RHETORICAL ARTS

INFORMATION LITERACY

SPRING 2014, RESULTS OF THE FIRST SEMESTER. A COLLABORATION BETWEEN THE INSTRUCTORS, OFFICE OF ASSESSMENT, AND THE LIBRARIANS.

SCAFFOLDING

- PRE-SEARCH WORKSHEET: Topic Exploration
- ANNOTATED BIBLIOGRAPHY: Source Evaluation
- RESEARCH PAPER OR SPEECH: Using Evidence

IL LEARNING OUTCOMES:

- Conceptualize an effective research strategy and then collect, interpret, evaluate and cite evidence in written and oral communication.
- Distinguish between types of information resources and how these resources meet the needs of different levels of scholarship and different academic disciplines.

COMMON SYLLABUS

Feedback and Suggested Changes

- Revise Pre-search Worksheet to incorporate more reflection and working with sources (combine with elements of research diary)
- Adapt simplified Annotated Bibliography rubric from assessment group and make a mandatory assignment
- Change Research Diary to a loose set of prompts or eliminate
LIBRARY VISIT HELPED WITH...

Scholarly vs. popular
Get help from librarian
Finding Info.
Help find a topic
Evaluating appropriateness/info.
Citing sources
Using evidence/make argument

Feedback and Suggested Changes
Encourage more integration of library visit and info lit assignments or activities to ongoing research projects
Remind FYS faculty that students get a library visit 2nd semester (cut down on redundancy)

LIBRARY VISIT

All 72 sections of Rhetorical Arts attended a librarian-led workshop. That's 1273 first year students!

STUDENT FEEDBACK

RESEARCH STRATEGIES tutorial:
Make Research Strategies tutorial a mandatory homework assignment.

Helped me develop better search strategies:

73%

ASSESSMENT OF STUDENT WORK

Overall averages:

Students scored across 100 sampled Annotated Bibliographies. Scored with a calibrated rubric by a group of volunteer Rhetorical Arts Instructors.

Students scored highest in Bibliographic Info. and lowest in Audience and Authorial Bias/Intention