From “Author” to “Authority”:
teaching evaluation by concepts of citation

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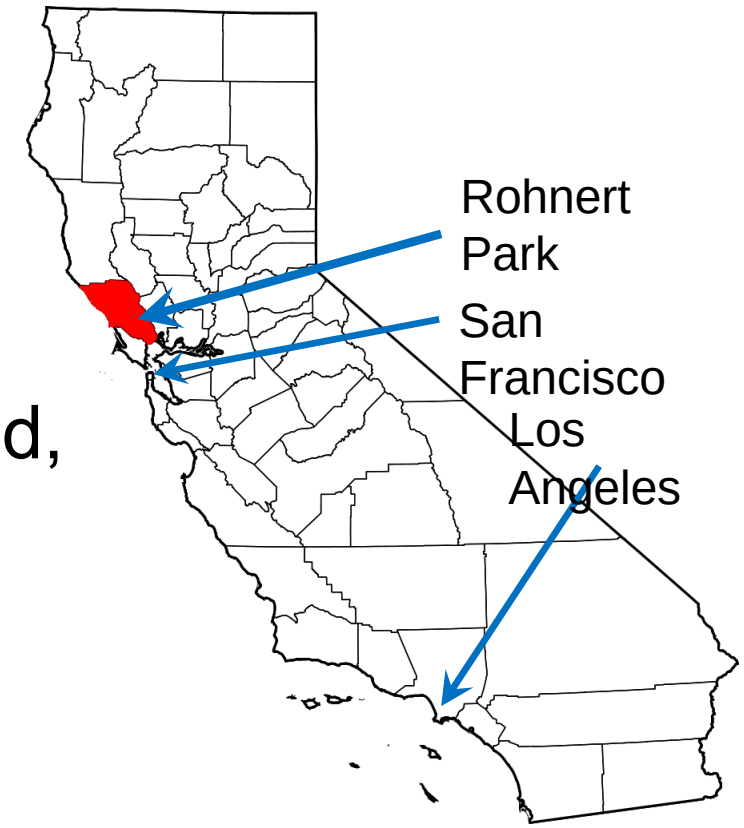
Sonoma State University

- Public, liberal arts school in Northern California
- Founded 1960
- 8,000 students, 86% undergraduate
- 45 Bachelor's degrees offered, 16 Master's



Freshman Composition

Two levels: ENG 100AB (stretch), ENG 101

Variety of instructors:

- Occasional tenured faculty
- Mostly graduate students in English (TAs)
- Several adjunct faculty

The Problem(s)

- Challenges for writing instructors
  - class size, underprepared students, reading comprehension issues
- GE SLOs are a mouthful
  - → Information Literacy SLO wedged in there in freshman comp
- Students' research papers not producing evidence of learning in Information Literacy (IL)
  - No engagement with sources in the research paper assignment

SLOs for fresh comp

Area A2: Fundamentals of Communication

1. Critically read, analyze, and evaluate a variety of non-fiction and academic texts from a variety of disciplines, focusing on rhetorical strategies and an understanding of audience, purpose, and context.
2. Write well-developed, well-organized texts in multiple genres and media, including thesis-driven arguments; address an audience appropriately and use a variety of rhetorical effects to enhance cogency and clarity.
3. Develop research skills: find, select, analyze, and evaluate outside sources; integrate the ideas of others into texts that express the writer's own position. Understand the ethical uses of sources of all types, and use appropriate documentation format in writing and in multimedia presentations.
4. Employ a variety of sentence structures and organizational patterns to illustrate clearly the logic of ideas. Revise and edit written assignments, demonstrating a command of syntax, appropriate diction, and the mechanics of Standard English.
5. Practice presenting persuasive oral arguments; develop active listening skills in order to interpret, evaluate, and engage critically with new ideas.

The Solutions(?)

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- Increase Collaboration: Library take a bigger role
- Library take over the Information Literacy assessment

- Isolate the Information Literacy SLO
- Create a common assignment: annotated bibliography
- Focus on critical thinking & evaluation of sources
- Forget about doing a research paper (keep writing tasks separate from IL tasks)

Pilot: Spring 2012

3-step collaboration with Library

1) Students take a pre-test of IL skills
2) Library instruction in evaluation of sources
3) Assessment of annotated bibliographies

The Collaboration

Freshman Composition	% buy-in at pre-test	% buy-in through annotated bib
22 instructors total	64% (14)*	27% (6)
36 sections	47% (17)	22% (8)

Freshman Comp Instructors	Graduate Students (TAs)	Part-Time/Adjunct Faculty
22 total	8	14
Rate of buy-in (pre-test)	88% (7)	50% (7)

Instruction on Evaluating Sources

What's the big idea?

Author → Authority

Expand the idea of "citing sources," using the annotated bibliography to engage in critical evaluation of sources.

- Use the elements of a citation one-by-one as an approach to evaluation.

Begin building the annotated bibliography in class.

A **Latino** on the Ballot: Explaining Coethnic Voting Among **Latinos** and the Response

Authors: McConnaughy, Corrine M.[1]
White, Ismail K.[1]
Leal, David L.[2]
Casellas, Jason P.[3]

Source: Journal of Politics; Oct 2010, Vol. 72 Issue 4, p1199-1211, 13p

Document Type: Article

Subject Terms: *HISPANIC Americans
*POLITICAL candidates
*ETHNICITY -- Political aspects
*ETHNICITY
*ETHNIC attitudes
*VOTING

Geographic Terms: UNITED States

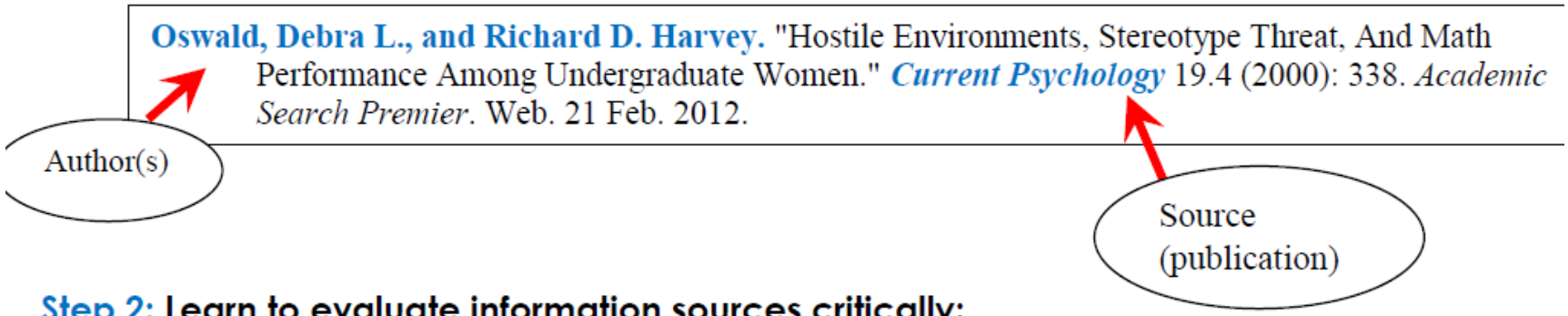
Abstract: In recent campaigns, candidates have sought to attract **votes** from the growing **Latino** electorate through e ethnicity. This article examines the role that ethnic cues play in shaping the political opinions and choices of **La** (Anglos). We take up the simplest of group cues, the ethnicity of the candidate. We argue that candidate et **Latinos** through priming of their ethnic linked fate, but only affects Anglos through spreading activation of pri fro an experiment that manipulated exposure to candidate ethnicity informatio provides evidence fo these and resistance to **Latino** candidates among Anglos. [ABSTRACT FROM AUTHOR]

Author Affiliations: [1]Assistant Professor of Political Science, Ohio State University, OH.
[2]Associate Professor of Government and Director, Irma Rangel Public Policy Institute, University of Texas at Au
[3]Assistant Professor of Government, University of Texas at Austin, Austin, Texas 78712.

Activity: Evaluating Information Sources

http://library.sonoma.edu

Step 1: Learn to read an article citation (this example is in MLA style):



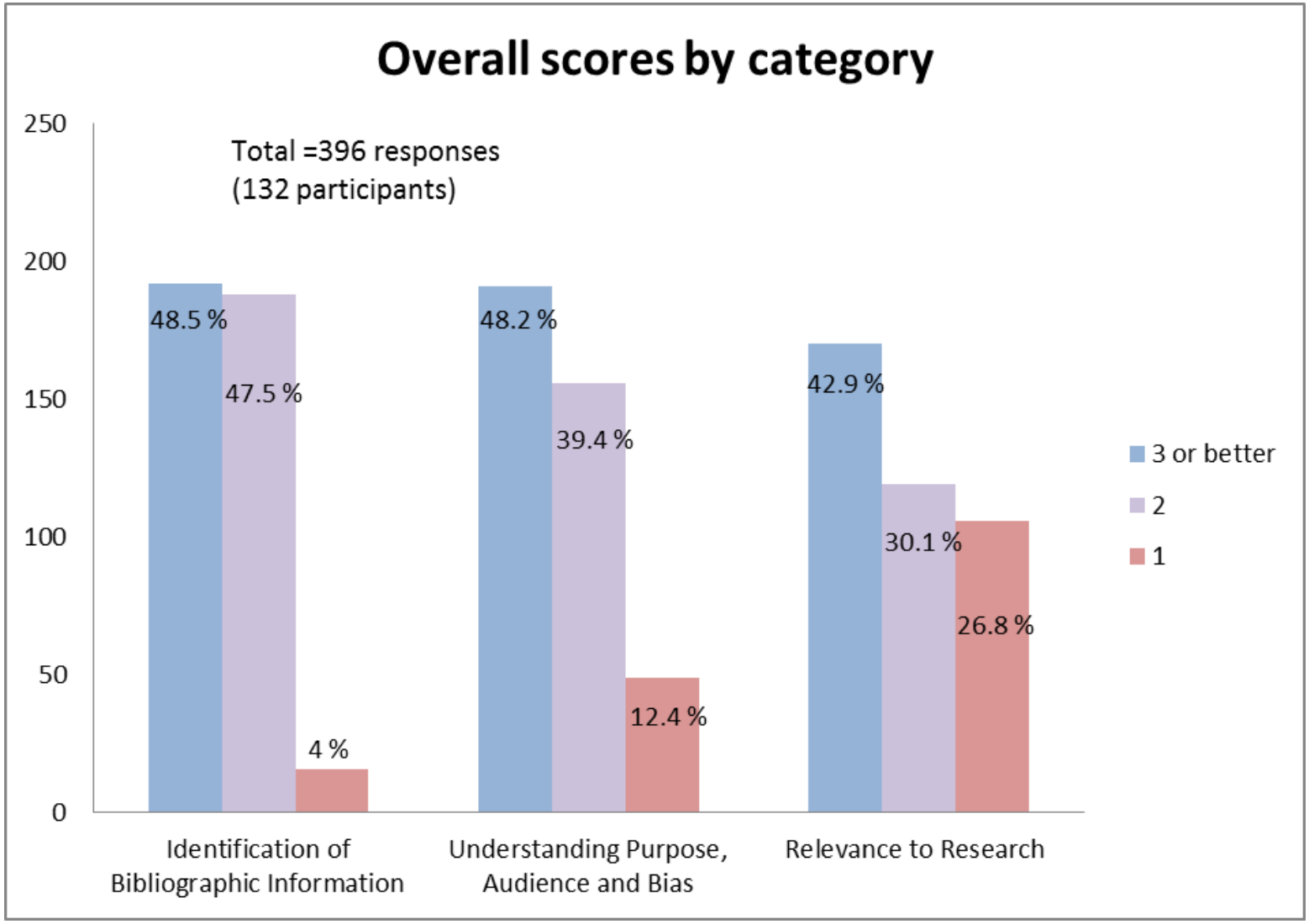
Step 2: Learn to evaluate information sources critically:

	Try it: Article from Library Database	**Try it: Website found on Google**
Authority Who is the author of the information? What are his/her credentials?		
Source/Publication Where was this published? How was the information distributed?		
Content and Purpose Why was this information written? To inform you? Sell you something?		

The Assessment

- Methodology flaws with pre-test (timing, wording of questions)
- Annotated bibliographies not consistent
  - Unable to compare
  - Unable to score

Pre-Test of IL skills



Annotated Bibliographies

- About 40% of the annotated bibliographies were demonstrably geared toward IL assessment
- Many of them ignored the IL criteria altogether

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Going Forward

Collaboration momentum

- Keep the common assignment
- Keep the SLO for IL isolated
- Library take an even more pro-active role!

Workshop the annotated bib assignment

Re-design the assessment process