

Critical Information Literacy Award: Final Report
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Outcome:

This assignment supports Student Learning Outcome #3, Popular and Scholarly Sources.

Lab Materials Used:

The activities from the lab I will be using (via lecture) prior to my assignment to support the learning will be:

- Popular and Scholarly Sources: the Information Cycle > video
- What is the Deep Web? > video
- John Oliver (cut) > video

Description of CIL Assignment:

The assignment will draw upon the student's introduction to knowledge about popular and scholarly sources including rhetorical elements of audience and purpose. We will have watched the informative library videos in conjunction with class practice activities (*See CIL Activity Popular v. Scholarly Sources*) to reinforce the knowledge, and this assignment seeks to be a culmination of knowledge and skills regarding popular and scholarly sources.

After filling out the chart in the practice activity, as homework, the students are to complete the CIL Assignment (*See CIL Worksheet*) in conjunction with research they should have already completed or are still in the process of completing for their Project #2/research paper.

The assignment first asks students to be sure that they have a minimum of four credible sources, with three of those sources being scholarly. They should assess each source first, as scholarly or popular, and then provide a complete MLA citation.

Next, they are to assess each source for certain elements, creating a rather unique type of annotated bibliography. Students need to assess if the source is popular or scholarly, *who* they think the audience is, the type of source (academic journal, blog, newspaper, etc...), *what* is the purpose of the information, etc...Students need to complete the assessment for each source, and then hopefully put them in alphabetical order like they would any other list of sources.

The final step is that I ask students to write a reflective paragraph at the end asking them to compare their experiences in looking for information/sources between the first project (all they had been shown was how to do a search using the library data base) and the second project (this is after students had the CIL lecture). Ultimately, I am hoping to see that their increased understanding of how information is made and where it comes from makes their search for information easier, less daunting, more effective, and so they can feel some small level of achievement and expertise.

Assessment Strategy:

The assignment is worth 20 points and the following is a copy of my simple rubric:

- 20 – completed all parts of the assignment, mostly accurate
- 18 – completed all parts of the assignment, few mistakes
- 17 – completed all parts of the assignment, many mistakes
- 16 – assignment mostly complete, few mistakes
- 15 – assignment incomplete, few mistakes
- 14 – assignment incomplete, many mistakes
- 10 – half done assignment

CIL Assessment Results:

ENG 105B --average score **16 (B-/B)** --students completing assignment **15**

ENG 107 --average score **17 (B/B+)** --students completing assignment **23**

My Reactions to CIL Assessment Results:

A couple of highlights particularly stood out for me as a result of this process. First, I have learned so much that I feel like I really lucked-out in this whole process. I myself have increased my own literacy when it comes to information, and now when I generate lesson plans, lectures, or assignments I feel not only empathy but also some camaraderie with the students. And to top it off, I am excited about this unit for next quarter because it went so well this quarter!

As I suspected, my activity took us about an entire class period to complete, but the students seemed engaged, and information proved to be a topic they wanted to learn and talk about. On the final exam(for both classes) I had a question about the differences between popular and scholarly sources and just about everyone had a good answer for that question, so students must have taken notes or at the very least, must have known where to go to find the answer—either way, a very good sign.

I was pleasantly surprised that my ENG 107 class did so well on the assignment; I only had one student who did not turn in the assignment, and everyone else did a good job, so in terms of assignments, this was probably one of the most successful assignments of the entire quarter! As for my ENG 105B class, although they didn't perform as well, they still did a pretty good job, and I think I will have to take a slower and more deliberate approach with my multilingual sections because most of the problems with that assignment were some concepts getting "lost in translation" or poor time management.

I found it no trouble at all to integrate CIL into my lecture and coursework, and found that time I spent talking about CIL was not only well spent, but that I constantly tied future lectures back to CIL concepts. In effect, CIL became a theme that we continued to discuss long after the lecture and assignment were over, and CIL continued to be relevant to our discussions about writing.

While I feel that the lecture was very successful, I think that I would probably try to create another discussion period or activity in the middle of one of the John Oliver video segments, just to break up the time. After about 10 minutes, no matter how funny he is, people start checking-out a little bit, so I might try to create something to bring them back into focus. I may have students look at some medical studies, or political polls, etc. and then maybe we can compare initial reactions, to what we would think after we applied some of our new-found CIL to the problem.

Evaluation of the Grant Activity:

The grant activity surpassed my expectations the entire process was wonderful, and as I mentioned before, I have been the student here, and I have walked away feeling honestly enriched. I especially valued the one-on-one conference time with Dr. Quarton and hearing how the other professors were integrating CIL into their classes; to me the feedback is invaluable. The meetings that were held were just enough time to receive the instruction, inspiration, clarification and feedback that we needed to move ahead, and the meetings also provided us expanded understanding of the materials that the library already has to offer in terms of CIL. For myself, I did not expect to receive so much help and support, and I am truly grateful for it

Understanding Sources of Information and the Information Cycle

Critical Information Literacy Activity I

Pseudo-scholarly Gossip – popular sources masquerading as scholarly sources

Information heard or presented as fact and in turn passed along as fact, much like this definition.

*Lesson of the Labrador retriever

- What is the source of the information?
- How legitimate is that source?
- What is the source of the study?
- How legitimate is that source?
- Who are the scientists?
- What are their credentials?

Youtube.com > Last Week Tonight with John Oliver videos:

(1) *John Oliver Explaining Why So Many Scientific Research appear like Bullshit (4:52)*

EX: How does caffeine affect blood pressure? > GOOGLE SEARCH

1. _____
2. _____
3. _____
4. _____

(2) *John Oliver Misunderstanding Scientific Studies (4:06) 1:14—end*

“...If you’re going to mention a study [or similar] you have to supply sourcing and context or do not mention it at all” (John Oliver).

*Let’s go back to the Labrador retriever study.....what should I do? Where should I look?

...first we need to understand the INFORMATION CYCLE

The Information Cycle > library video

[pause at 1:20, and ask the class to fill out first half on the board, copy onto worksheet]

Sources of information	What type of sources are these?	What is the purpose of this information?	Who can participate/share/have access to this information? What is the language like?	How long does it take to receive this information?	Where can you find this type of source?
Facebook, twitter, television, radio, newspaper, email, magazine, website, blog	<i>Popular source</i>	<i>Inform, entertain</i>	<i>Everyone/casual</i>	<i>Immediately, quickly</i>	<i>Google search</i>
Academic journals, scientific studies, open access articles	<i>Scholarly source</i>	<i>Prove, debate?</i>	<i>Scholars, students, consumers?</i>	<i>6 months to several years</i>	<i>Deep web</i>

[finish video, fill out second half of chart]

So what is the DEEP WEB? > library video

Back to the Labrador retriever Study.....

- Where does the information fit on our chart?
- Where in the information cycle does is this information now?
- Are we likely to find anything on the deep web?

*Deep Web> LIBRARY DATABASE SEARCH >Labrador retriever and gene mutation

*GOOGLE SEARCH > Labrador Retriever and gene mutation