

# Revising the Textbook(s): Open Access, Open Pedagogy, Open Communities

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- Brief Project Description

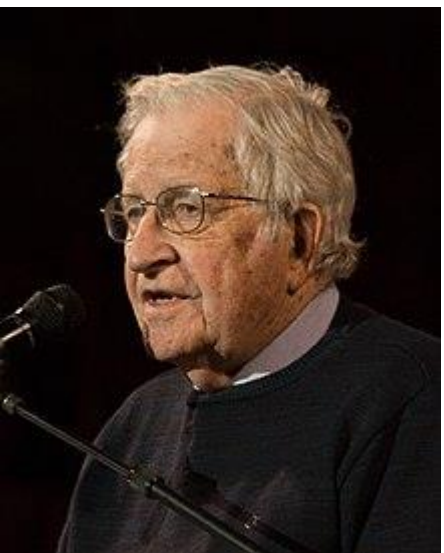
1. Modular Design
2. Open Access
3. Institutional Support
4. Labor Issues

- Some Final Thoughts

<Pause for Laughter>



# No Linguist





# Isolated Courses



“Not only can OER drive down the real cost of college, but thinking about textbook costs can propel faculty, in particular, to think about how course and program design can be adapted to make access -- more broadly writ -- a priority.”









"Seven out of every ten students surveyed **didn't** buy a required text **due to the cost.**"



**Student PIRGs** (Public Interest Research Groups)

# What open-source books mean to students' wallets

## Student A: Today

The typical California college undergrad will spend **more than \$1,600** on textbooks over the course of one year (two semesters).



**\$1,617**

## Courses

These are 10 top courses at California colleges



Psychology  
Algebra II  
Algebra I  
Political Science  
Spanish  
Sociology  
Statistics  
Pre-Algebra  
Biology  
Anatomy/  
Physiology

## Student B: Tomorrow

By using open-source books, a college student with the same courses will pay **\$200** if she wants printed copies of each book at \$20 apiece.



~~\$200~~ \$20  
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If she wants to keep them in digital format, her cost is

**\$0**

Why a Textbook?



# How can a textbook help us meet our goals?

## Why a Textbook?

 **Analyzing Grammar in Context** 

[Home](#) | [Sections](#)

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**Home Page**

Welcome to *Analyzing Grammar in Context*!

This textbook will introduce you to the patterns of English grammar and their influence on sentence structure, punctuation, and style. You will be equipped with analytical methods to understand the structure of the English language and explore the relationships between grammar and writing, reading, and thinking.

Each page will have a pull-down menu at the top of the page to access the seven primary sections. Each page will also include a right-side navigation bar to access each page in that section.

**Section 1** provides a brief introduction to the context of the text and establishes three primary goals.

**Section 2** offers two readings that attempt to situate grammatical study within the larger contexts of written texts and the process of writing.

**Section 3** introduces the basic building blocks for understanding grammatical concepts, as well as the primary tools for applying this understanding in any rhetorical context.

**Sections 4-7** are the main sections of the text, moving you from the smaller units of the English language to the larger units.

**Section 4** describes strategies for analyzing words in the context of a phrase, clause, or sentence.

**Section 5** describes strategies for analyzing phrases in the context of a clause or sentence.

**Section 6** describes strategies for analyzing clauses in the context of a sentence.

**Section 7** brings it all together by describing strategies for analyzing and punctuating sentences appropriately and for making effective stylistic choices based on sound rhetorical reasoning.

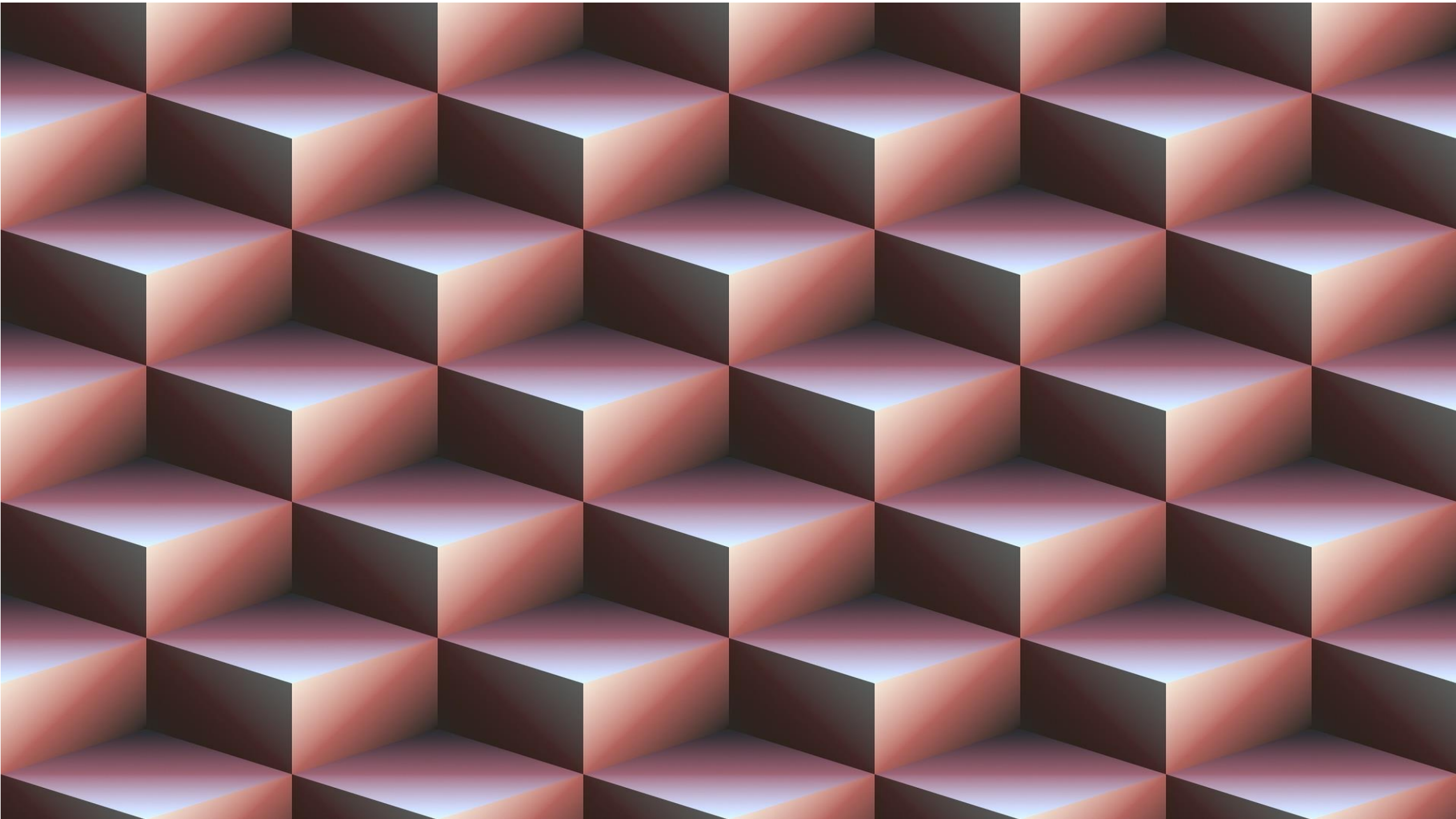
**Textbook Sections**

- S1: Beginnings
- S2: Grammar and Writing
- S3: Background Info
- S4: Words
- S5: Phrases
- S6: Clauses
- S7: Punctuation and Style

1. Modular Design
2. Open Access
3. Institutional Support
4. Labor Issues









<https://www.flickr.com/photos/decor8/8741122856>

1. Independence
2. Interconnectivity
3. Flexibility

rusche.faculty.unlv.edu/hel/home/phonology/consonants/ - Google Chrome

rusche.faculty.unlv.edu/hel/home/phonology/consonants/

UNLV UNIVERSITY OF NEVADA, LAS VEGAS

History of the English Language

# Consonants

The following chart gives the IPA symbols for each of the 24 consonants used in General American English. An interactive chart with sound examples of each phoneme can be found [here](#).

English Consonants							
	Bilabial	Labiodental	Dental	Alveolar	Palatal	Velar	Glottal
Voiceless Plosive	p			t		k	
Voiced Plosive	b			d		g	
Voiceless Fricative		f	θ	s	ʃ		h
Voiced Fricative		v	ð	z	ʒ		
Voiceless Affricate					tʃ		
Voiced Affricate					dʒ		
Nasal	m		n			ŋ	
Approximate				ɹ ɻ			
Semivowel	w				j		



# MANAGEMENT COMMUNICATION

Marriott School of Business  
Brigham Young University



<http://mcom320.net/>

Interchangeability



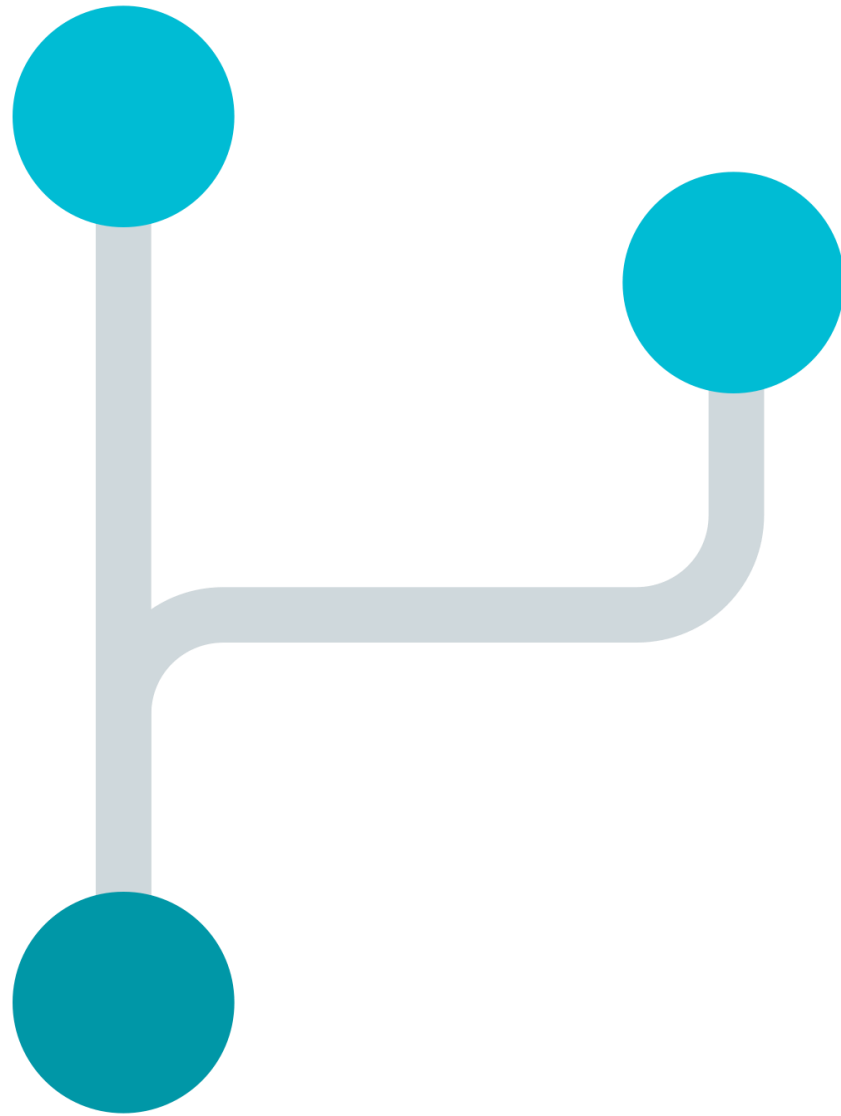


1. Content Building
2. Cross-Disciplinary Building
3. Community Building

1. Local Teachers
2. External Collaborators
3. Long-Term Access for Students







1. Multimodal and Multimedia Needs
2. Domain of One's Own (Reclaim)
3. GitHub
4. Maybe JAM Stack?



# Local Support





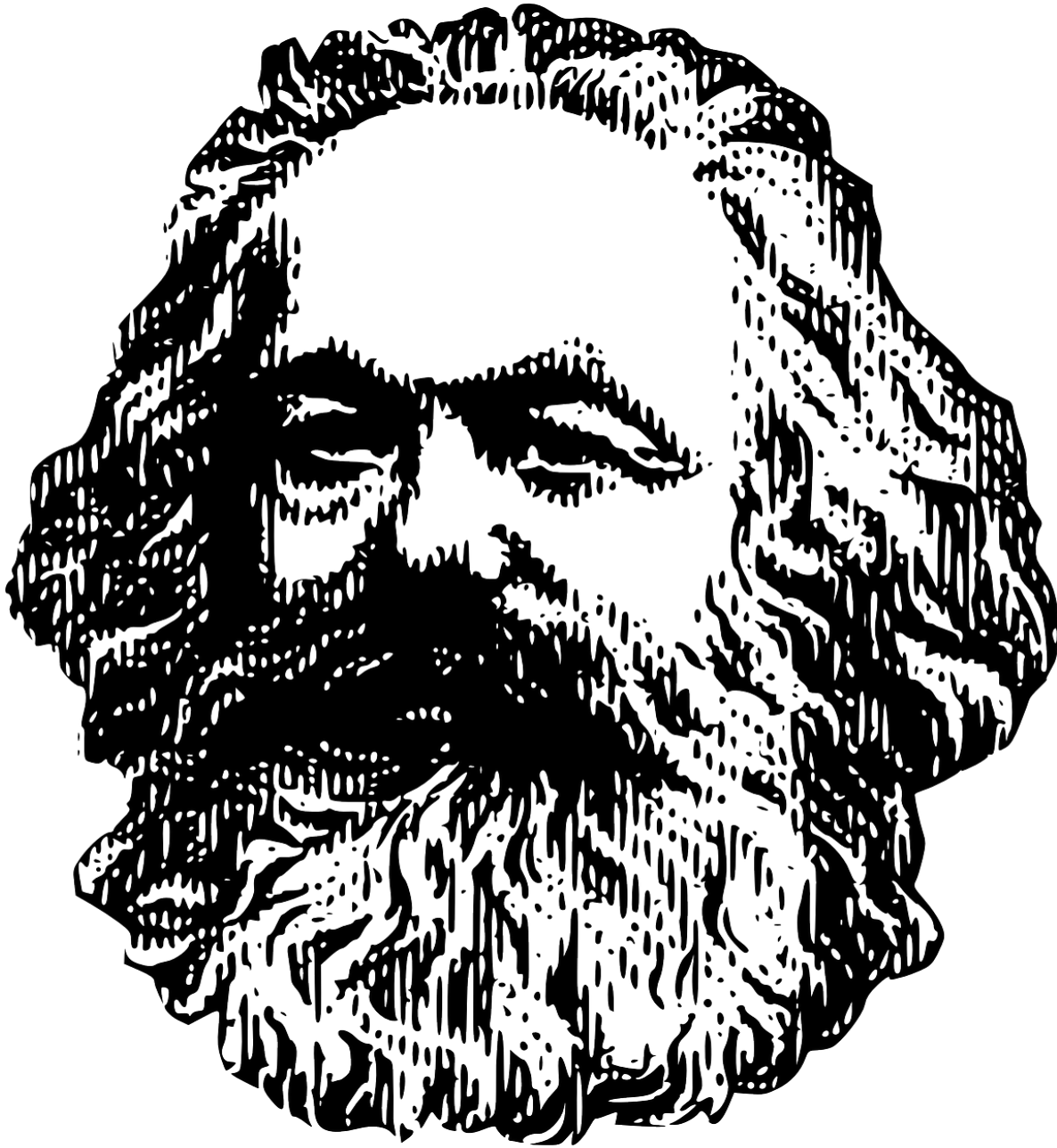


1. Research
2. Multimedia Integration
3. Digital Storage





1. Programming
2. Fellowships
3. Data Analytics



1. Tenure-Track Faculty
2. Full-Time Faculty
3. Graduate Students
4. Part-Time Instructors







Who is doing the work?

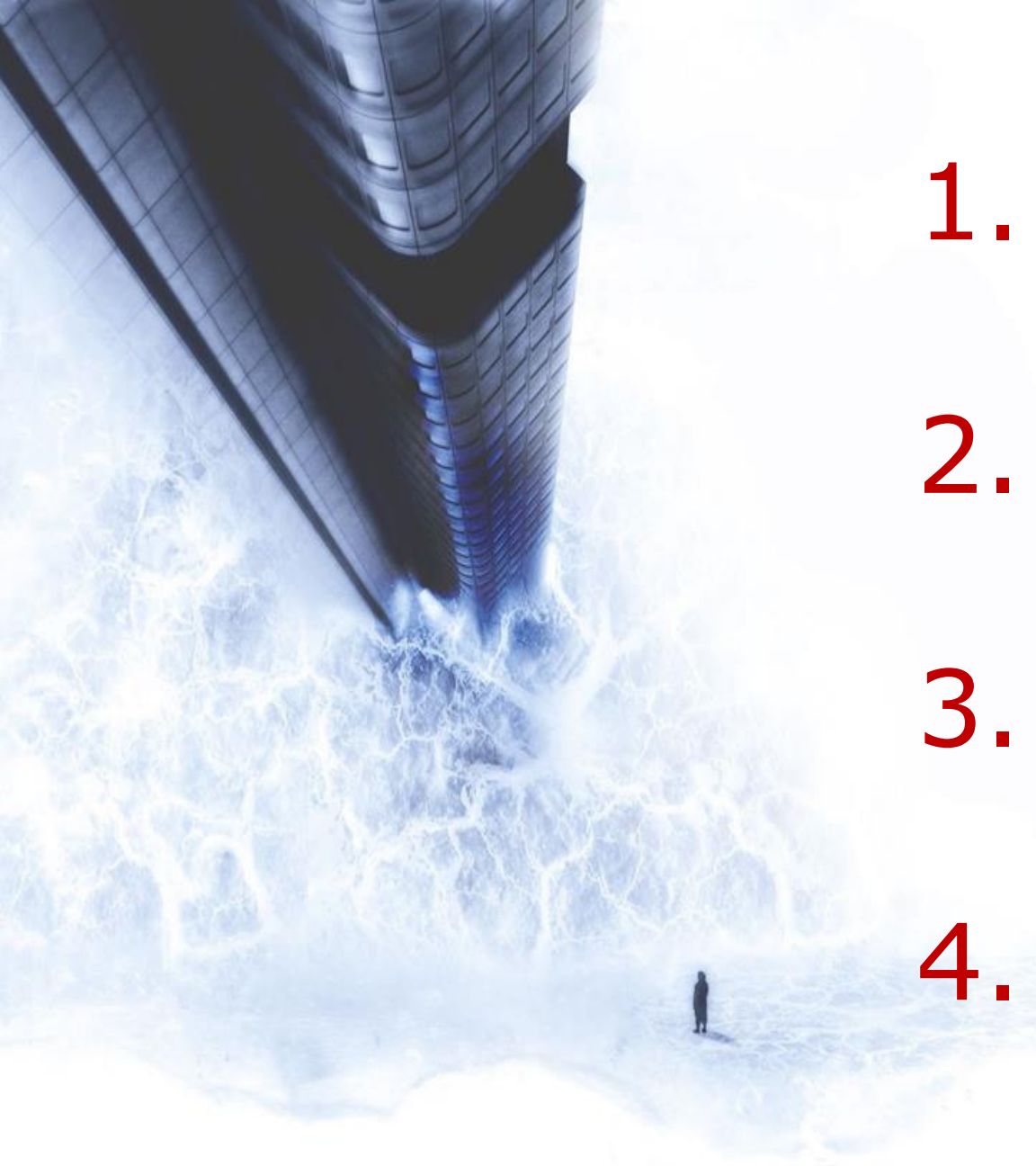



By Robce Lee  
November 18th 2009



# Support and Stability



- 
1. Consistency
  2. Openness
  3. Community
  4. Support

- 
- A tall, dark skyscraper with a grid-like facade is shown from a low angle, looking up. The base of the building is surrounded by a bright, white, cloud-like or smoke-like substance. A small, dark silhouette of a person stands on this white base, looking up at the building. The background is a light blue sky.
1. What might be the best platform?
  2. How should we think about external support?
  3. What else can we do to support colleagues?
  4. What should we ask about data analytics?
  5. What about using outside vendors?
  6. What else are we missing?

If you have questions or if you would like more information, please contact us at

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THANK YOU!

