2011

Getting Back to Basics: An Online IF workshop for Teaching Faculty at Seton Hall University

Beth Bloom

Marta Deyrup

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BETH BLOOM AND MARTA DEYRUP

SETON HALL UNIVERSITY LIBRARIES

BETH.BLOOM@SHU.EDU

MARTA.DEYRUP@SHU.EDU

TOPICS

- **Seton Hall University's Core Curriculum**

- **Information Fluency as a Core Proficiency**

- **Online workshop for teaching faculty**

- **Sample syllabi**

Underlying Premise of the Core Curriculum

- That undergraduate education at Seton Hall University be distinguished by two central elements: a common grounding in the questions central, but not exclusive, to the Catholic intellectual tradition, broadly understood, and the consistent and systematic development of students' competencies.

- The other half of the "signature" experience is the systematic development of students' competencies. This consists of developing methodologies for infusing critical thinking, critical reading and writing, oral communication, information fluency, and numeracy into existing courses. To date 123 faculty members have participated in workshops leading to specific development of these proficiencies in their regular courses.

CORE COMPONENTS

Proficiencies	Literacies Discussed	Required Courses
Information Fluency	Ethical literacy	Journey of Transformation (Signature I), for Freshmen
Reading/Writing	Esthetic Sensibility Religious and historical awareness	Christianity and Culture in Dialogue (Signature II), for Sophomores
Oral Communication	Cultural sensitivity	Core III (discipline-specific with Core principles in mind), for Juniors
Numeracy	Quantitative thinking	Senior Capstone course
Critical Thinking	Scientific awareness	

http://www.shu.edu/academics/core-curriculum.cfm

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Core Curriculum

Academics

University Core Curriculum

Seton Hall University's Core Curriculum is rooted in questions central but not exclusive to the Catholic intellectual tradition. Seton Hall's Signature Courses stress student self-knowledge, a passion for intellectual and ethical engagement, and the development of critical thinking, thoughtful communication, and servant leadership habits for a diverse and evolving world. The core curriculum consists of:

- Beginning in the first semester, the 16-credit Core Curriculum provides students with a common experience, unique to Seton Hall.

  - CORE 1101 Journey of Transformation in the first year
  - CORE 2101 Christianity and Culture in Dialogue in the second year
  - CORE 3101 Engaging the World in the third year
  - English 1201 and 1202, the Core English courses, provide an introduction to academic reading, writing, and research skills.
  - CORE 1001 University Life gives students the tools for success in their academic career.

- Proficiencies: The systematic development of Proficiencies prepares students to meet the challenges of an increasingly complex environment that requires skills to understand, interpret and manage the flow of information. The proficiencies are:

  - Reading and Writing
  - Oral Communication
  - Information Fluency
  - Numeracy
  - Critical Thinking

- Literacies specific to each college or school provide a diversified experience of the

Concepts Into Practice

The concepts you learn in our smart classrooms become practice in our on-campus Trading Room and focus group facility.

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What is Required for a Course to Be Certified Information Fluency-Infused

- **A substantial portion of the course is devoted to doing research**

- **Students should be evaluated on the quality of their research process, independently of the final project grade**

- **Some time should be spent in class to discuss the research process, as opposed to just focusing on the final research assignment. Best practices include:**
  - **Discussion of how information is structured**
  - **What resources are most appropriate for the different stages of the research process**
  - **Elements of assessment:**
    - The writer has developed a workable research question that reflects a focused approach to the topic at hand
    - The writer has selected sources that are scholarly or academic in nature
    - The sources reflect subject-matter relevant to the topic at hand
    - The sources have been integrated into the developing argument of the research paper
    - The sources contribute to the argument of the research paper.

Organization of Online Workshop

- Teaching Faculty participants have initial meeting with librarians

- Mid-semester meeting to discuss progress

- Final meeting—presentation and submission of revised or new syllabi

- Librarians evaluate and give final approval to submitted syllabi

IF Training Module at a Glance

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Information Fluency Training Module | Sample Course Materials

Information Fluency Training Module

↕	Announcements	⌄
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⌄ Content Collection »
⌃ Course Tools
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Contacts
Course Calendar
Course Portfolios
Discussion Board

Sample Course Materials ⌄

Build Content ⌄ | **Create Assessment** ⌄ | **Add Interactive Tool** ⌄ | **Assign Textbook** ⌄

↕ **Bloom/Deyrup library assignments** ⌄

Attached Files 📄 bloom_deyrup_library_assignments.doc (29.5 KB)

↕ **ENGL1202 Research Techniques** ⌄

Attached Files 📄 Strategies for Integrating Sources in 1202 Research Paper.doc (27.5 KB)

↕ **Info Fluency Assignment, Tim Wenzell** ⌄

Attached Files 📄 Information Fluency BW.ppt (114.5 KB)

↕ **English: ENGL1201 (College English I - Wenzl)** ⌄

Attached Files 📄 1201_sylab.doc (30 KB)

↕ **English: ENGL1201 (College English I - Das Bender)** ⌄

Attached Files 📄 fall_2005_1201_syllabus_information_fluency_infused.doc (36.5 KB)

↕ **Diplomacy: DIPL1002 (Deyrup)** ⌄

Attached Files 📄 1002_deyrup.doc (25 KB)

↕ **Madrazo's IF assignment** ⌄

Assessment for Students

Sample Syllabi

- [Gita DasBender syllabus](#) (English)

- [Sean Lake syllabus](#) (Signature Core 3)

- [Raymond Capra syllabus](#) (Classics)

- [Marta Deyrup syllabus](#) (Introductory Seminar for Diplomacy)

And.......

Questions?

Thank You!