

## WML ASSESSMENT ACTIVITY REPORT – ENLT 120

Donna Witek – Submitted 6/23/2014

Institutional Learning Outcomes*	WML Learning Outcomes**	WML “Projects”	Assessments
<p>Develop and use the intellectual and practical competencies that are the foundation of personal and professional development and lifelong learning including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency and information literacy.</p>	<p>Students will investigate differing viewpoints that they encounter in their investigation of topics <i>in order to</i> be able to defend or counter specific points-of-view.</p>		
<p>Exhibit broad knowledge of the human condition, understanding the world in its physical and natural aspects, as well as the philosophical and theological basis for modern thought, faith and belief.</p>	<p>Students will gain insight and understanding about diverse sources of information <i>in order to</i> evaluate and use resources appropriately for their information needs.</p>	<p><b>ENLT 120: Introduction to Fiction</b> (Schaffer, Spring 2014)</p> <p>“One-shot” session to teach students to find sources about a research topic related to one of four short stories; Prof. Witek teaches this IL session to Prof. Schaffer’s ENLT 120 students every semester it is taught (outcome addressed; see right for details)</p> <ul style="list-style-type: none"> <li>• 22 students enrolled at time of instruction</li> <li>• I revamped my SLOs for this session around two threshold concepts for IL, articulated in the draft ACRL Framework for Information Literacy for Higher Education, resulting in a novel approach to teaching a lot of content in a short 75-minute class session</li> <li>• Course further supported with a course-specific research guide</li> </ul>	<ul style="list-style-type: none"> <li>• SLOs for this session were:               <ul style="list-style-type: none"> <li>○ Students will properly interpret their professor's assignment and expectations.</li> <li>○ Students will understand the purpose of various source format types for their papers.</li> <li>○ Students will become familiar with resources and tools to assist with the MLA citation format.</li> <li>○ Students will conceive of their papers as part of a wider conversation.</li> </ul> </li> <li>• Ability to directly assess these SLOs limited by the “one-shot” nature of the instruction: the direct evidence that these SLOs have been met by students is found in the work they produce for Prof. Schaffer later in the semester; at this time, there is no arrangement in place for final student work to be directly assessed for these IL SLOs.</li> <li>• Evidence of instructional emphases related to the above SLOs described can be found on the course-specific research guides:               <ul style="list-style-type: none"> <li>○ <a href="http://guides.library.scranton.edu/schaffer-enlt120">http://guides.library.scranton.edu/schaffer-enlt120</a> (viewed 129 times over course of semester)</li> </ul> </li> </ul>

<p>Demonstrate competence in their chosen field of study, using the knowledge and ability to address the most significant questions, and advancing towards positions of leadership.</p>	<p>Students will identify the appropriate level of scholarship among publication types (scholarly journals, trade publications, magazines, or websites) <i>in order to</i> match the requirements of their assignments.</p>	<p><b>ENLT 120: Introduction to Fiction</b> (Schaffer, Spring 2014)</p> <ul style="list-style-type: none"> <li>• “One-shot” session to teach students to find sources about a research topic related to one of four short stories; Prof. Witek teaches this IL session to Prof. Schaffer’s ENLT 120 students every semester it is taught (both outcomes addressed; see right for details)</li> <li>• 22 students enrolled at time of instruction</li> <li>• I revamped my SLOs for this session around two threshold concepts for IL, articulated in the draft ACRL Framework for Information Literacy for Higher Education, resulting in a novel approach to teaching a lot of content in a short 75-minute class session</li> <li>• Course further supported with a course-specific research guide</li> </ul>	<ul style="list-style-type: none"> <li>• SLOs for this session were: <ul style="list-style-type: none"> <li>○ Students will properly interpret their professor's assignment and expectations.</li> <li>○ Students will understand the purpose of various source format types for their papers.</li> <li>○ Students will become familiar with resources and tools to assist with the MLA citation format.</li> <li>○ Students will conceive of their papers as part of a wider conversation.</li> </ul> </li> <li>• Ability to directly assess these SLOs limited by the “one-shot” nature of the instruction: the direct evidence that these SLOs have been met by students is found in the work they produce for Prof. Schaffer later in the semester; at this time, there is no arrangement in place for final student work to be directly assessed for these IL SLOs.</li> <li>• Evidence of instructional emphases related to the above SLOs described can be found on the course-specific research guides: <ul style="list-style-type: none"> <li>○ <a href="http://guides.library.scranton.edu/schaffer-enlt120">http://guides.library.scranton.edu/schaffer-enlt120</a> (viewed 129 times over course of semester)</li> </ul> </li> </ul>
	<p>Students will articulate the key elements in their research questions <i>in order to</i> match the requirements of their assignments.</p>		
<p>Employ their knowledge and intellect to address situations in a way that demonstrates a devotion to the spiritual and corporal welfare of other human beings and by a special commitment to the pursuit of social justice and the common good of the entire human community.</p>	<p>Students will properly distinguish between their own ideas and the intellectual property of others <i>in order to</i> ethically use information and demonstrate academic integrity.</p>		

\* Rev 5-28-2014

\*\*Endorsed by the Library faculty June 2014