

Who does what?

- **ENG102 students:**

Print all articles from e-reserves

Come to class each day having read the assigned article sections

Participate in all class & group discussions

Write individual thesis paper in APA format using 3 scholarly articles provided

- **Librarians:**

Provide guide for accessing e-reserves

Provide schedule & handouts for students, instructor, and tutors)

Lead discussion for large group articles

Facilitate small group discussion process

- **ENG102 instructor:**

Communicate the importance of the unit and participating in all parts of it

Explain the fit with the other course activities and composition

Facilitate one small group

Distribute & explain assignment instructions for paper (samples available)

- **Peer or professional tutors:**

Facilitate one small group each

Share any applicable student experiences or composition-related expertise.

Next steps:

Contact the library as you are putting together your syllabus to talk more about the unit. We will go through a more detailed timeline, schedule the sessions for your section(s) and answer any questions you may have.

Questions?

Contact:

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**Wendt
Character
Initiative:
ENG102 unit**

**Modeling scholarly inquiry,
one article at a time**

Charles C. Myers Library

www.dbq.edu/library

Unit outcomes:

This unit encourages students to investigate the meaning of “truth” as students work as a class, in small groups, and individually to gather evidence from scholarly articles in support of a thesis. After working together to understand 3 articles, students each write a paper in APA format proving a thesis the class determines.

Past research questions have included:

- When local television news programs report violent crime, do they reinforce negative stereotypes of African-Americans?
- Does playing violent video games increase aggression in college students?

Outcomes for this unit are based on the Association of College & Research Libraries Information Literacy Competency Standards for Higher Education¹ and the Writing Program Administrators Outcomes for First-Year Composition².

As a result of this unit, students will be able to:

Identify a valid thesis for a short research paper.

Identify a credible source (author, journal, etc.).

Identify evidence from 3 journal articles that supports or refutes research question.

Write a short paper based on credible sources.

1. Association of College and Research Libraries (ACRL). Information Literacy Competency Standards for Higher Education. (Chicago: American Library Association, 2000). Accessed February 25, 2008, from <http://www.ala.org/ala/acrl/acrlstandards/standards.pdf>

2. Writing Program Administrators (WPA). Outcomes Statement for First-Year Composition. Accessed February 25, 2008, from <http://www.wpacouncil.org/positions/outcomes.html>

Typical Schedule:

Day 1: Librarian meets with the class for the last 15 minutes of the period to explain the unit, discuss the common research question, and provide instructions for accessing the library’s electronic reserves, where all articles may be accessed.

Day 2: Librarian introduces social science research and leads class in discussion about 1-2 introductory (magazine) articles to introduce the topic. Librarian begins class discussion of 1 scholarly article, modeling how to read, interpret, and find evidence relating to the common research question. Instructor assigns groups of 4-5 students each.

Day 3: Librarian concludes class discussion about first scholarly article. Small groups each meet with a facilitator (instructor, librarian, or writing tutor) to begin dissecting scholarly articles assigned to each group.

Day 4: Small groups continue to meet, determining evidence that helps answer the common research question. Group members work together to note evidence on easel paper.

Day 5: Small groups each present evidence to the whole class. Class works together to determine a common thesis statement (led by librarian, instructor, or the two together based on instructor’s preference)

Day 6: Instructor leads class in creating a common outline, and reviews APA format and drafting process with class (tutors & librarians not present).

Day 7: First draft due. Students peer-review each others’ drafts (tutors & librarians not present).

Day 8: Final paper due (tutors & librarians not present).

The schedule is flexible based upon instructor preferences and class needs. Eight class days is the minimum needed for the unit. Usually this unit is done at the end of ENG102 because it provides foundational skills in academic inquiry that benefit students in the following course, RES104.

Feedback:

From students:

“Best part of the entire ENG semester”

“The research unit helped me understand how to properly use the format, annotate correctly, and cite the work used from the articles. I feel like I am more prepared for the research writing class that I am taking next semester.”

“That was the closest I have ever worked with a teacher. We worked together to help each other understand the reading then as a group picked the most important parts of the reading to present to the class. “

From writing tutors:

“...the student would further explain and that would open up discussion from other members of the group on the topic until everyone felt they had grasped the concept and it was discussed thoroughly.”

From ENG102 faculty:

“Kudos to Paul and Anne Marie who labored tirelessly with students (and me) to develop this component. I believe the students were energized by the discussions led by Paul and Anne Marie in the small groups.”