Writing-Intensive Designation Form

LIB 225
Dept. Prefix/Number

Advanced Research for College, Work, and Life
Course title

Part One: Department Information

Catalog course description:

This course bridges the gap between the basic-level research done in introductory courses, and the advanced-level research expected of students in 300 and 400 level courses. While exploring the world of information in this course, students will learn to use effective methods and techniques of information gathering, evaluation and presentation. They will develop advanced research techniques specific to their disciplines, and build problem-solving and information-seeking skills they will use after college to make decisions regularly encountered in today's information-driven workplace.

Prerequisite: WR 135 or equivalent

- Curriculum requirements this course meets [check all that apply]:
  __ LACC  ___ Dept. Major  ___ Ed. Major  ___ Dept. Minor  ___ BA  ___ BS  ___ BM
  OR  ___ Elective w/in major or minor

- Course Format:
  ___ Lecture  ___ Lecture & Lab  ___ Seminar  ___ Practicum
  ___ Other (please specify)

- Course Frequency:
  ___ Each term  ___ Each year  ___ Alternate years
  ___ Other (please specify)

- Course Designation Desired:
  ___ WI every time offered (unless otherwise specified during scheduling)
  ___ One-time designation
  ___ Instructor designation (WI whenever offered by specific instructor/s only)
    (List Instructor name/s)

approved 1/02
Part Two: Course Information

--- Attach a copy of the proposed course syllabus. ***If any of the items below are included on the syllabus, please indicate that here and label the syllabus with the numbers used below.*** If not, please answer below.

1a. Types of INFORMAL writing [e.g., journals, lab or field notes, logs, ungraded drafts] required in the course and how they will be evaluated for course grade:

Three types of informal writing will be used: self-reflection papers, a reading journal, and a research dossier personal reference tool. See details below:

- Personal Research Profile Analysis (pre- and post-course), 10% of grade - two self-reflection papers using similar prompts, one due the first day of class and one due at the end of the term, in which students evaluate their level of understanding of the research process as it applies to college, work, and their personal lives outside of school and work. The purpose of these papers is self-reflection and exploration, and they will therefore be evaluated based on completion, thought-process, and the depth of self-analysis, rather than on markers of polished, formal writing such as grammar, language, citation style, etc.

- Reading Journal, 15% of grade - a space for all students to think deeply and critically about the class readings, explore their own questions and areas of interest within a given reading, and reflect on class discussions. The journal entries will be graded on completion (i.e. on whether or not they have all three required components - summary, questions for discussion, and reflection - and are of the required length), not on content. The journal will be turned in several times throughout the term, thus providing the instructor an iterative process by which to assess each student's understanding of the material as the class progresses, answer questions not addressed in class, and provide feedback and/or intervention as necessary.

- Research Dossier, 15% of grade - a series of two-column logs that students will fill out about different types of sources of information and can then use throughout the course as a personal reference document. The dossier will be evaluated based on completion only (i.e. are all of the questions in the log answered for all types of sources), but the instructor will give comments and feedback to ensure students' understanding of each type of source.

1b. Estimated # of pages of INFORMAL writing in course: 11-13 pages

1c. Describe the learning outcomes expected from the required informal writing:

- Develop lifelong information seeking behavior that is ongoing, intentional, and self-directed.

- Evaluate your understanding of the research process as it applies to college, work, and your life, and identify your strengths and weaknesses as a researcher.

- Distinguish between different types of sources of information (people, newspapers, magazines, academic journals, websites, blogs, etc.) and identify their characteristics and utility.
2a. Types of FORMAL writing [e.g., essay tests, polished papers] required in the course:

Two types of formal writing will be used: a polished paper and a research project, which includes a formal research proposal, research process (pre- and post-research), and annotated bibliographies. See details below:

- Research Situations Paper, 20% of grade - a structured reflection paper that asks students to demonstrate their understanding of how to tailor one’s research approach to a variety of research situations, while maintaining the important components of research that we have discussed in class. This paper will be evaluated for content as well as for the formal markers of quality writing such as grammar, language, and citation style.

- Discipline-Specific Research Project, 40% of grade - a formal assignment that will allow students to demonstrate their cumulative learning from the course. The assignment is made up of three deliverables that will allow for peer and instructor feedback along the way: a research proposal, a research process (a plan and what actually happened), and annotated bibliographies (sources used and sources rejected). Since the focus of this class is on the research aspect, the formal writing in this assignment will come via these three deliverables rather than via a traditional research paper. Each of the three deliverables will be evaluated separately and then combined into one grade for the assignment.

2b. Estimated # of pages of FORMAL writing in course: 17-22 pages

2c. Describe the learning outcomes expected from the required formal writing:

- Develop context-dependent search strategies in order to search a variety of information resources effectively.

- Create and share knowledge ethically and responsibly in a global community.

- Critically evaluate different types of information to decide which are relevant and appropriate for various situations, including research within a college discipline, a work-related project, and a personal project.

3. What percentage of the course grade is determined by the INFORMAL writing assignments? 40% 60% by the FORMAL writing assignments? 60%
4. How will students receive instruction on discipline-specific writing practices as part of the course? Please indicate where and what discipline-specific writing practices are included.

The informal and formal writing assignments in LIB 225 will be reflective of the information literacy process exploring how to incorporate research into writing as it applies to college, professional, and personal pursuits.

Writing assignments will explore the logical pathways in how to select and evaluate information, access information in a timely and effective way, choose appropriate sources for the research context, use sources to meet specific goals, and consider the ethical and legal issues when using information.

Students will write personal reflections, formal papers, and annotated bibliographies using the appropriate citation and style guidelines of their discipline.

5. What procedures are to be used in the course for students to receive help as they draft, revise, and edit their polished written work?

For the Research Situations Paper students will receive three peer review evaluations and will be allowed to submit a revised version of their graded paper (with instructor feedback).

For the Major project, the paper will be broken down into two sections--research proposal and research process. Students will receive three peer review evaluations for each section. Students will also have a conference with the instructor.

For Office Use Only
WI course designation approved: ____________________________
Writing Intensive Committee Chair: ________________________ Date: ________________________

30 June 2014
Course Prefix and Number: LIB 225

Course Title: Advanced Research for College, Work, and Life

Credit Hours: 4

Abbreviation for Class Schedule: Advanced Research

Catalog Description:
This course bridges the gap between the basic-level research done in introductory courses, and the advanced-level research expected of students in 300 and 400 level courses. While exploring the world of information in this course, students will learn to use effective methods and techniques of information gathering, evaluation and presentation. They will develop advanced research techniques specific to their disciplines, and build problem-solving and information-seeking skills they will use after college to make decisions regularly encountered in today’s information-driven workplace. Prerequisite: WR 135 or equivalent

Course Goals & Objectives:

Students will:
- Distinguish between different types of sources of information (people, newspapers, magazines, academic journals, websites, blogs, etc.) and identify their characteristics and utility
- Develop context-dependent search strategies in order to search a variety of information resources effectively
- Critically evaluate different types of information to decide which are relevant and appropriate for various situations, including research within a college discipline, a work-related project, and a personal project
- Create and share knowledge ethically and responsibly in a global community
- Develop lifelong information seeking behavior that is ongoing, intentional, and self-directed

Justification for Adding the Course (e.g alignment with other institution, programs, etc):
Please see attached justification

Faculty and Facilities needed: None

Brief Course Outline: Please see attached prospective syllabus for details.
Prospective Syllabus

Course Description
This course bridges the gap between the basic-level research done in introductory courses, and the advanced-level research expected of students in 300 and 400 level courses. While exploring the world of information in this course, students will learn to use effective methods and techniques of information gathering, evaluation and presentation. They will develop advanced research techniques specific to their disciplines, and build problem-solving and information-seeking skills they will use after college to make decisions regularly encountered in today's information-driven workplace. Prerequisite: WR 135 or equivalent

Required Materials
The Elements of Library Research: What Every Student Needs to Know by Mary George

Supplemental Readings (available on course reserve):
Research Strategies: Finding Your Way Through the Information Fog by William Badke
The Curious Researcher: A Guide to Writing Research Papers (7th ed.) by Bruce Ballenger

Course Goals & Objectives:

Students will:
- Distinguish between different types of sources of information (people, newspapers, magazines, academic journals, websites, blogs, etc.) and identify their characteristics and utility
- Develop context-dependent search strategies in order to search a variety of information resources effectively
- Critically evaluate different types of information to decide which are relevant and appropriate for various situations, including research within a college discipline, a work-related project, and a personal project
- Create and share knowledge ethically and responsibly in a global community
- Develop lifelong information seeking behavior that is ongoing, intentional, and self-directed
Assignments:

**Personal Research Profile Analysis—1st Response**
This will be a short 1-2 page (typed, double-spaced) descriptive paper answering a series of prompts designed to evaluate your understanding of the research process as it applies to college, work, and your life. You will complete this during the first day class.

**Reading Journal**
For each assigned reading, you will write an entry consisting of three parts (at least 1 typed, double-spaced page long, in total):

- Summary: Write a brief summary of the reading highlighting the main ideas.
- Questions for discussion: Write a minimum of three questions that can be discussed in class
- Reflection: After class discussion, write a brief reflection on what you learned.

**Research Dossier:**
You will create a dossier designed to assist you with identifying and knowing when it is appropriate to use different types of resources: Newspapers, Magazines, Academic Journals, Trade Publications, Books, Websites, Blogs, Podcasts, Radio, Film/Video/TV, Social Media, Public records, U.S. Census, Grey literature, Person/People (1 page, two-column log each. See below for assignment description)

**Research Situations Paper:**
Different research situations call for different approaches. In this 5-page paper, you will demonstrate your ability to tailor your research approach to a variety of research situations, while maintaining the important components of research that we have discussed in class. The paper should consist of four sections, one for each of the main components of research, that each explain how to conduct that step in the research process in the three situations we’ve discussed in class: College Discipline, Professional, and Personal. This is a formal paper and will therefore also require an introduction and a conclusion, as well as the use of a citation style (choose the style most appropriate for your major or intended major).

Section 1: Understanding Context

Section 2: Understanding Resources

Section 3: Citing Information -- Rights and Responsibilities

Section 4: Participating in Global Knowledge Community
Major Project - Discipline-Specific Research Project:
You will design a research project specific to your major (if you haven't declared a major yet, choose your probable major), submit a research proposal for this project, conduct in-depth research into your topic using the sources and processes you have learned in class, and finally document your research process. We will work through this assignment together in class during weeks 8-10, during which time you will receive peer feedback on the first draft of your research proposal and will have a conference with me to review your revised proposal and proposed research process before you begin your research. Your final products will be due at the end of finals week. The assignment includes the following components:

- **Research project proposal (due week 8):** What types of research are done in your discipline? What issues/topics within your discipline are you genuinely curious about? Is your research topic clear, focused, arguable, and researchable? (1-2 pages, double-spaced)

- **Research process (design due week 9, final documentation due end of finals week):**
  - Design a process to identify the type of research used in your discipline and the common ways it is presented (i.e. what you plan to do to research your topic). (2-3 pages, double-spaced)
  - At the end of your project, document what you actually did, how it adhered to or differed from your plan and why, how and when you went through the phases of research discussed in class, what you learned from this experience (3-4 pages, double-spaced)

- **Annotated Bibliographies (due finals week with research process final documentation):**
  You will create two annotated bibliographies for this project - one that lists the sources you would use for your project (7-10 sources, at least 4-5 double-spaced pages long), and one that lists the sources you found but that you would not use for your project (3-5 sources, at least 2-3 double-spaced pages long). For each entry in both of these bibliographies you will need:
  - Source Citation (in the style most appropriate for your discipline)
  - Summary of the source in your own words, including why it is/is not a good source for your project.
  - Source type profile laying out what type of source it is, why this type of source is appropriate (or not appropriate) for your research/discipline, and if not scholarly how you determined this source is reliable (or unreliable).

**Personal Research Profile Analysis--Final Response**
This will be a short 2-3 page (typed, double-spaced) descriptive paper answering a series of prompts designed to evaluate your understanding of what you learned about the research process as it applies to college, work, and your life. This will be similar to the paper you wrote at the beginning of class. It will provide an opportunity for you to identify your strengths as a researcher and identify what you need to improve on as you move forward. This will be written during the final exam period and due by the end of the week after you have completed your research project.
Grading:

Assignment Breakdown:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Journal</td>
<td>150 (10 points per entry)</td>
<td>15</td>
</tr>
<tr>
<td>Research Dossier</td>
<td>150 (10 points per source type)</td>
<td>15</td>
</tr>
<tr>
<td>Research Situations Paper</td>
<td>200 (40 points per section, 40 points for structure, citations, etc.)</td>
<td>20</td>
</tr>
<tr>
<td>Discipline-Specific Research Project</td>
<td>400 (100 points per deliverable)</td>
<td>40</td>
</tr>
<tr>
<td>Personal Research Profile Analysis</td>
<td>100 (50 pts for 1st response) 50 pts for final response)</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1000</strong></td>
<td><strong>100</strong></td>
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</table>

Grade Scale:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000-900</td>
<td>A</td>
</tr>
<tr>
<td>890-800</td>
<td>B</td>
</tr>
<tr>
<td>790-700</td>
<td>C</td>
</tr>
<tr>
<td>690-600</td>
<td>D</td>
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<tr>
<td>590-0</td>
<td>F</td>
</tr>
<tr>
<td>WEEK</td>
<td>DAY 1</td>
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<td>-----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Week 1</td>
<td>Introduction to class&lt;br&gt;&lt;br&gt;Personal Research Profile Analysis (1st response) Assignment Due&lt;br&gt;Read: Introduction to Research as Inquiry</td>
</tr>
<tr>
<td>Week 2</td>
<td>Read: From Research Assignment to Research Plan&lt;br&gt;Reading Journal Due</td>
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<tr>
<td>Week 3</td>
<td>Read: The Fine Art of Discovering Sources</td>
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<tr>
<td>Week 4</td>
<td>Read: Insight, Evaluation, Argumentation, and Beyond&lt;br&gt;Discuss: Research Dossier and Research Situations Paper</td>
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<td>Week 5</td>
<td>Discuss: Ethics, rights and responsibilities for using and sharing information</td>
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<td>Week 6</td>
<td>Discuss: Participating in the Global Knowledge Community</td>
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<td>Week 7</td>
<td>Discuss: Discipline-specific research project (Intro, Research project proposal)&lt;br&gt;Research Situations Paper Due</td>
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<td>Week 8</td>
<td>Research Project Proposal Peer Evaluation&lt;br&gt;Discuss: Discipline-specific research project (Research Process)</td>
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<td>Week 9</td>
<td>Discuss: Discipline-specific research project (Annotated Bibliographies)</td>
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<td>Week 10</td>
<td>Instructor conferences</td>
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<tr>
<td>Finals Week</td>
<td>All Research Project Documentation due by end of week</td>
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</tbody>
</table>
Sample Assignment

Research Dossier—Types of Sources Assignment

It is important to understand the scope of a resource in order for you to use it effectively in various research situations.

For each of the following types of sources: Newspapers, Magazines, Journals, Trade Publications, Books, Websites, Blogs, Podcasts, Television, Radio, Film and Video, Public records, U.S. Census, Grey literature, Person/People

Create a two column log and identify the following 10 characteristics about the source:

<table>
<thead>
<tr>
<th>Type of source?</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Description of Source?</td>
<td></td>
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<tr>
<td>Who creates source?</td>
<td></td>
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<tr>
<td>Who is the intended audience?</td>
<td></td>
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<tr>
<td>Who edits/fact checks source?</td>
<td></td>
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<tr>
<td>What format is source published?</td>
<td></td>
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<tr>
<td>What are the strengths of the source?</td>
<td></td>
</tr>
<tr>
<td>What are the weaknesses of the source?</td>
<td></td>
</tr>
<tr>
<td>How does date of publication affect the sources information? Is it updated?</td>
<td></td>
</tr>
<tr>
<td>What is the bias of the source?</td>
<td></td>
</tr>
</tbody>
</table>

Center and label the 1st page: Appendix--Types of Sources. On the same page create a list of the sources you will evaluate.

Create a new page with a two column log for each type of source.
Sample Assignment

Research Situations Paper, Section 1: Understanding Context

PART I--Understanding the Research Context

Answer the following questions for each of the following scenarios:

What are the essential elements that need to be researched?
What type of sources would be the most helpful in your research? Why?
What types of sources should you avoid? Why?

PART II--Creating a Research Map

Create a visual map or a written outline/plan for researching each of the following scenarios. Include an initial set of keywords that would get you started with your research.

Discipline Scenario:
[ Note -- Students will receive different discipline scenarios depending on their major]

You are in a Health Education class. You have an assignment to write a five page informative research paper based on a health alert issued by the CDC within the last year. Your sources must come from peer reviewed journals and government health agencies.

Professional Scenario:
[ Note -- Students will receive different professional scenarios depending on the major]

You work for a company that is looking at changing over its automobile fleet. You need to prepare a report on the strengths and weaknesses between electric cars, hybrid cars and biodiesel cars in terms of sustainability and environmental impact. You also need to know if there are any federal or state (Oregon) tax breaks available to companies to make this kind of switch.

Personal Scenarios:

The city council in your area has asked voters to consider an ordinance banning plastic bags at grocery stores. The ordinance would continue to allow paper bags. You're not sure how to vote, so you need to find information that will help you decide.
Justification

This course will give students the tools and skills they need to be information literate students capable of performing well in high-level college courses that require advanced research skills, and information literate global citizens that are equipped to solve problems and make decisions in today's information-driven workplace.

In *Truth Be Told: How College Students Evaluate and Use Information in the Digital Age* Alison J. Head and Michael B. Eisenberg note that students, "reported being hobbled by having to frame a research inquiry for course-related research—before they even begin...students grapple with what college-level research assignments mean and what is expected of them in the process of intellectual discovery" and students reported, "nagging uncertainties with concluding and assessing the quality of their own research efforts. Have I done a good job? How do I sort through all that I've found to find what I need? How do I know when to stop looking?"[i]

These problems persist as students enter the workforce. According to the 2013 National Association of Colleges and Employers (NACE) Job Outlook Survey, the “ability to obtain and process information” is rated highly, a 4.43 on a 1-5 scale of importance (1=Not Important, 5=Extremely Important).[ii] Furthermore, a 2012 study “What Information Competencies Matter in Today's Workplace?” found that employers across sectors and industries expected graduates entering all types of positions to have “baseline information competencies,” which were described in the study as including “knowing how and where to find information online,...us[ing] a search strategy beyond the first page of Google results,” and being able to evaluate the information found in order to “articulate a 'best solution' and conclusion....”[iii] These are just two of many sources that demonstrate the need for information literacy education and training that goes beyond academic research skills and into skills needed for the workplace.[iv]

In response to these needs, WOU's Instruction Librarians have designed LIB 225 so that students completing this course will be able to distinguish between different types of information and identify when and where each type is appropriate (college vs. the workplace vs. daily life). They will develop advanced, context-dependent search strategies, and learn to create and share knowledge responsibly. All of this is designed to develop in them the skills they need to be lifelong learners, which will be of value to them when they move into advanced-level classes in their major, when they enter their field of choice in the working world, and when they face a choice or decision in their personal lives.

Libraries all over the country offer for-credit classes focused on teaching information literacy skills. A recent study by library science researchers gathered and analyzed syllabi for one hundred such courses from colleges and universities all over the United States.[v] We have tailored our course to WOU by structuring it as a “bridge” class between what we know students are exposed to in WR 135 – through both the class itself and the library session students receive – and the 300 and 400 level courses.
We know that information literacy is important to WOU. It is currently an "Institutional Aspiration for Learning [that] students will develop advanced research abilities and they will demonstrate improvements in their information and media literacy."[vi]

In his influential article on the subject of credit-bearing information literacy courses, William Badke reports the familiar assertion that "in many universities worldwide, while information literacy may be on the agenda of the institution, the actual practice tends to be at the level of short, optional instruction rather than training that rests solidly within the university curriculum."[vii] We would like to make WOU an exception to this common state. It is our hope that WOU can move information literacy from an aspiration to a solid component of the curriculum. LIB 225 is a start towards that ultimate goal.


REQUEST FORM
TEMPORARY COURSE APPROVAL

Department (if applicable) ________________________________

Division/Program ________________________________

Desired Term(s) and Year for Temporary Approval Fall 2014

Prefix/Number Descriptive Title Cr. Hours
LIB 225 Advanced Research for College, Work, and Life 4

Course Description and Prerequisites:
This course bridges the gap between the basic-level research done in introductory courses, and the advanced-level research expected of students in 300 and 400 level courses. While exploring the world of information in this course, students will learn to use effective methods and techniques of information gathering, evaluation and presentation. They will develop advanced research techniques specific to their disciplines, and build problem-solving and information-seeking skills they will use after college to make decisions regularly encountered in today's information-driven workplace. Prerequisite: WR 135 or equivalent

Justification for Temporary Approval:
LIB 225 was approved as a 4 credit course beginning in Fall 2014. We are submitting this request to change this to a writing intensive course with a W designation to reflect the written workload of the course.

We will be submitting this for a permanent change to begin Fall 2015.

Attach brief course outline.

Approval Signatures:

Division/Program Head ________________________________

Appropriate Dean ________________________________

Provost/VPAA ________________________________