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

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Seton Hall University

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



BETH BLOOM AND MARTA DEYRUP
SETON HALL UNIVERSITY LIBRARIES

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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

<i>Proficiencies</i>	<i>Literacies Discussed</i>	<i>Required Courses</i>
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	

University Core Curriculum - Seton Hall University, New Jersey - Internet Explorer, optimized for Bing and MSN

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

Favorites

Suggested Sites

Best of the Web

bLink

Channel Guide

Explore the Web

Free AOL & Unlimited Inte...

Free AOL & Unlimited Inte...

Internet Start

University Core C...

MSN.com

Home

Panning Hand

Feeds (J)

Libraries

Apply

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Campus Life

For Parents

Academics

Academic Awards New

Summer Session 2011

Visiting Seton Hall

What About Books?


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.

[More »](#)

Related Pages

- [Collegiate Studies Program for High School Students](#)
- [Faculty Profiles](#)
- [Graduate Catalogue](#)
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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

The screenshot displays the myWEB@SHU interface for the IF Training Module. The top navigation bar includes the myWEB@SHU logo, user information (Marta Deyrup), and links for My Places, Home, Help, and Logout. Below this is a secondary navigation bar with MyAcademics, Content Collection, Community, and eCard. The left sidebar contains a 'COURSE MANAGEMENT' section with a 'Control Panel' and a 'Content Collection' menu. The main content area is titled 'IF Training Module' and features a 'Discover Content' button. The content is organized into seven steps, each with a document icon and a title:

- Step 1: Defining Information Fluency**
Attached Files: [step1 compiled definition.doc](#) (29 KB)
Please open the attached file, "information fluency definition," and read carefully. Proceed to the **Discussion Board** and respond to the first topic. Now read Carol Kuhlthau's powerpoint and the ACRL standards for Information Literacy (Fluency) document in the **Readings Tab**. Do Kuhlthau's observations agree with your own experience of how your students approach a research assignment? Please proceed to the second topic in the **Discussion Board**.
- Step 2: Researching what has been done by others**
In the "External Links" section, there are links to some Web sites devoted to Information Fluency issues. We would like for you to find a Web site that pertains to IF issues in your particular discipline. Please proceed to the third topic in the **Discussion Board** and post a link to that site.
- Step 3: Creating an information fluency assignment**
Now, consider a particular aspect of the course that would lend itself to a information-fluency based assignment. In the **Readings Tab**, "Helping Students Integrate Literacy Criticism into an English 1202 Research Essay" and "Activities Leading to the Successful Incorporation of Outside Sources in the 1202 Research Essay," Gita Das Bender explains how she integrates research skills into essay writing. Please proceed to the fourth topic in the discussion board. Post your assignment in the **Discussion Board**.
- Step 4: Sequencing information fluency assignments**
Please see the Sample Course Materials section for examples of sequenced Information Fluency assignments. Now please go to **Discussion Topic #5**.
- Step 5: Information literacy infused syllabi**
Please see the **Sample Course Materials Tab** examples of information infused syllabi.
- Step 6: Self Assessment**
Attached Files: [self-assessment.doc](#) (30 KB)
We now want you to consider the course you wish to be information-fluency infused. Read the attached document and refer to materials found in the **Assessment Tab** as you consider how to develop an assessment component of your syllabus. A minimum of 15 % of the final grade for the course should come from assessment of the students' IF skills. The checklist for an IF-infused syllabus can be found in the **Course Approval Tab**.
- Step 7: Final Course Approval**
Congratulations! Your course submission is almost complete. Please go to the **Course Approval Tab**, open the attached "Checklist for Information Fluency Infused Courses." If you need to make significant changes to the syllabus, please post it in the final **Discussion Board Topic**.



MyAcademics

Content Collection

Community

eCard

Information Fluency Training Module

Sample Course Materials

Information
Fluency Training
Module

Announcements

IF Training Module

Readings

External Links

Sample Course Materials

Discussion Board

Assessment

Tools

Communication

Course Approval

Contacts

COURSE MANAGEMENT

Control Panel

Content Collection

Course Tools

Announcements

Blogs

Collaboration

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)

Madrone's IF assignment

Assessment for Students



myWEB@SHU

Marta Deyrup My Places Home Help Logout

MyAcademics Content Collection Community eCard

Information Fluency Training Module Assessment Edit Mode is: ON

Information Fluency Training Module

Announcements IF Training Module Readings External Links Sample Course Materials Discussion Board Assessment Tools Communication Course Approval Contacts

COURSE MANAGEMENT

Control PanelContent CollectionCourse ToolsAnnouncementsBlogsCollaborationContactsCourse CalendarCourse PortfoliosDiscussion BoardGlossaryJournalsLecture Capture

Assessment

Build Content Create Assessment Add Interactive Tool Assign Textbook Discover Content

Information Literacy Rubric--St. John's

Itemized criteria for student assessment
Attached Files Understand the structure of information within the field of literary research.doc (32.5 KB)

Research Competency Guidelines for Literatures in English
"Research Competency Guidelines for Literatures in English" was first developed for use within the Literatures in English Section (LES) of ACRL. Although based on framework of the "ACRL Information Literacy Competency Standards for Higher Education" (2000), these guidelines address the need for a more specific and source-oriented approach within the discipline of English literatures, including a concrete list of research skills. The original list was compiled by Anne Jordan-Baker (Elmhurst College). The guidelines were further developed by the ACRL

Glazov Marking Criteria
Attached Files Grades2a_word.doc (42.5 KB)

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!