My semester on sabbatical was very productive and professionally invigorating. I was able to accomplish all of the goals that I set forth in my sabbatical application. Additionally, I added another aspect to this project—using Open Educational Resources in the ENG 100 template course. While this was not a part of my sabbatical proposal, it is integral to the course I developed, so I will share a little about this at the end of the report.

<table>
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<th>Goal</th>
<th>How I accomplished the goal</th>
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| Research best practices for adding multimedia and Google Apps for Education to my courses. | • I attended the Pacific Region Learning Summit in Summer 2014. The session I attended was Google Apps for Education. I learned about Google Apps in this week-long session and incorporated many into my online classes. These include the following Google tools and ad-ons: Drive, Docs, Sites, Calendar, Slides, and PowToons.  
  
  • I attended several sessions at TechLogic@UH: Spring 2015 - "Let's Tech Story!":  
    o Greg Walker, Educational Technology, Leeward Community College, "Guiding Academic Integrity Through Distance Course Evaluation"  
    o Bill Chisman, Dean, Outreach College, "Open Educational Resources: OER Initiatives at UH"  
    o Ari Eichelberger, UHM College of Education, "Using GoogleDocs with Students" |
| Add more multimedia to my current online classes: ENG 100 and ENG 225 | • I created PowToons videos on Plagiarism and The Writing Process that I use in both classes. I also incorporated PowToons videos created by others that cover Summarizing, Paraphrasing, and Quoting. I made several Google Slide presentations including a Course Success presentation and a College Writing vs. High School Writing presentation. I incorporated several YouTube videos created by others: "Selecting a topic for an Argumentative Essay," and "Summarizing, Paraphrasing, and Quoting: A Guide to Doing it Right.” |
| Update current multimedia in my online classes                        | • I revised all of my ENG 100 grammar lessons that were PowerPoint slides—the comma, fragments, run-ons, and other punctuation (the colon, the semi- |
| Use Google Apps for Education in my course and migrate course content to Google Sites. | • I am using the following Google Apps in my courses: Sites, Calendar, Slides, and PowToons.  
• I originally created my online courses using Netscape Navigator! Anytime I wanted to change anything, I had to open the HTML pages in whatever web editing program I was using at the time, make the change, save it, and then WebDAV the file onto the UH server. It was extremely cumbersome. I am so happy that I was able to migrate both my ENG 100 and ENG 225 sites to Google Sites. I also used Google Sites to create the online ENG 100 template course for others to use. Google Sites makes the editing process very easy. |
| Create a template course for ENG 100 that is reusable by Leeward CC lecturers and instructors. | • I created a 16-week online ENG 100 template course for lecturers (or anyone) using Open Educational Resources. First, I collected OER and then wrote/revised content as needed. I gathered readings, videos, and other materials and organized them into the course content modules, which an instructor can copy and then revise as preferred in Google sites prior to linking it to their course site in Laulima. This allows for individual instructors to revise the course to fit their teaching styles. Additionally, I made a Laulima template site. This included developing the quizzes for all of the assigned reading and grammar activities, making an editable calendar in Google calendar and embedding it in the site, putting together the forums for the short, weekly writing assignments, and including all of the essay writing assignments in the Assignments tool. This is a complete course that an instructor can use exactly as is or make revisions.  
• The URL for the ENG 100 OER template is https://sites.google.com/a/hawaii.edu/lee-oer-eng100/  
• For access to the Laulima site, please contact |
Rachael Inake (rinake@hawaii.edu) or Leanne Riseley (leanne.risely@hawaii.edu).

* Rachael Inake and I also wrote an ENG 100 OER Online Course Instructor’s Guide to facilitate the process of using the OER template course: [http://tinyurl.com/eng100-oer-instructor-guide](http://tinyurl.com/eng100-oer-instructor-guide)

For more information about some of the work I did on my sabbatical, please see this guest entry from the Learning with Technology for Teaching blog. It is followed by screenshots of some of the course materials.

**Leeward CC’s First Open Educational Resources ENG 100 Course**

*May 6, 2015 by Rachael Inake | 0 comments*

Susan Wood, Professor CC of English, was the first at Leeward CC and in the UHCC system to create an open, online course for English 100: Composition I, which provides students with zero textbook cost, and allows anyone to re-use and re-mix her materials under the Creative Commons BY-NC-SA 4.0 license. With assistance from the Leeward CC Library, Susan found and used Open Educational Resources (OER) and her own content for the content modules. I was fortunate to work with Susan in planning and developing the content modules, putting the content in a weekly modules format using Google Sites, and publishing it as a template site for other Leeward CC ENG 100 instructors (or anyone) to re-use and re-mix under the CC BY-NC-SA 4.0 license. Susan also created a companion Laulima course site for instructors to copy to use with the weekly modules site and we created an Instructor’s Guide to help instructors put the course together.
The following is a guest post from Susan Wood.

I was fortunate to be granted a sabbatical for Spring 2015. Part of the project that I proposed in my sabbatical application was to create an online ENG 100 course using Google Apps for Education that would be available for lecturers (or anyone) to use if they were assigned to teach an online ENG 100. After that project was approved, I was approached by both Kay Caldwell and Leanne Riseley and asked to consider creating the course using Open Educational Resources (OER). I knew very little about OER but have always used textbook cost as a major factor when choosing a textbook, so I decided it would be a worthwhile addition to the project. I did not realize at that point what an adventure I would have in the world of OER.

My first exposure to OER was a video on the Leeward CC Open Educational Resources Guide. In the video, which has since been replaced by Jayne Bopp’s wonderful video, an instructor in social sciences effusively talked about how she decided textbooks were too expensive for her students, so she found a fantastic OER textbook, pasted the link to the textbook into her course website, and proceeded to teach her course from this free resource. She made it sound so easy… all I needed to do was find the perfect OER textbook for ENG 100 and I would be on my way!

However, after weeks of searching and reading, I realized that there was no perfect ENG 100 textbook. I did find some OER ENG 100 textbooks, but some were really long and cumbersome, some were poorly written (ironic, I know), some didn’t cover the range of material we cover in ENG 100, and some were incomplete. It was then I realized I would have to create the course using a re-mix of content from several of the textbooks. My next step was to pick the best of the content from the textbooks I found. I bookmarked the three textbooks that had material that I thought would best fit in a Leeward CC ENG 100 course, and then I set to work. I wrote an outline of the course and then proceeded to search through the OER textbooks and pull materials that I then revised as needed to fit the course objectives.

Collecting course content was a mostly enjoyable process because I got to explore what others teach in first-year writing courses. It was also professionally invigorating to read through so many different approaches to teaching first-year writing. At times, though,
collecting content was frustrating when I could not find what I needed—so I had to create some content myself. Luckily, I had Rachael Inake to help me with the technical aspects of creating Google Slides, YouTube videos, and PowToons, and I was able to use these tools and more to create content. All in all, the experience of choosing, re-mixing, and creating OER was a very positive one.

The ENG 100 course is now finished and I am very pleased with how it turned out. I am excited to use the course for the first time this summer and will use it again in the fall. I am also really excited that my students don’t have to buy a textbook. In past semesters, some students would go for weeks or even the entire semester without a textbook because they could not afford all of the textbooks for all of their courses. I am thrilled that I can now offer a course that does not burden students with the cost of a textbook. OER makes that possible.

Susan’s materials available for accessing, copying, re-mixing, and re-using, under the [CC BY-NC-SA 4.0] license:
- ENG 100 OER Instructor’s Guide to put the course together: [http://tinyurl.com/eng100-oer-instructor-guide](http://tinyurl.com/eng100-oer-instructor-guide)
- ENG 100 OER learning modules website template: [https://sites.google.com/a/hawaii.edu/lee-oer-eng100/](https://sites.google.com/a/hawaii.edu/lee-oer-eng100/)
- ENG 100 Laulima course site (Contact the EMC for access to the site.)

Please contact the Educational Media Center (EMC) if you’d like to set up an ENG 100 OER course site using Susan’s OER materials or if you’re interested in using OER materials or creating an OER course.

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Below are a few screenshots of the ENG 100 OER course materials and ENG 225 course materials.
Week 7 - Writing Using Sources

Topic Objective

After successfully completing this module, you should be able to:

- Develop a general understanding of the research process and the resources and services that are available at the Leeward Community College Library.
- Identify when and how to summarize, paraphrase, or directly quote from research sources.
- Apply MLA format guidelines to essays that use sources.
- Understand and avoid plagiarism.

Introduction

No matter what field of study you are interested in, you will most likely be asked to write an essay that incorporates outside sources during your academic career. For example, a student in an art history course might write a research paper about an artist’s work. Similarly, a student in a psychology course might write a research paper about current findings in childhood development.
Welcome to the ENG 100 OER Laulima course site template created by Susan Wood. To get started and to copy this site and the accompanying ENG 100 OER Learning Modules website to use for your own ENG 100 course, START HERE.

For assistance, contact the Educational Media Center (EMC).

Announcements (viewing announcements from the last 10 days)
There are currently no announcements at this location.

LEE ENG-100 OER: Message Center Notifications

New Messages
none

New in Forums
none
ENG 100 OER Online Course Instructor’s Guide

by Susan Wood and Rachael Inake

The ENG 100 OER weekly learning modules website template was created for Leeward CC ENG 100 instructors. It is the content modules for a complete online ENG 100 course using open educational resources (OER), so no textbook is required. A companion Laulima course site, “LEE ENG-100 OER” is also available to use with this material. Additionally, this Instructor’s Guide is available to help instructors put the course together. Contact the Educational Technologists at the Educational Media Center (EMC) for assistance.

The ENG 100 OER learning modules website was created as an OER course site under the Creative Commons CC BY-NC-SA 4.0 license.

You are free to:
- Share — copy and redistribute the material in any medium or format
- Adapt — remix, transform, and build upon the material

The licensor cannot revoke these freedoms as long as you follow the license terms.
ENG 255: Technical Writing

**Topic Objective**

After successfully completing the introductory lessons, you should be able to:

- navigate the online course
- demonstrate an understanding of the rules of Netiquette
- create an introduction and communicate with classmates in the Week 1 forum

**Introduction**

Welcome to English 100 online! The main objectives for this week are to familiarize yourself with Laulima, learn about Netiquette, meet your instructor, and introduce yourself to the class.

**Topic Summary**

**Getting Started with Online Learning**

To succeed in this course, you’ll need to familiarize yourself with online learning and make sure your Internet browser is up-to-date.

**Familiarize yourself with online learning.**

Online courses have many benefits: you have flexibility with your scheduling, you don’t have to come to class at a certain time, you can get many of your assignments done ahead of time, and you don’t need to sit in traffic on your way to or from Leeward CC. While these benefits do make