<h1 style="text-align:center">WML Information Literacy Instruction Assessment 2024-25
Classroom Activity Report</h1>

Faculty Librarian: Donna Witek

Semester: Fall 2024

Course Number and Name: WRTG 107: Composition (EP)

Course Instructor (Last Name): Markowski

Date(s) of Information Literacy Instruction: 10/18/2024

Time(s) of Information Literacy Instruction: 1:00-1:50pm

Location: WML 306

Number of Students Registered in Course: 18

Summary of research assignment or task

Students will write Rhetorical Analyses about two articles they need to find that represent divergent perspectives / arguments about a common topic of their choosing. Because the articles need to present an argument, it makes searching for them in the Library's resources tricky, because limiting by Source Type is not enough to ensure the genre of writing aligns with the needs of the assignment. My IL instruction in support of this assignment focuses on genres of published writing, brainstorming search terms, and aligning search tools and publications with their research need for this assignment.

The Library has supported this assignment with IL instruction for many years, always looking for ways to improve student learning in relation to the assignment requirements. There is a longstanding course research guide for this assignment, which I heavily updated and reorganized for the Fall 2024 semester: https://guides.library.scranton.edu/markowski-WRTG107. Handouts developed for this IL prep can be found under the "Workshop Resources" tab.

Classroom Student Learning Outcomes (SLOs) – at least one, no more than three

SLO 1: As a result of this information literacy instruction, students will brainstorm search terms about their topics in order to search and browse in a focused and strategic manner within recommended search tools and publications.

SLO 2: As a result of this information literacy instruction, students will identify publications and search tools through which to search for argumentative articles on their topics.

SLO 3: As a result of this information literacy instruction, students will apply evaluation criteria to articles found in order to select two divergent articles (arguments) on one common topic.

How will you know how students are doing as they work toward meeting these outcomes?

SLO 1: Quadrant activity on my handout (attached)

SLO 2: Engagement with the course research guide and my observation of their workshop lab time applying what I taught

SLO 3: Their final papers

Based on your experience teaching this class and any assessment of student work you were able to do, what can you change next time to improve how you teach it? Or, what was successful that you want to be sure to do again the next time you teach it?

For Fall 2024, I reorganized and developed further the course research guide to structure the lesson "chunks" to better align with the learning outcomes for this lesson. These changes were successful in how they improved the organization of the class session. Further improvements I'd like to make include reformatting and rearranging my lesson outline for this session to better align with the streamlined lesson content, updating my sample research topic, and even further refreshing and rearranging the course research guide in response to the implementation of several new Library systems that affect the resources in this guide (e.g., Royal Search, OpenAthens).

Information Literacy Program Learning Outcomes (PLOs) – at least one, no more than four – this information literacy instruction supports

PLO1: Students will investigate differing viewpoints that they encounter in their strategic exploration of topics in order to be able to develop their own informed arguments or hypotheses.

PLO2: Students will gain insight and understanding about diverse sources of information in order to evaluate and use resources appropriately for their information needs.

PLO3: Students will identify the appropriate level of scholarship among publication types (scholarly journals, trade publications, magazines, websites, etc.) in order to critically evaluate the usefulness of the information for their research need.

PLO4: Students will articulate the key elements in their research questions in order to develop and execute a search strategy.

WRTG 107 Rhetorical Analyses Project Library Research Workshop

Course Research Guide for Library Workshop: https://guides.library.scranton.edu/markowski-WRTG107

Ways to reach a Research Services Librarian: https://www.scranton.edu/AskALibrarian

<u>**Research Process**</u>**:**

Some things to keep in mind about the research process while you prepare your assignment:

- Start with an open mind! Research is learning. Remember to look at all sides of an argument.
- Start early to avoid stress at the end. Research takes time. Use your calendar to schedule your assignments and research time.
- Searching is trial and error. The earlier you start, the more time you have to explore and locate resources.
- Stuck? - Take a breath or a break. Try a new keyword or a different database or search tool.
- Reach out for help. Ask a librarian!

<u>**Brainstorming Search Terms:**</u> To help generate search terms and develop **a search strategy for a broad topic**, use the quadrant below. Start with a broad idea and gradually narrow down your focus by answering the following questions:

What?	**Who?**
<u>What is your topic?</u> *What is the topic of the first article you found?* <u>What other issues/events are similar or related to your topic?</u> *Think about divergent perspectives on the topic!*	<u>Who is affected by your topic? Who is involved?</u>
Why? <u>Why does this topic matter to you?</u>	**Why?** <u>Why should it matter to others? Think about society, technology, health, culture, politics, economics, etc.</u> *Again, divergence!*

Quadrant Activity adapted from University Libraries, University of Maryland

The Rhetorical Triangle

Logos

Appeals to reason. Logos can also be thought of as the text of the argument, as well as how well a writer has argued his/her point.

Is the argument logical and arranged in a well-reasoned order?

Pathos

Appeals to the emotions and the sympathetic imagination, as well as to beliefs and values. Pathos can also be thought of as the role of the audience in the argument.

Does the writer appeal to the values and beliefs of the reader by using examples readers can relate to or care about?

Ethos

Appeals to the writer's character. Ethos can also **be** thought of as the role of the writer in the argument, and how credible his/her argument is.

What are the writer's qualifications?

Does the writer use a tone that is suitable for the audience/purpose?