

WML ASSESSMENT ACTIVITY REPORT - WRTG 224
Spring 2016 - Donna Witek - Submitted 5/26/2016 (1of2)

Institutional Learning Outcomes*	WML Learning Outcomes**	WML "Projects"	Assessments	Resulting Actions (Closing the Loop)
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.	Students will investigate differing viewpoints that they encounter in their strategic investigation of topics <i>in order to</i> be able to develop their own informed arguments or hypotheses.			
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.	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>WRTG 224: Rhetoric & Social Media (Grettano and D. Witek), Spring 2016, 11 students</p> <p>--"Information Creation as a Process" cards activity, designed by Kevin Seeber (http://kevinseeber.com/processcards.pdf), facilitated on 3/31/16</p> <p>--SLOs: By the end of the activity, students will:</p> <ul style="list-style-type: none"> • Evaluate diverse information types for processes such as ease, time, research, editing, and length. • Identify characteristics of information production that are factors in how they evaluate diverse information types. 	<p>Through Kevin Seeber's "Process Cards" activity (link at left), students demonstrated their evaluation of diverse information types for ease, time, research, editing, and length, by ranking source types including a tweet, blog entry, Wikipedia article, news article, scholarly article, and scholarly book, for each creation process. In group discussion about each process, they also successfully identified characteristics of information production that factor into their evaluation of those information types.</p> <p>Students tweeted their information type rankings to the course hashtag #uofswrtg224, and I tweeted a photo of their identified characteristics (written on white board) to the hashtag at the end of class. This evidence is visible at this link: http://tinyurl.com/S16UofSWRTG224Process (Note: Three students had their Twitter accounts protected so their tweets for this activity won't be visible at this link.)</p>	<p>For the first time doing this activity, the outcomes were met comprehensively, and demonstrated using the tools they study in this particular course (i.e., social media platforms like Twitter). A sign of success to me was that, within groups ranking information types for the same creation process, there was disagreement about how the rankings should go. Then when rankings were discussed as a class, there was even more diversity of opinion. This was a sign of success because this diversity meant students needed to articulate clearly and precisely <i>why</i> they believe a specific ranking should be what it is. It was in these explanations that I observed deep learning occur.</p> <p>What would strengthen my ability to assess this activity would be to figure out a way to capture those explanations of information rankings as artifacts to assess for higher-level information literacy outcomes—for now, those justifications are being articulated verbally during class discussion.</p> <p>Students' engagement with the activity, and the fact that it used analog cards as opposed to a digitized version of the activity, went over well in a course that is heavily digital.</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.	Students will identify the appropriate level of scholarship among publication types (scholarly journals, trade publications, magazines, websites, etc.) <i>in order to</i> critically evaluate the usefulness of the information for their research need.	SEE ABOVE: Above activity maps to this WML Learning Outcome as well.	SEE ABOVE	SEE ABOVE

	Students will articulate the key elements in their research questions <i>in order to</i> develop and execute a search strategy.			
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.	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.			

* Rev 5-28-2014

**Endorsed by the Library faculty June 2014; revised November 2015