

INFORMATION LITERACY PROJECT -- Spring 2015

Composition-Writing 107

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INTRODUCTION

There once was a time when journalism schools taught students to be as unbiased as possible and the citizenry of the United States received most of their news from three main television networks (ABC, CBS, NBC), a handful of respected magazines (Time, Newsweek) and nationally distributed newspapers (The New York Times, The Washington Post), local newspapers and word of mouth. Our information was handed to us by a handful of professionals who, for the most part, had been trained in how to collect Posm10 1 3oct Tm[s

information resources.

- f. Student is able to examine and process information to determine if adequate for information need.

ASSESSMENT

Overall, students had a good handle on the point of the assignment and responded by following through on tracking down the true sources behind the sources and determining if they were legitimate or not. Interestingly, there was a discrepancy between the papers submitted by students who had sought direct librarian help and those who had conducted the research without librarian help. For example, one student used Wikipedia as a source for the following quote from The Harvard Guide to Using Sources, A Publication of the Harvard College Writing Program, available on the Harvard University website under the link:

Whoever posts material, and the expertise of the posters is not taken into account.

Finally, your paper should discuss your personal revelations in doing this exercise. Here at the University of Scranton, we seek to guide our students to become critical thinkers. We provide a liberal arts education with the specific abilities in addition to giving them the specifics they need to succeed in their chosen careers. Why is this valuable? Has this exercise inspired you to become a more critical thinker? Why or why not? What have you learned and how will you apply it going forward in college, your personal life and your chosen professional life?

This paper should have a minimum of six sources, chosen solely by you with no guidelines or criteria regarding them. Choose wisely.

All students in the 1 p.m., section 12 Writing 107 class are REQUIRED to seek help through Betsey Moylan, the librarian who conducted our research information session on the third floor of the library. Please make sure you speak to her directly for help with your assignment.

A rough draft is due for a mandatory peer review session on Friday, April 17. Anyone absent for class, or who attends class without at least three full type-written pages for peer review, will automatically have their final paper grade dropped down to a starting point of 70 points out of 100. The final version of the paper is due by start of class Monday, April 20.

The student is expected to:

- 1) Demonstrate the ability to conduct research and utilize the University of Scranton library services.
- 2) Critically analyze information.
- 3) Apply the information to your future academic, personal and professional pursuits.
- 4) Show a mastery of grammar, syntax, spelling, punctuation and capitalization.
- 5) Demonstrate depth of content, expert organization, and inclusion of personal narrative.

CRITERIA:

Research (35 points) The student demonstrated that she/he is able to conduct thorough research, delving deep to find the source behind the source. The student also demonstrated the ability to make smart choices in terms of what sorts of sources are reliable and acceptable. Further, the student demonstrated the ability to determine, at this stage, which sources were reliable enough to include on the citation page. This point structure also includes proper citation, both in-text and on the citation page.

Analyzation (35 points)