

I applied for the Affordable Learning Implementation Grant targeting three courses that I regularly teach: ENLT 122: Introduction to Drama, THTR 211: Theatre Histories I, and THTR 212: Theatre Histories II. As with many literature survey courses, which focus on a broad swath of time (in my case from the ancient Greeks to present day), these courses had previously been taught with (and around) anthologies of world drama. Since coming to the University back in 2009, I've used four different anthologies—*The Bedford Introduction to Drama* and *The Norton Anthology of Drama Volumes I and II*, as well as *The Norton Anthology of Drama Shorter Edition*. These anthologies have each been updated once over the past fifteen years, so in total, I've taught with eight different anthologies. While such anthologies are useful for those scope and the breadth of knowledge and content that they provide, they come with a hefty price tag. The Bedford lists for \$125. Each version of the Norton retails for nearly \$100.

Choosing an anthology also means choosing my course content. Because of that price tag, I was reluctant to ask students to buy anything outside of the anthology even though playscripts are generally among the most affordable pieces of literature one can buy with acting editions retailing for only around \$8. So, in these courses, the anthologies (and their price tag) essentially determined the content of my courses as I would have to build my teaching practice around content that was collected by the editors. The way that I used to justify my reliance on these anthologies was to say to my students that I would always use content from the anthologies in my classes, essentially offering them the opportunity to purchase a textbook for more than one course.

The need to change my course materials has been made obvious since the COVID-19 pandemic as more students have moved to virtual learning and as I have grown my virtual course offerings, *Theatre Histories: An Introduction* (\$90), so I was essentially adding an extra \$200 to my students' textbook orders with one course.

I piloted open educational resources in my two sections of ENLT 122 in Summer 2024. As many of the text that we use are in the public domain, I was able to keep much of the content the same this year as I have in years past. However, through using open resources, especially archive.org, I was able to curate editions and translations in a way that I haven't been able to in the past. For example, I'm a devotee of the translations of Aristophanes by Jeffrey Henderson, who renders the ancient Greek into the contemporary mélange of slang that we, US English speakers, use. Henderson's translations make a 2,000+ yeS s0 x9 (at)ger TJ0 Tc 0 Tw 0 -1.12 TD(dr)3a-4 (m)1 (a)-4 (i)-1 (s)5 (bot)2 (h w)-3r

I'm proud to report that the use of these resources also enabled my classes to have a shared, common texts, which enhanced my students' work as well as the experience of the class. The student response to these resources were strong as well. I am including anonymous student feedback from my first section, Summer I 2024, with this report, which reflects the positive response that the students had to using these resources.

The area of growth and revision that I've identified is around citation. As I continue to develop my courses with OER as a central component, I need to be more diligent and work in more detail to teach my students how to properly and effectively cite these sources in their written material. In future iterations, I plan on using other pieces of free technology like Zotero, to aid with this goal. I am also, as I indicate in my application, using open resources in my Fall 2024 Theatre Histories I course and plan to continue to use these resources in other courses in the future.



No issues they were all there set up nice easy access

I found that these materials were easy to use, and I did not encounter any issues while using them. I think that having all the materials online made it easier to engage with the class.