

ENG 151: Academic Writing

Information Literacy Goals and Student Learning Outcomes

ENG 151 Course Description: *This course will enable students to determine a writing purpose, generate ideas to support a topic, determine an audience, develop a focus, and organize a written text. At least two papers will involve a research component through which students begin to learn the conventions of citation and documentation. Furthermore, the class will enable students to learn how purpose and audience affect the content, language, and form of a written text.*

Information Literacy Frames¹ Addressed in Library Session:

- Information Creation as a Process
- Research as Inquiry
- Scholarship as Conversation
- Authority is Constructed and Contextual

This information literacy session expands concepts and procedures introduced in the LEP 100 information literacy sequence and prepares students for concepts introduced at 200-400 levels. Specifically, this session, along with the session designed for COMM 110, reinforces the collaborative and recursive nature of research, explores notions of authority, and encourages students to begin recognizing their own positions as participants in broad conversations about ideas.

Goal 1: Build students' understanding of research as creative problem-solving process

Student Learning Outcome 1.1: Students will be able to describe or otherwise represent the non-linear nature of research in the academic writing process;

Student Learning Outcome 1.2: Students will be able to identify at least 2 reasons they might get stuck at a given point in the research process;

Student Learning Outcome 1.3: Students will be able to describe 2-3 strategies for “unsticking” themselves when experiencing research quicksand

Goal 2: Facilitate students' ability to situate themselves in the research process

Student Learning Outcome 2.1: Students will be able to describe “confirmation bias”;

Student Learning Outcome 2.2: Students will be able to articulate at least 1 example of how confirmation bias might affect their individual research process;

Student Learning Outcome 2.3: Students will be able to recognize their place as scholars in the broader conversation and name at least 1 responsibility of ethical scholarship

¹ The full Association of College and Research Libraries' “Framework for Information Literacy for Higher Education” (2016) can be found here: <http://www.ala.org/acrl/standards/ilframework> .