electronic access to required open-access course text
- an assortment of print textbooks that would typically be assigned (1 per group of 3 students, plus a few extras for students who prefer to work alone)
- a means of visual presentation (e.g. large paper, whiteboard, access to slideware/projector)

Students arrive having read an assigned section of the course text, *Stand Up, Speak Out* (for example, Chapter 9: “Introductions Matter: How to Begin a Speech Effectively”).

I bring in single copies of 5 or 6 different commonly assigned public speaking texts, both current and long outdated (including one from the mid-20th century and one from the 19th century). I also brought in a recent popular public speaking guide connected to the TED franchise and a business communication text by presentation guru Nancy Duarte. Dividing the class into small teams of 2 or 3 students, I give each team one of these texts.

In their teams, students work to locate information about the topic of the day (e.g. “Introductions”). As each text is different, the information is found in different places. Some of the texts may lack information about our topic of the day (in this example, introductions). Students get repeated practice in locating needed information in a print resource (navigating with table of contents and index, skimming, etc.), and also learn about information design.

Students are challenged to locate and read relevant sections, identify and prioritize key claims or issues, summarize the textbook’s primary claims about the topic of the day, apply concepts by developing examples from their knowledge or experience, and create a visualization of one key idea and its application. They then share their discoveries with the class (for example, in a poster, slide, written text, or team presentation).

In this way, students discover not just the “rule of law” of one textbook, but the many available (often overlapping) perspectives on course material. They learn about change in knowledge and values over time, and they see that different people may legitimately prioritize different goals. It’s notable also

that texts designed for different fields (for example, rhetoric vs. communication vs. business) have very different styles and priorities.

The exercise is intended to have students act as co-creators of knowledge, and thus move from passive consumers of a textbook to active meaning-makers. They get support navigating unfamiliar texts, they are exposed to multiple perspectives on course materials, and they generate knowledge to share with each other.

I see this as a move away from a “regulation” model of teaching (see Soliday and Trainor) and toward a model of supporting students as they construct rhetorical agency out of their own experience. Additionally, the exercise promotes activation of relevant prior knowledge, which helps students “learn more and retain more” (Ambrose 15).

This is also intended to be a form of “grounded assessment.” In his recent book *Cheating Lessons: Learning from Academic Dishonesty*, James Lang characterizes grounded assessments as assignments that are “virtually uncheatable.” The more course materials resemble all other course materials, the easier it is to copy someone else’s work. Describing faculty who designed grounded assessments, though, Lang writes: “their students were engaging with real people, problems, and situations in ways that created unique learning experiences that rendered it virtually impossible for one student or a group of students to grab prepackaged material off the internet” (61-62). As students work together in class to co-create knowledge about public speaking, it’s impossible simply to copy another’s work.

Lastly, I see it as a solution to the e-book problem. Many instructors feel that students engage less with electronic texts, and if students are accessing an electronic text in class, they may be distracted by other content available by laptop or phone. Having the hard copies in class helps solve this.

Remix Activity B

I have also experimented with Wikipedia authorship in writing and speaking courses, using resources and support from WikiEdu (<https://wikiedu.org/>). However, the obstacles to successful Wikipedia authorship for students are such that only high achievers can engage successfully, which creates frustration. My feeling is that Wikipedia-authorship assignments might work best in disciplinary courses, in transfer-level courses, or in a first-year seminar.

OER User’s Guide for Rhetoric and Language Faculty

As we think about Open Educational Resources in our classrooms, there are two important pathways.

- Open-access materials: assigned no-cost texts that students can access, retain, and alter.
- Open practices: pedagogical strategies or exercises that deploy the text as something to be altered, adapted, improved, and shared by students.

Choosing Materials

As with any text, finding the right text to work with involves some investment of time. As one Rhetoric and Language faculty member observed, “it took me quite a bit of time to research an appropriate textbook.” This faculty member reported that “there’s a wide array of [OER] textbooks available of varying quality (much like textbooks available for purchase)” (D’Alois).

Faculty interested in OER will have to invest some time in reviewing available materials and familiarizing themselves with a new text (just as they would have to with a commercial textbook or materials).

It’s common for faculty to express concerns about the quality of OER materials (for an extended discussion of faculty concerns about open resources, see Jhangiani and Biswas-Diener). However, many OER resources go through the same rigorous review processes used by commercial publishers. For example, OpenStax (<https://openstax.org/>) publishes and updates high-quality peer-reviewed OER texts, funded by grants (unfortunately, OpenStax has not yet developed a Rhetoric text). Writing Commons (<https://writingcommons.org/>) is also a peer-reviewed OER, depending on volunteers to staff its review board, editorial board, and advisory board (just like a peer-reviewed journal).

Many texts now licensed as OER were once commercially published, such as *Stand Up, Speak Out*, the text I used in a Public Speaking course. For texts such as *SUSO*, which are not updated by the original publishers and may lack illustrations (due to copyright and permissions issues) there may be concerns about the text being out of date. However, this apparent issue of quality may actually be an advantage for OER.

Pedagogical Practices

Stand Up, Speak Out is licensed for remix and sharing, so students can download, adapt, reformat, add images or examples, and share or publish the remixed work (but not for profit). The blank spots where illustrations used to be or the outdated examples (e.g. *Gossip Girl*) are perfect opportunities for students to contribute their own content to the course.

Several faculty members in Rhetoric and Language have observed that it appears that “students read the online texts less than the hard bound ones” (McDonnell). I agree with this perception: while students (and many other humans) like the convenience and low cost of electronic texts, they may be less likely to engage with them deeply, especially if reading them on a mobile device or laptop, where the textbook must compete with notifications and multitasking. This can have a noticeable negative impact on in-class activities (either due to lack of preparation or due to the potential distractions of devices).

We are still seeking a perfect solution to this issue. Pending such a solution, two points must be noted. First, the issue of electronic texts is not an exclusive OER issue: many commercial texts are

available for students in electronic form (usually as a rental). Second, the USF bookstore is open to working with faculty to offer a print option for OER texts.³

³ At least one Rhetoric and Language faculty member has experimented with a print option for an OER textbook, but reports that no students purchased the available hard copy.

OER Faculty Development Workshops

In this workshop, participants will:

- gain an understanding of financial and pedagogical benefits of OER
- experience in-class exercises that demonstrate the pedagogical potential of OER

Introduction

Definition of OER, summary of potential positive impact of OER in Rhetoric and Language, summary of pedagogical opportunities.

Exercise 1 (15 minutes)

Each participant has been invited to edit a Google Doc version of Chapter 9 of *Stand Up, Speak Out*, “Introductions Matter: How to Begin a Speech Effectively.”

Participants are divided into 4 teams. Each team is assigned one of the tasks below.

1. Use the [Creative Commons](#) database to locate open-access visuals to add to this chapter. Locate three different visual elements. Option: take your own photo or otherwise create your own images to illustrate this chapter.
2. What is the point of the example of Regina Benjamin, U.S. Surgeon General from 2009 to 2013? Who is the Surgeon General now? Does the same point also apply to the current Surgeon General? Can you demonstrate the same point with the example of another appointed government official currently in office?
3. What is illustrated by the discussion of health care debates in 2009? Can you find an open-access image of this event? Can you find more recent examples (with images) that make the same point?
4. The link to CNN footage is dead. Can you locate video of the incident described and add a link? Can you find footage of a more recent public incident that would make the same point?

Exercise 2 (15 minutes)

Facilitator asks: What is an area of your course that students struggle to master? Writes responses on whiteboard (or otherwise records them). Selects one of the responses for the exercise (e.g. “summarizing”). Participants are divided into teams of three. Each team is assigned a different OER text in composition or public speaking. The team has two tasks:

1. find information in the OER textbook about the response previously selected (e.g. “summarizing”)
2. create a slide in a shared slideshow combining visual and verbal information to convey the info found in the OER text.

Appendix 1: Grant Proposal May 2018

Open Educational Resources Grant Proposal

Jonathan Hunt

4 May 2018

I'm requesting a \$750 grant to support my time in pursuing the following goals:

- systematize OER in my Core A1 and A2 classes
- develop an OER textbook proposal for the Public Speaking Program (Core A1) in the Department of Rhetoric & Language
- develop an OER textbook proposal for the Written Communication Program (Core A2) in the Department of Rhetoric & Language
- create faculty development materials to support OER in Core A1 and A2

In my Core A2 (Public Speaking) classes, I have experimented with a strategy to eliminate textbook costs. This strategy consists of a combination of a Creative Commons-licensed open textbook freely available via the University of Minnesota, open resources such as Wikipedia and the Purdue Online Writing Lab, and in-class team-based “crowdsourcing” of assorted commonly-used public speaking textbooks. I propose to systematize this fairly ad hoc model for both speaking and writing classes and create an assessment plan.

Currently, the Rhetoric and Language Department requires instructors to adopt a textbook and handbook chosen from a short list. I will develop a proposal to include at least one OER no-cost option on the Core A1 and A2 approved textbook lists.

Finally, based on my own OER strategy (described above), I'll create a Rhetoric & Language “user’s guide” to aide instructors in adopting OER textbooks in Core A1 and A2 classes. Working with the Program Directors for Public Speaking and Written Communication, I'll propose a departmental faculty development workshop to support OER adoption.

Appendix 2

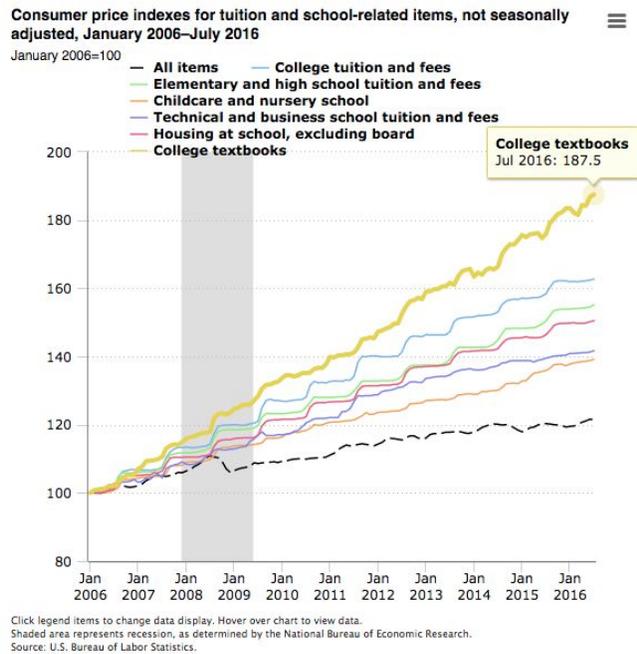
SAT scores and family income (from College Board data via the [New York Times](#)).

SAT scores are currently used to place students in Core A2 courses. Higher scoring students (and thus, in the aggregate, higher income students) are placed in a faster track with significantly lower overall textbook costs for Core A.



Source: College Board

Textbook costs increasing faster than other education-related costs (from Bureau of Labor Statistics).



Click legend items to change data display. Hover over chart to view data.
 Shaded area represents recession, as determined by the National Bureau of Economic Research.
 Source: U.S. Bureau of Labor Statistics.

Appendix 3: Recommended OER Alternatives

Table indicating possible OER substitutions for currently approved texts in Rhetoric and Language.

| Currently Approved Text | # of sections using this text in Spr 2018 | DRAFT Recommended OER Alternative |
|---|---|---|
| RHET 103: Public Speaking | | |
| Fraleigh, <i>Speak Up!</i> | 10 | <i>Stand Up. Speak Out</i> |
| Sprague, <i>Speaker's Handbook</i> | 5 | <i>Principles of Public Speaking</i> |
| O'Hair, <i>Speaker's Guide</i> | 1 | <i>Principles of Public Speaking</i> |
| Valenzano, <i>The Speaker</i> | 1 | <i>The Public Speaking Project</i> |
| O'Brien, <i>Speak Well</i> | 0 | <i>Exploring Public Speaking</i> |
| RHET 110/N | | |
| Rhetorics (required; choose one) | | |
| Lunsford, <i>Everything's an Argument</i> | 8 | |
| Barnet, <i>From Critical Thinking to Argument</i> | 0 | <i>Writing Commons</i> |
| Faigley, <i>Good Reasons</i> | 0 | <i>Writing Spaces: Readings on Writing (2 vol)</i> |
| Graff, <i>They Say, I Say</i> | 0 | |
| Ramage, <i>Writing Arguments</i> | 0 | <i>Arguments</i> |
| Ramage, <i>Allyn & Bacon Guide</i> | 0 | |
| Rottenberg, <i>Elements of Argument</i> | 0 | <i>The Argument Guide</i> |
| Rottenberg, <i>Structure of Argument</i> | 0 | <i>The Argument Guide</i> |
| Wood, <i>Essentials of Argument</i> | 0 | <i>The Argument Guide</i> |
| Wood, <i>Perspectives on Argument</i> | 0 | |
| Readers (use only if rhetoric contains few or no readings; choose one) | | |
| Selzer, <i>Argument in America</i> | 0 | <i>EmpoWord: A Student-Centered Anthology &</i> |

| | | |
|--|---|--|
| | | <i>Handbook for College Writers</i> |
| Barnet, <i>Critical Thinking, Reading, Writing</i> | 0 | |
| McQuade, <i>Writer's Presence</i> | 0 | |
| Miller, <i>New Humanities Reader</i> | 0 | |
| Style Guide (required; choose one) | | |
| Hacker, <i>A Pocket Style Manual</i> | 2 | <i>About Writing: A Writer's Reference</i> |
| Hacker, <i>Rules for Writers</i> | 0 | <i>Writing for Success</i> |
| Hacker, <i>A Writer's Reference</i> | 0 | <i>About Writing: A Writer's Reference</i> |
| RHET 120 | | |
| Rhetorics (required; choose one) | | |
| Bean, <i>Reading Rhetorically</i> | 1 | <i>Choosing and Using Sources</i> |
| Behrens, <i>A Sequence for Academic Writing</i> | 2 | <i>The Informed Writer: Using Sources in the Disciplines</i> |
| Rosenwasser, <i>Writing Analytically</i> | 2 | <i>Engaging Communities: Writing Ethnographic Research</i> |
| Spatt, <i>Writing with Sources</i> | 5 | <i>The Process of Research Writing</i> |
| Readers (required; choose one) | | |
| Austin, <i>Reading the World</i> | 8 | <i>Thematic Reading Anthology</i> |
| Bartholomae, | 0 | |
| Dilks | 0 | |
| Comley | 3 | |
| Jacobus, <i>A World of Ideas</i> | 2 | |
| Miller, <i>New Humanities Reader</i> | 3 | |
| Style Guides (required; choose one) | | |
| Hacker, <i>A Pocket Style Manual</i> | 4 | |
| Kollyn, <i>Rhetorical Grammar</i> | 0 | |

| | | |
|--|---|--|
| Morenberg, <i>The Writer's Options</i> | 0 | |
| Williams, <i>Style</i> | 0 | |
| RHET 131 | | |
| | | |
| | | |

Thanks

Roberta D'Alois

Jacquelyn Horton

Patrick McDonnell

Charlotte Roh

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Possible Future Directions

- Calculate actual Spring 2018 costs based on actual enrollments
- Calculate data for multiple semesters
- Consider possible data requests that might illuminate impact of textbook costs on students