WRI 10 Course Learning Outcomes

1. Develop ability to synthesize and express complex ideas
2. Develop ability to argue for different rhetorical purposes: to persuade, to explain, to cooperate, to refute
3. Integrate peer and faculty feedback throughout the planning and drafting process
4. Demonstrate information literacy and be able to work with evidence
5. Collaborate successfully on group tasks and class projects by supporting your classmates as members of the same learning community

Teaching Research and Information Literacy (TRAIL) Outline

- Includes course learning outcomes (CLOs), goals, and specific learning outcomes
- See http://libguides.ucmerced.edu/think_like_a_researcher for details

#1 Thinking Like a Researcher (Thinking Critically/ Asking a Research Question)

CLO(s)
- Demonstrate information literacy and be able to work with evidence

Goal:
- Develop students’ critical thinking skills related to research and information

Specifically, students will be able to
- Consider both sides of an issue
- Distinguish opinion from fact/evidence
- Approach research with a question and an open mind
- Look for a problem that underlies a research question

Lesson: “Think Like a Researcher”
- Compliments Discussion
- Opinion Vs. Fact Discussion
- TED Talk: Jack Andraka Video with pre and post questions for discussion

Reading:
- “How College Graduates Solve Information Problems Once They Enter the Workplace”
  Alison Head (2012)

Research Journal: Personal & Academic Research
Think about research you’ve done for a major purchase, life decision (like where to go to college), or personal problem.
- Describe the process you used to find the information you needed.
- Now think about academic research you may have done for an assignment in high school or college. How was your process for academic research different than for personal research?
- How do you decide what information to trust when doing any type of research? Do you enjoy research? Why or why not?

#2 How to Read a Scholarly Article
CLOs
- Develop ability to synthesize and express complex ideas
- Demonstrate information literacy and be able to work with evidence

Goal:
- Equip students with strategies for understanding both scholarly and non-scholarly texts

Specifically, students will be able to
- understand the structure of academic articles.
- identify differences and similarities between popular and scholarly/academic articles.
- implement specific strategies for dissecting and digesting academic articles.

Lesson: “How to Read a Scholarly Article” and associated documents (2 possible sets of readings)
- 2 options – Scholarly vs. Popular OR Scholarly vs. Serious (but not Scholarly)
- find similarities and differences between articles on the same topic
- approach readings with a reading diagram handout

Reading(s):
- “You Won’t Finish This Article: Why People Online Don’t Read to the End” Farhad Manjoo (2013)

Research Journal: Reading Practices
- Nicholas Carr, the author of “Is Google Making Us Stupid” makes the following statement in his article: “Once I was a scuba diver in the sea of words. Now I zip along the surface like a guy on a Jet Ski.” When it comes to reading for information (as opposed to reading a novel or magazine just for fun), do you see yourself more as a scuba diver or a guy on a jet ski? Why?

#3 Reading for Keywords

CLOs
- Demonstrate information literacy and be able to work with evidence

Goal: Show the value of generating keywords for searching from background reading.

Specifically, students will be able to
- Access an article on a topic of interest from a reference source (in CREDO)
- Extract keywords from reading

Lesson: “Generating Key Words Using CREDO” and “CREDO Reference Tutorial”

Research Journal: n/a

#4 Using Google for Academic Research
CLOs
- Demonstrate information literacy and be able to work with evidence

Lesson: no specific lesson
Goal:
- Increase students’ awareness of Google search functionality
- Provide students with strategies for determining website credibility

Specifically, students will be able to
- Increase the effectiveness of their Google searches (searching with specific descriptive keywords, employing phrase searches, limiting to a domain, and filtering results)
- Recognize that source evaluation involves articulating your information need
- Evaluate a web source by asking three key questions related to authority, bias, and an author's use of sources.

Lesson: Students complete tutorials independently with journal response

Tutorial(s):
- Using Google For Academic Research
- [http://libguides.ucmerced.edu/google_research](http://libguides.ucmerced.edu/google_research)
- multiple videos compiled ~10 minutes total

Reading: n/a

Research Journal: Searching in Google; Evaluating Information

Answer the following questions about using Google as you write your reflection.

- How can Google be a valuable tool for academic research?
- What are some advantages and disadvantages to using Google to locate information?
- What search strategies were most useful to you as you used Google to find information on your topic?
- What article did you choose and what did you consider in selecting this as a relevant and suitable source?

#5 Integrating Sources

CLOs
- Develop ability to synthesize and express complex ideas
- Demonstrate information literacy and be able to work with evidence

Goal:
- Develop students’ ability to integrate sources into writing

Specifically, students will be able to
- Recognize poor & strong source integration
• Integrate sources into academic writing

Reading: “Annoying Ways People Use Sources” Kyle Stedman (2011)

Reading: “Writing from Sources, Writing from Sentences” Rebecca Moore Howard, Tricia Serviss, and Tanya K. Rodrigue (2010)

#6 Developing Successful Research Questions

CLOs
• Develop ability to synthesize and express complex ideas
• Demonstrate information literacy and be able to work with evidence

Goal:
• Develop students’ ability to recognize and create successful research questions

Specifically, students will be able to
• identify the components of a successful research question.
• create a viable research question.

Lesson: Use information from “What Makes a Good Research Question” handout to model and/or create research questions for discussion.

Tutorial: Picking Your Topic IS Research

Reading: “Writing from Sources, Writing from Sentences” Rebecca Moore Howard, Tricia Serviss, and Tanya K. Rodrigue (2010)

Research Journal: n/a

#7 Avoiding Researcher Bias

CLOs
• Demonstrate information literacy and be able to work with evidence

Goal: Increase students’ awareness of the need to recognize their own bias when approaching research

Specifically, students will
• Understand the need for objectivity when researching and writing

Lesson: “Avoiding Researcher Bias”
• Pre-questions
• Video: Research Mike Rugg Talks About His Bigfoot Sightings
• Post-questions
Reading: n/a

Research Journal: Avoiding Researcher Bias

After watching the Bigfoot video and discussing it in class, think about how you can avoid researcher bias as you begin searching for information. Answer these questions as you consider your research paper assignment.

- How can framing your research as a question rather than a statement help you to avoid researcher bias?
- If you are going to be writing about something that is important to you, how will you ensure that you find and use information that may be contrary to your opinion on the subject?

#8 Understanding the Knowledge Cycle

CLOs
- Demonstrate information literacy and be able to work with evidence

Goal: Increase students’ awareness of the speed of publishing behind different sources

Specifically, students will be able to
- Understand the timeline for the production of information sources and how this may influence their own searches (and ability to find information in specific formats)

Lesson: See Understanding the Knowledge Cycle.

Tutorial(s):
- Use the “Knowledge Cycle Tutorial” from the larger Research Process Tutorial series
- Assign individually or do together in class.
- You may wish to follow the tutorial with a discussion about the challenges some students may have with finding scholarly information depending on their research question. This can lead to a broader discussion about available sources.

Reading: n/a

Research Journal: Understanding the Knowledge Cycle

Answer the following questions based on what you learned by completing the Knowledge Cycle Tutorial.

- What kind of information sources might you find if you were researching the events of September 11, 2001?
- How would those sources differ from what you might find if you were researching the events of the attempted coup in Turkey in the summer of 2016?
#9 Exploring Databases

CLOs
- Demonstrate information literacy and be able to work with evidence

Goal: Familiarize students with databases for academic research

Specifically, students will be able to
- Locate databases from the library’s website
- Understand how to browse and search in databases
- Become familiar with database functionality & tools
- Discover how to access full-text

Lesson: See database tutorials for Opposing Viewpoints and Academic Search Complete.

Tutorial(s): Academic Search Complete (GOTS – Guide on the Side) Tutorial
Opposing Viewpoints (GOTS – Guide on the Side) Tutorial
Can be assigned independently or done together in class
Check for understanding questions are available at the end of each tutorial

Reading:
- *Learning the Ropes: How Freshman Conduct Course Research Once They Enter College*
  Head (2013)

Research Journal:
- n/a

#10 Library Session (Revisiting Your Research Question, Database Structure, Search Strategies)

CLOs
- Demonstrate information literacy and be able to work with evidence

Goal: Set students on a path to effectively find suitable sources

Specifically, students will be able to
- Translate a research question into a successful search
- Understand how to use database structure to their advantage
- Locate relevant information

Lesson: Library In-Person Instruction Session
- Examine & Refine Research Question
- Review & Develop Search Strategies
- Expose Database Similarities & Structure
- Provide Time to Search

Tutorial(s): n/a
Reading: n/a

Research Journal:

- What was the most useful thing you learned in this week's visit to the Library?
- Assuming that articles found in library databases are credible, what other strategies will you use to evaluate those sources before using them in your research?

#11 Post Library Session Activities

CLOs
- Demonstrate information literacy and be able to work with evidence

Goal: Connect students to library research help; address and reflect on research challenges

Specifically, students will be able to
- Connect to research assistance 24/7
- Reflect on the research process and its challenges

In-Class Activity:
- 24/7 Chat, Connecting with Library Resources

Research Journal: Research Challenges (after sources are gathered)

By now you should have identified several sources that can be used to support your research.

- Are you satisfied with your sources? Explain.
- What will you do if you need more or different information once you start writing?
- What has been the hardest part of doing research for you so far?

Research Journal: Incorporating Information in a Research Paper (after first draft of paper)

Now that you have written a complete draft, please answer the following questions:

- Where do you feel your paper incorporates research the best?
- In what places could you strengthen the paper by doing or incorporating a bit more research?
- What challenges did you encounter incorporating research and/or adding citations?
- What questions do you still have about the research process?