

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-001-167

LIB 1500 - The Information Diet: Information Literacy Skills for Academic Success and
Healthy Information Habits

General Education Committee

Date: 05/03/2017

Executive Committee
Received and Forwarded

Date: 05/10/2017

Academic Senate

Date: 05/17/2017
First Reading
05/31/2017
Second Reading

BACKGROUND:

This is a revised GE course. Under the quarter system its name was LIB 150 – The Information Diet (GE Area E). Under the quarter system it has already been approved for GE Area E. Originally this course was submitted for GE Areas A3 and E.

RESOURCES CONSULTED:

- Faculty
- Department Chairs
- Associate Deans
- Deans
- Office of Academic Programs

DISCUSSION:

The GE Committee reviewed the attached ECO for this course and found it to satisfy the GE Student Learning Outcomes and other requirements for GE Area E but not for Area A3. The course is only approved for Area E.

RECOMMENDATION:

The GE Committee recommends approval of GE-001-167, LIB 1500 - The Information Diet: Information Literacy Skills for Academic Success and Healthy Information Habits for GE Area E (See attached ECO).

LIB - 1500 - The Information Diet: Information Literacy Skills for Academic Success and Healthy Information Habits

D. Course - Modify/Delete General Education

General Catalog Information

Choose action* Modify Delete

Modification
Summary* Converted from LIB 150.

Department*

Semester Subject Area* **Semester Catalog Number***

Quarter Subject Area	LIB	Quarter Catalog Number	150
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Course Title*	The Information Diet: Information Literacy Skills for Academic Success and Healthy Information Habits
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Units	(3)
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C/S Classification	C-04 (Lecture/Recitation)
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To view C/S Classification Long Description click: http://www.cpp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix_C_CS_Classification.pdf

Component	Lecture
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Instruction Mode	
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Face-to-Face
 Fully Asynchronous
 Hybrid w/Asynchronous Component

Grading Basis
 Graded Only

Repeat Basis
 May be taken only once

If it may be taken multiple times, limit on number of enrollments

Cross Listed Course Subject Area and Catalog Nbr (if offered with another department)

Dual Listed Course Subject Area and Catalog number (If offered as lower/upper division or ugrd/grad)

Choose appropriate type(s) of course(s)*
 Major Course
 Service Course
 GE Course
 None of the above

General Education Area / Subarea*

To view the General Education SubArea definitions, click <http://www.cpp.edu/~academic-programs/Documents/GE%20Semester%20Program%20Revised31.pdf>

I. Catalog Description

Catalog Description Examines the importance of information literacy skills for academic, professional, and personal success. Explores controversial social issues revolving around information and information and communication technologies (ICTs) while emphasizing strategies for finding, evaluating, filtering, using, and citing information effectively and ethically.

II. Required Coursework and Background

Prerequisite(s)

Corequisite(s)

**Pre or
Corequisite(s)**

Concurrent

III. Expected Outcomes

List the knowledge, skills, or abilities which students should possess upon completing the course.

By successfully completing the course, students will be able to:

Discuss research as a nonlinear, iterative, and integrative process of finding and using information to answer questions, solve problems, and develop and support arguments.

Articulate strategies for becoming critical consumers and producers of information.

Analyze social issues revolving around the production, dissemination, consumption, and (mis)uses of information, such as privacy, censorship, citizen reporting, digital activism, etc.

Distinguish among information formats and types (e.g., scholarly vs. popular) and the processes underlying their creation.

Use advanced search strategies in order to effectively find needed information on the free web, in licensed library databases, and in print.

Evaluate information in terms of its currency, relevancy, authority, accuracy, and purpose.

Articulate why, what, and how to properly attribute sources.

Discuss legal and ethical issues revolving around copyright and fair use.

If this is a course for the major, describe how these outcomes relate to the mission, goals and objectives of the major program.

Explain how the course meets the description of the GE SubArea(s). Please select appropriate outcomes according to the GE Area/SLO mapping.

Area E: Lifelong Learning and Self-Development

As the title of the course suggests, one of the primary goals of LIB 1500, The Information Diet: Information Literacy Skills for Academic Success & Healthy Information Habits, is to enhance students' information literacy skills. Information literacy is a critical 21st century skill-set that provides a foundation for lifelong learning, and as such, courses focusing on information literacy are well aligned with GE Area E: Lifelong Learning and Self-Development. As the Introduction to the Association of College and Research Libraries (ACRL) '[Information Literacy Competency Standards for Higher Education](#)' asserts, 'Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning.' Information literacy--the ability to determine when you need information and then to find, evaluate, and ethically use that information--could thus be

described as creating the conditions for lifelong learning.

In addition to the natural alignment between information literacy and lifelong learning in general, the content of LIB 1500 is also aligned with Executive Order 1065's description of Area E courses. According to the Executive Order, courses in Area E should facilitate students' development of themselves as 'integrated physiological, social, and psychological beings.' Specifically, it outlines examples of the types of content that could be explored, such as 'human behavior, sexuality, nutrition, physical and mental health, stress management, financial literacy, social relationships and relationships with the environment, as well as implications of death and dying and avenues for lifelong learning.' In addition to equipping students with the information literacy tools necessary to become lifelong learners, LIB 1500 also explores several of the topics listed above, including human behavior, mental health, stress management, and social relationships.. For example, through readings, videos, discussions, and assignments, students study issues relevant to human behavior and social relationships, analyzing what John Seely Brown and Paul Duguid describe as 'the social life of information.' That is, students are challenged to explore the notion that information does not exist in a vacuum. Rather, it is created by people for specific purposes, and as such, it is always socially and historically situated. Readings, videos, quizzes, assignments, and discussions also focus on controversial information and ICT issues, explicitly asking students to explore human behavior and social relationships in our information saturated digital landscape. Students analyze themselves as social and psychological beings in the digital environment, discussing social and behavioral issues that affect their development, such as cyberhealth, digital presence, social media, big data, online privacy, digital activism, crowdsourcing, and cybershaming.

The course also seeks to facilitate students' understanding and development of themselves by having them analyze and reflect upon their information seeking and consumption patterns and the effects of those patterns on their perspectives, attitudes, and behaviors. Readings and assignment help raise students' awareness about the types and quantities of information they consume and provide them with an opportunity to explore strategies for becoming less passive and reactive consumers of information. Students come to understand that by taking conscious control of their information in-take, they have the potential to become more informed and productive. They also discover that developing healthy information habits is essentially a stress management and mental health strategy that can facilitate their personal development as integrated social and psychological beings.

Area A3: Critical Thinking

LIB 1500 is also well aligned with GE Area A3, Critical Thinking, because of its emphasis on evaluating information and analyzing and

constructing arguments. Executive Order 1065 indicates that Area A3 courses should develop students' 'understanding of the formal and informal fallacies of language and thought; and the ability to distinguish matters of fact from issues of judgment or opinion.' Through both hands-on activities and discussions of the course readings and videos focusing on controversial information related issues, students in LIB 1500 learn how to identify logical fallacies and to distinguish between factual information and texts that use facts to present an argument or a perspective on an issue. Specifically, several assignments and activities help students learn how to distinguish among different kinds of texts (primary, secondary, tertiary; scholarly vs. popular; fact-based reference texts and textbooks vs. scholarly books and articles that advance knowledge in the field, etc.) by analyzing their purpose (why they were produced), the mode of production (how they were produced), and their intended audience (for whom they were produced). Activities, discussions, and assignments also provide students with practice identifying a text's thesis, its sub-points, and its supporting evidence. By exploring how opinions and arguments are constructed, students come to understand that not all opinions are equally valid; instead, they learn to evaluate the quality of arguments by examining the evidence used to support them.

LIB 1500 also helps students 'develop the abilities to analyze, criticize, and advocate ideas; to reason inductively and deductively; and to reach well supported factual or judgmental conclusions' (Executive Order 1065). Students achieve these learning outcomes by engaging in a semester long series of scaffolded assignments that take them through the steps in the research process. The course positions research as an inquiry-based learning process (in opposition to the common student approach of cherry-picking quotations to support a preconceived and under-informed position), and the assignments lead students through this process by having them select a general information related controversial issue of interest to them and then to do some background research on it. They then develop a research question that is informed by the types of scholarly conversations revolving around their general topic. Next, they compare scholarly and popular texts focusing on their topics and they outline the main arguments and positions people tend to take. Once students have learned about their topics and the various conversations revolving around them, the final assignment requires students to position themselves and their own arguments within the ongoing scholarly conversation and to leverage credible texts to support their positions.

Describe how these outcomes relate to the associated GE Learning Outcomes. Refer to mapping link below.

1a) Write effectively for various audiences.
Relevant Course Outcomes:

Analyze social issues revolving around the production, dissemination, consumption, and (mis)uses of information, such as privacy, censorship, citizen reporting, digital activism, etc.

Evaluate information in terms of its currency, relevancy, authority, accuracy, and purpose.

Articulate strategies for becoming critical consumers and producers of information.

The course outcomes above are achieved in large part through a variety of writing assignments. LIB 1500 is a writing intensive course that also contains a variety of types of writing assignments. For example, students write for both their instructor and for each other on the discussion board. In addition to posting an approximately 500 word response to a prompt, students also must engage with at least two other learners, responding to specific ideas in their colleagues' posts. The course also includes weekly reading quizzes consisting of 3-5 questions that require a one-two paragraph responses. These quizzes are not particularly formal writing assignments; rather, they are designed to facilitate deeper engagement with the ideas and arguments discussed in the readings and videos. The course also contains more formal writing assignments in which students summarize, assess, and reflect upon information sources and identify and discuss different positions on controversial issues. The final research project contains a reflective component in which students look back at the research process they've engaged in throughout the semester and discuss what they learned from it.

1c) Find, evaluate, use and share information effectively and ethically.

Relevant Course Outcomes:

Distinguish among information formats and types (e.g., scholarly vs. popular) and the processes underlying their creation.

Use advanced search strategies in order to effectively find needed information on the free web, in licensed library databases, and in print.

Evaluate information in terms of its currency, relevancy, authority, accuracy, and purpose.

Articulate why, what, and how to properly attribute sources.

Outcome 1c is similar to most [definitions of information literacy](#), and thus it captures the primary skill-set being focused on in the course. Each week focuses on a specific information literacy skill(s), and discussions, activities, and assignments are designed to help students practice these skills. For example, assignments focused on search tools and search strategies break down the process of finding information, from identifying the main concepts or keywords in a topic to developing search strategies using different keyword combination and advanced search techniques, such as quotation marks, boolean, etc., as appropriate. Students perform their searches and then reflect on the different search tools and strategies that were the easiest to use and yielded the best results. Assignments and activities focusing on evaluation ask students to summarize, assess, and reflect upon specific sources they've located, paying careful attention to things like currency, relevance, authority, accuracy, and purpose. In the final research project, students use the information they've found over the course of the semester to discuss the different positions people take on their topics and to position their own arguments within the ongoing conversation.

1d) Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.

Relevant Course Outcomes

Discuss research as a nonlinear, iterative, and integrative process of finding and using information to answer questions, solve problems, and develop and support arguments.

Analyze social issues revolving around the production, dissemination, consumption, and (mis)uses of information, such as privacy, censorship, citizen reporting, digital activism, etc.

In all assignments, including the five main writing assignments, the discussion boards, and the quizzes, students are expected to support assertions with evidence from the readings, videos, or other credible outside sources. For example, in the Evaluating Sources assignment, if students claim that the source they've found is appropriate to use in a college level paper, they need to back up that assertion with evidence about things like the author's qualifications, the currency of the information, the reputation of the publisher, the relevance of the text to the students specific research question, and the quality of the evidence used in the text to support its points. The final research project offers another example, as it asks students to present the research question they have been exploring throughout the semester and to discuss at least three different positions people take on the topic. Students then discuss the evolution of their thinking on the topic followed by an explanation of their current perspective, using evidence from the texts to support their points.

4a) Analyze the factors that contribute to individual well-being (such as physical, mental, nutritional, emotional, intellectual, spiritual, financial, social, or environmental).

Relevant Course Outcomes

Articulate strategies for becoming critical consumers and producers of information.

Analyze social issues revolving around the production, dissemination, consumption, and (mis)uses of information, such as privacy, censorship, citizen reporting, digital activism, etc.

Students read, write about, and discuss Clay Johnson's book, *The Information Diet: A Case for Conscious Consumption*, which makes a connection between our contemporary food diet and our contemporary information diet. Johnson argues that just as a bad diet can lead to obesity and diseases, poor information diets lead to ignorance and negatively impact our productivity and health. While Johnson doesn't tell readers what type of information to consume, he does provide a framework for information consumption that students are encouraged to think critically about. In addition to reading this text, students maintain an information consumption log for a week, documenting what they read, watch, and listen to. After the week is over, they summarize, analyze, and reflect upon the patterns they discovered in their diary. This assignment helps raise students' awareness about the types of information they consume and provides them with the opportunity to determine whether going on an 'information diet' might enhance their well-being, making them more informed and productive.

4b) Demonstrate activities, techniques, or behaviors that promote intellectual or cultural growth.

Relevant Course Outcomes

Articulate strategies for becoming critical consumers and producers of information.

Analyze social issues revolving around the production, dissemination, consumption, and (mis)uses of information, such as privacy, censorship, citizen reporting, digital activism, etc.

Evaluate information in terms of its currency, relevancy, authority, accuracy, and purpose.

The aforementioned information consumption diary assignment is designed to help students explore activities, techniques, and

behaviors that will lead to intellectual growth. Students identify patterns in their information consumption habits, such as the absence of news sources in their information diet or an imbalance in how much time they spend playing video games versus engaging with course materials, which they might not have been aware of prior to completing the assignment. This new awareness gives them the opportunity to think about ways that they could improve their information diets and enhance their productivity and intellectual growth. Similarly, a discussion board assignment asks students to think about Johnson's claim that 'we all live in our own social bubbles' surrounding ourselves with people like us because 'It's too high of a cognitive and ego burden to surround ourselves with people that we disagree with' (60). Students reflect on their own social bubbles and why it might be important in terms of their intellectual and cultural growth to reach out to people who are different from them. Assignments focused on evaluation are also critically important to promoting students' intellectual growth.

4c) Engage in communities (campus, regional, etc.) or participate in civic activities for the betterment of personal and public life.

Relevant Course Outcome

Analyze social issues revolving around the production, dissemination, consumption, and (mis)uses of information, such as privacy, censorship, citizen reporting, digital activism, etc.

Many of the readings, videos, and discussions focus on the importance of engaging with diverse ideas and communities for the betterment of personal and public life. *The Information Diet* text discusses the importance of healthy information habits to informed citizenship and democracy. In other readings and assignments, students explore the human tendency to want to surround ourselves with people who are similar to us and who share similar beliefs, contrasting that to the research on diversity, which indicates that diverse views and perspectives improve the performance of teams and organizations. Students also discuss a TED Talk that explores how reaching out to people who are different from us can decrease the power of stereotypes and unconscious biases, both of which can have decidedly negative effects on personal and public life.



General Education Outcomes	Ia. Write effectively for various audiences
	Ic. Find, evaluate, use, and share information effectively and ethically.
	Id. Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.
	IVa. Analyze the factors that contribute to individual well-being (such as physical, mental, nutritional, emotional, intellectual, spiritual, financial, social, or environmental)
	IVb. Demonstrate activities, techniques, or behaviors that promote intellectual or cultural growth.
	IVc. Engage in communities (campus, regional, etc.) or participate in civic activities for the betterment of personal and public life.

To view the mapping, click <https://www.cpp.edu/~academic-programs/Documents/GE%20SLO%20Mapping.pdf>

IV. Instructional Materials

Provide bibliography that includes texts that may be used as the primary source for instruction, and other appropriate reference materials to be used in instruction. The reference list should be current, arranged alphabetically by author and the materials should be listed in accepted bibliographic form.

Instructional Materials	<p><i>Big data is better data.</i> (n.d.). Retrieved from http://www.ted.com/talks/kenneth_cukier_big_data_is_better_data</p> <p><i>The birth of Wikipedia.</i> (n.d.). Retrieved from http://www.ted.com/talks/jimmy_wales_on_the_birth_of_wikipedia Bloom, P. <i>Why do we create stereotypes?</i> (n.d.). Retrieved June 2, 2015, from http://www.npr.org/2014/11/14/362373052/why-do-we-create-stereotypes</p> <p>Boynton, R. S. (2004, January 25). The tyranny of copyright? <i>The New York Times</i>. Retrieved from http://www.nytimes.com/2004/01/25/magazine/25COPYRIGHT.html</p>
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Dewey, C. (2014, May 8). #Bringbackourgirls, #Kony2012, and the complete, divisive history of 'hashtag activism.' *The Washington Post*. Retrieved from <http://www.washingtonpost.com/news/the-intersect/wp/2014/05/08/bringbackourgirls-kony2012-and-the-complete-divisive-history-of-hashtag-activism/>

Everything is a Remix Part 3. (n.d.). Retrieved from <https://vimeo.com/25380454>

Everything is a Remix Part 4. (n.d.). Retrieved from <https://vimeo.com/36881035>

Giles, J. (2013, April 17). Free for all? Lifting the lid on a Wikipedia crisis. *New Scientist*. Retrieved from <http://www.newscientist.com/article/mg21829122.200-free-for-all-lifting-the-lid-on-a-wikipedia-crisis.html>

Greenwald, G. *Why should we care about keeping secrets?* (n.d.). Retrieved June 2, 2015, from <http://www.npr.org/2015/01/23/377716623/why-should-we-care-about-keeping-secrets>

Halime, F. (n.d.). A data analyst's blog is transforming how New Yorkers see their city. NPR. Retrieved June 2, 2015, from <http://www.npr.org/sections/alltechconsidered/2014/11/28/367046864/a-data-analysts-blog-is-transforming-how-new-yorkers-see-their-city>

Harkinson, J. (2013, October 1). 6 reasons we share too much online, according to behavioral scientists. *Mother Jones*. Retrieved from <http://www.motherjones.com/media/2013/10/science-behind-why-nobody-cares-about-online-privacy>

Here's how we take back the Internet. (n.d.). Retrieved from http://www.ted.com/talks/edward_snowden_here_s_how_we_take_back_the_internet

How cognitive surplus will change the world. (n.d.). Retrieved from http://www.ted.com/talks/clay_shirky_how_cognitive_surplus_will_change_the_world

How social media can make history. (n.d.). Retrieved from http://www.ted.com/talks/clay_shirky_how_cellphones_twitter_facebook_can_make_histo

How the net aids dictatorships. (n.d.). Retrieved from http://www.ted.com/talks/evgeny_morozov_is_the_internet_what_orwell_feared

The impending death of the YouTube mashup. (n.d.). Retrieved June 2, 2015, from <http://www.dailydot.com/opinion/youtube-mashup-remix-copyright-universal/>

Inside the Egyptian revolution. (n.d.). Retrieved from http://www.ted.com/talks/wael_ghonim_inside_the_egyptian_revolution

The interspecies internet? An idea in progress. (n.d.). Retrieved from http://www.ted.com/talks/the_interspecies_internet_an_idea_in_progress?language=en

Johnson, C. A. (2012). *The information diet: A case for conscious consumption*. Sebastopol Calif.: O'Reilly Media.

LaFrance, A. (2014, October 14). Big data can guess who you are based on your zip code. *The Atlantic*. Retrieved from <http://www.theatlantic.com/technology/archive/2014/10/big-data-can-guess-who-you-are-based-on-your-zip-code/381414/>

Lanier, J. (2010, December 20). The hazards of nerd supremacy: The case of WikiLeaks. *The Atlantic*. Retrieved from http://www.theatlantic.com/technology/archive/2010/12/the-hazards-of-nerd-supremacy-the-case-of-wikileaks/68217/?single_page=true

Lehrer, J. (2009, December 21). Accept defeat: The neuroscience of screwing up. *Wired*. Retrieved June 2, 2015, from http://www.wired.com/2009/12/fail_accept_defeat/all/

Mooney, C. (2011, June). *The Science of Why We Don't Believe Science*. *Mother Jones*. Retrieved from <http://www.motherjones.com/politics/2011/03/denial-science-chris-mooney>

The NSA responds to Edward Snowden's TED Talk. (n.d.). Retrieved from http://www.ted.com/talks/richard_ledgett_the_nsa_responds_to_edward_snowden_s_ted

The power and the danger of online crowds. (n.d.). Retrieved from http://www.ted.com/talks/james_surowiecki_on_the_turning_point_for_social_media

Think your email's private? Think again. (n.d.). Retrieved from http://www.ted.com/talks/andy_yen_think_your_email_s_private_think_again

Wasik, B. (2013, May 14). In the programmable world, all our objects will act as one. *Wired*. Retrieved June 2, 2015, from <http://www.wired.com/2013/05/internet-of-things-2/all/>

Welcome to the age of the industrial internet. (n.d.). Retrieved from http://www.ted.com/talks/marco_annunziata_welcome_to_the_age_of_the_industrial_internet

What do we do with all this big data?. (n.d.). Retrieved from http://www.ted.com/talks/susan_etlinger_what_do_we_do_with_all_this_big_data

What is a scholarly article?. (n.d.). Retrieved from <https://vimeo.com/27119325>

What's wrong with your pa\$w0rd?. (n.d.). Retrieved from http://www.ted.com/talks/lorrie_faith_cranor_what_s_wrong_with_your_password

What will a future without secrets look like?. (n.d.). Retrieved from http://www.ted.com/talks/alessandro_acquisti_why_privacy_matters

Why the world needs WikiLeaks. (n.d.). Retrieved from http://www.ted.com/talks/julian_assange_why_the_world_needs_wikileaks

Faculty are encouraged to make all materials accessible. Indicate with an asterisk those items that have had accessibility (ATI/Section 508) reviewed. For more information, <http://www.cpp.edu/~accessibility>

V. Minimum Student Material

List any materials, supplies, equipment, etc., which students must provide, such as notebooks, computers, internet access, special clothing or uniforms, safety equipment, lockers, sports equipment, etc. Note that materials that require the assessment of a fee may not be included unless the fee has been approved according to University procedures.

Minimum Student Material	Course texts.
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VI. Minimum College Facilities

List the university facilities/equipment that will be required in order to offer this class, such as gymnastic equipment, special classroom, technological equipment, laboratories, etc.

Minimum College Facilities	Computers (labs and library), University Library, Blackboard, library information literacy classrooms, tools for taking notes/completing assignments (pen/paper, laptop, mobile device, etc.).
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VII. Course Outline

Describe specifically what will be included in the course content. This should not be a repetition of the course description but an expansion that provides information on specific material to be included in the class, e.g. lecture topics, skills to be taught, etc. This should

not be a week-by-week guide unless all instructors are expected to follow that schedule.

Course Outline **Information Literacy Skills**

Topic selection: Selecting a general topic related to your discipline

Background research—getting familiar with the terms, questions, themes, issues, arguments, key thinkers, etc.

Topic refinement: Research question & Thesis development

Information Cycle

Types of sources and their purposes and audiences: Scholarly, popular, trade; Books, magazines, news sources, journals, trade journals, government publications, blogs, etc.; Primary, secondary, tertiary

Anatomy of a scholarly peer-reviewed journal article

Search Tools: OneSearch, discipline specific databases, catalog(s)

Why use the library? Differences between the free web and library resources

Search Strategies: Brainstorming and revising search terms, Boolean, Phrase searching, Subject headings, Database specific limiters

Evaluating
Sources: Credibility, Relevance, Authority, Accuracy, Purpose

Organizing, managing, and citing sources: Why cite? Common citation styles; Anatomy of a citation; Integrating quotations and paraphrases into your writing; Citation management systems (e.g., Zotero, OneSearch, etc.)

Copyright, Fair Use, Plagiarism

Information Themes

Conscious Information Consumption: Tracking and evaluating information consumption habits

Sharing with the Crowd in the Cloud: Crowd Sourcing & Cloud Computing

- Digital & Hashtag Activism
- Big Data
- How beliefs & assumptions shape our responses to information
- The Future of the Internet
- Privacy & Security Online
- Secrets and Surveillance: Individual Privacy and National Security
- Fair Use; Remixes and Mashups

VIII. Instructional Methods

Describe the type(s) of method(s) that are required or recommended for the instruction of this course (lectures, demonstrations, etc.). Include any method that is essential to the course, such as the use of particular tools or software.

- Instructional Methods** A variety of instructional methods will be used to help students to achieve the course outcomes, including:
- Brief lectures and demonstrations
 - Readings and videos
 - Small and large group discussions of assigned readings/videos and key course concepts
 - Hands-on activities, providing practice with the IL skills assessed in the assignments
 - Reading/viewing quizzes
 - Written assignments focusing on different aspects of the research process with opportunities to revise after receiving feedback
 - Information consumption journal and reflection

IX. Evaluation of Outcomes

Describe the methods to be used to evaluate students' learning, i.e. written exams, term papers, projects, participation, quizzes, attendance, etc.

Evaluation Methods and corresponding Course Learning Outcomes

Weekly reading quizzes (requiring full paragraph answers) focused on readings and key course concepts.
LO 1, 2, 3, 4, 8

Discussion board posts (and required responses to colleagues) focused on the readings and information literacy skill development (Evaluated with a Discussion Board Rubric). LOs 1, 2, 3, 6, 8

Research assignments taking students through the steps in the research process (topic selection, search strategies, evaluation, analyzing source types). Assignments evaluated with rubrics.

LOs 1, 3, 4, 5, 6, 7.

5 page research assignment and reflection on the research process (Evaluated with a rubric). LOs 1, 3, 4, 5, 6, 7.

Information consumption journal and reflection (Evaluated with a rubric). LO 2

Describe the meaningful writing assignments to be included.

Topic selection and refinement assignments: students formulate a research question and then explain how it 1) constitutes a controversial information issue about which reasonable people disagree and 2) why it is researchable within an academic context.

Information Consumption Diary Assignment: Students maintain a log for 7 days documenting what they read, watch, and listen to. After the week is over, students summarize, analyze, and reflect upon the patterns they've discovered from keeping their diary.

Search Tools & Strategies Assignment: Students brainstorm and employ various search strategies using different search tools, and then they reflect on the search strategies and tools that yielded the best results.

Scholarly & Popular Articles Assignment: Students compare and contrast a scholarly and a popular article on their topics, analyzing the differences between the two in terms of discursive conventions and using examples from the texts to support their points.

Evaluating Sources Assignment: Students find specific source types on their topic, cite the sources, and then summarize, assess, and reflect upon each source.

Final Research Project: Students present the research question they've been exploring throughout the semester, discuss at least three different positions people take on the topic, and then explain their own position, using evidence to support their points.

These meaningful writing assignments are graded with rubrics as well as specific individualized feedback from the instructor about how to improve. Students are given the opportunity to revise based on feedback.

Describe how these evaluation methods align to the course and program outcomes, as appropriate. Alternatively, you may include or attach a matrix to align the methods to the outcomes.

Evaluation Methods with course learning outcome (CLO)

**Weekly reading quizzes (requiring full paragraph answers) focused on readings and key course concepts.
CLOs 1, 2, 3, 4, 8**

Discussion board posts (and required responses to colleagues) focused on the readings and information literacy skill development (Evaluated with a Discussion Board Rubric). CLOs 1, 2, 3, 6, 8

**Research assignments taking students through the steps in the research process (topic selection, search strategies, evaluation, analyzing source types).
Assignments evaluated with rubrics.**

CLOs 1, 3, 4, 5, 6, 7.

5 page research assignment and reflection on the research process (Evaluated with a rubric). CLOs 1, 3, 4, 5, 6, 7.

Information consumption journal and reflection (Evaluated with a rubric). CLO 2

You can attach the matrix by clicking  located underneath the Proposal Toolbox header

Discuss how these methods may be used to address the associated GE Learning Outcomes listed above. Include or attach a matrix to align the evaluation methods to the outcomes.

Evaluation Methods with GE Learning Outcomes (GELOs)

Weekly reading quizzes (requiring full paragraph answers) focused on readings and key course concepts. GELOs 1a, 4a

Discussion board posts (and required responses to colleagues) focused on the readings and information literacy skill development (Evaluated with a Discussion Board Rubric).GELOs 1a, 1c, 1d, 4a, 4b, 4c

Research assignments taking students through the steps in the research process (topic selection, search strategies, evaluation, analyzing source types). Assignments evaluated with rubrics.

GELOs 1a, 1c, 1d

5 page research assignment and reflection on the research process (Evaluated with a rubric). GELOs 1a, 1c, 1d

Information consumption journal and reflection (Evaluated with a rubric). GELOs 1a, 1d, 4a, 4b, 4c

Evaluation of Student Assessment	GE Learning Outcomes A3			
	1a	1c	1d	4b
1. Weekly reading quizzes	X			
2. Discussion board posts	X	X	X	X
3. Research assignments	X	X	X	
4. 5 page research assignment and reflection	X	X	X	
5. Journal and reflection	X		X	X

Evaluation of Student Assessment	GE Learning Outcomes E			
	1a	4a	4b	4c
1. Weekly reading quizzes	X	X		
2. Discussion board posts	X	X	X	X
3. Research assignments	X			
4. 5 page research assignment and reflection	X			
5. Journal and reflection	X	X	X	X

X. This OPTIONAL Section is for describing Course/Department/College specific requirements.

**Department/
 College Required
 ECO Information
 (Optional)**