

WML ASSESSMENT ACTIVITY REPORT - WRTG 224
Spring 2016 - Donna Witek - Submitted 5/26/2016 (2of2)

| Institutional Learning Outcomes* | WML Learning Outcomes** | WML "Projects" | Assessments | Resulting Actions (Closing the Loop) |
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| <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 strategic investigation of topics <i>in order to</i> be able to develop their own informed arguments or hypotheses.</p> | <p>WRTG 224: Rhetoric & Social Media (Grettano and D. Witek), Spring 2016, 11 students</p> <p>--"Searching as Strategic Exploration" activity, facilitated on 4/26/16</p> <p>--SLOs: By the end of the class meeting + homework activity, students will:</p> <ol style="list-style-type: none"> 1. Understand their research topics as nodes in a broader conversation composed of diverse voices and information formats 2. Analyze a library database for its functions and options which researchers (they) can use to explore their topics and focus their research 3. Identify possible sources in multiple formats that will better inform them about the conversations related to their research topics 4. Approach information search processes with versatility in order to explore and develop ideas | <p>I designed the in-class activity at this link (http://tinyurl.com/S16UofSWRTG224Searching) in which students transfer their analysis skills which have been applied to social media platforms, to the search interface of a library database (ProQuest Central). This activity sets up their research for their final paper on a topic related to privacy and social media (paper prompt), and leads into their topic proposals which are due a week later (topic proposal assignment).</p> <p>The second SLO (at left) is the only one I was able to observe during the activity which was facilitated during our class meeting; I observed students proficiently analyze the database for its functions and options for research and topic exploration. The first and third SLOs Dr. Grettano assessed using their topic proposals and final privacy papers; the range of grades on this paper was 75 through 92 out of 100, which meant students ranged from Satisfactory to Excellent at these outcomes according to the course grading rubric in the syllabus. The fourth SLO was not formally assessed.</p> | <p>This session functioned more like a traditional information literacy one-shot, despite my being deeply embedded in the course throughout the semester. Improvements I'd like to make have more to do with methods of assessment than the facilitation of the activity during class: I'd like to plan to have access to their topic proposals a week later, so I can formally assess the third SLO (at left); I'd like to incorporate a written reflection component tied to the fourth SLO (at left); and I'd like to plan eventually to collect their worksheets from the class meeting as artifacts tied to the second SLO (at left). I'd also like to collaborate with Dr. Grettano to address students' prep to explore topics on the day of this activity; this semester we fell behind on the course schedule but couldn't change the date of this session, so we had to adapt, and as a result students weren't as prepared to talk privacy topics as I'd have liked.</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>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, websites, etc.) <i>in order to</i> critically evaluate the usefulness of the information for their research need.</p> | <p>SEE ABOVE: Above activity maps to this WML Learning Outcome as well.</p> | <p>SEE ABOVE</p> | <p>SEE ABOVE</p> |

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| | 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