Teaching and Supporting Excellence:

Learning in Information Literacy and Writing

FSEM Instructor Development Workshop

Fall 2016

Presented by

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and

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I. **Review of FSEM Goals**

First Year Seminar (1 unit)
The goal of the First Year Seminars is to improve students' ability to analyze critically, integrate fully, and express coherently knowledge and ideas. The intent is to increase their ability and their desire to engage enthusiastically in intellectual conversations.

*First Year Seminars focus on topics of broad interest to students and faculty. They provide for active engagement with, and inquiry into, significant ideas, questions, and issues related to that topic. They may be disciplinary or interdisciplinary in scope, but they are not designed to serve primarily as introductions to any academic major. They are discussion-based and encourage students to **engage actively, both in and outside of class, with course materials**. They are **writing intensive with work distributed throughout the semester**. Instructors provide substantial feedback on student writing, and students have opportunities to revise using this feedback as well as that of their peers (when appropriate). They require two oral presentations, on which students also receive substantial feedback from the instructor.*

Learning outcomes:

1.1, Writing
Students can compose and revise written texts that employ an appropriate voice to coherently express relationships between ideas from multiple sources, illustrating awareness of rhetorical context and purpose.

2.1, Information Fluency
Using technology as appropriate, students know when there is a need for information and are able to locate, evaluate, and effectively and responsibly use that information for the task at hand.

3.1, Speaking
Students can speak in an understandable, organized, and audience-appropriate fashion to explain their ideas, express their feelings, or support a conclusion.

4.1, Critical Thinking
Students, having identified a topic of inquiry and gathered relevant data, can synthesize and evaluate those data to reach an appropriate conclusion or conclusions.

List of minimum competencies (reached by FSEM faculty consensus!)

Learning Outcome 1.1 Writing

- Recognize rhetorical concepts of audience, genre, and purpose
- Read and understand sophisticated primary texts
- Distinguish between claim and support
- Identify and refine a central thesis or main idea in one or two sentences
- Understand use of and need for attribution and introduction of source materials
- Summarize, paraphrase, and respond effectively to a text
- Understand and use essential processes of college-level composition and revision

Learning Outcome 2.1 Information Literacy

- Evaluate a source to determine its credibility
- Distinguish between types of sources and develop an understanding of their respective creation processes
- Understand how & why searching the open web (Google) is different from searching the deep web (library/databases)
- Able to deploy basic search skills: choosing a search tool, keyword searching, Boolean logic, refining a search strategy as needed
- Understand why & how to document sources through citation
- Know when & who & how to ask for help

Suggested Additional Competencies

- Basic understanding of discipline-specific conventions
- Basic understanding of how these skills transfer to other courses
- Ability to self-correct sentence, grammar, and punctuation issues

Checklist for Faculty Developing a Research Expectation/Assignment

- ❏ How many and what kinds of sources are required?
- ❏ Who finds the sources: you or the student?
- ❏ If students are finding sources, suggest specific resources that may be useful for…
    - ❏ Identifying research topics or obtaining background information on their topics
    - ❏ Locating primary and/or secondary sources
    - ❏ Formatting citations
- ❏ Plan opportunities for students to learn how to use relevant search tools & select sources.
- ❏ Are the assignment expectations feasible given the resources available? Try doing it yourself first.
- ❏ Include contact information for Ask a Librarian (386-747-9028 or libref@stetson.edu) & the Writing Center. Encourage students to use us!
- ❏ Include link to relevant library Research Guides (https://www2.stetson.edu/library/research-help/tutorials/)
- ❏ Avoid relying on "pick a format and stick to it"
- ❏ Build in a draft workshop for students to check each other (use RefWorks…)(reduce faculty load)
- ❏ How important are the following:
    - ❏ Format
    - ❏ Introduction of sources
    - ❏ Works cited lists
    - ❏ Review of source
    - ❏ Evaluation of source
- ❏ Tell students how the research component of their work will be graded
- ❏ Avoid vague language that students may misinterpret (e.g."don't use the internet" "only use reliable sources" or "primary source")

Implementing Learning Goals for Research and Writing

TEACHING STRATEGY	WHEN TO DEPLOY
Spend time in class talking about the assignment and what goals it serves	
Assign brief summaries and reading responses to check for comprehension, critical thinking, and ability to quote/paraphrase **Scaffold writing & research** projects to reduce time spent grading and enrich student results (e.g., separate stages for initial thesis; summaries of sources or literature reviews; arguments with detailed claims; counterarguments; evaluation of source credibility; intros/conclusions)	
Assign **projects** that ask students to draw on two sources, then three, then four	
Explain your grading and commenting **priorities**	
Assign targeted, transformational revisions (possibly grading only those elements): revise for supporting information; concentrate only on intro/conclusion; revise for a different purpose or audience; translate one genre into another	
Incorporate as much as possible into the actual **assignment instructions**	
Show students the **value of information literacy skills** (e.g. implementing graded assignments or activities that measure info literacy learning, demonstrating why this is important outside an academic context)	

Meet with a research librarian to ensure that your assignment makes good use of available resources & to familiarize yourself with the library services available to support your students throughout the research process.	
Contact Grace to discuss scheduling a library session or collaborating on other information literacy learning opportunities.	gkaletsk@stetson.edu
Contact Megan to discuss techniques for creating assignments, prioritizing areas for feedback, working with revisions, creating effective peer groups.	mboneill@stetson.edu

ADDITIONAL RESOURCES

At Stetson:
Stetson University Writing Center: class visits, workshops, tailored assistance with an assignment, regular appointments. writingcenter@stetson.edu

Writing Program at Stetson Faculty Resources
http://www.stetson.edu/other/writing-program/resources/index.php

Guide to information literacy for Stetson faculty. http://guides.stetson.edu/informationliteracy

On the web:
OWL (Online Writing Lab) at Purdue: https://owl.english.purdue.edu/owl/ Fully stocked online resource with something for everyone. Free.

Frameworks for Success in Post Secondary Writing   http://wpacouncil.org/framework

First Year Writing Outcomes: http://wpacouncil.org/positions/outcomes.html

Framework for Information Literacy for Higher Education
http://www.ala.org/acrl/standards/ilframework