

Initiative Report for LLC 2009-10

Information Literacy Proficiencies in English

Summary:

This new initiative asks for 150 hours of CD support so that the English department can map where information literacy (IL) skills are addressed within our curriculum; develop IL assignments appropriate for our revised WR 115, WR 121, 122 & 123 courses (revisions in process; have not been submitted to the curriculum committee as of yet), which have been redesigned to reflect the revised AAOT writing outcomes; engage PT faculty in the review and implementation of IL assignments within our courses; collaborate with library faculty on IL skills.

Description

Our Unit Plan is not linked specifically to plans from the past few years. However, JBAC has mandated that Information Literacy be embedded in courses that qualify for the AAOT by 2010, and Sonya Christian has identified Information Literacy as a high priority for LCC.

What this embedded IL component will look like is unclear, but both the writing sequence, WR 115, 121 + 122/227, and literature/film offerings will need to address this mandate. English faculty need time and resources to:
determine how IL skills should be embedded within our courses.
develop assignments that explicitly address IL skills
work together (PT and FT faculty and librarians) to ensure consistent teaching of IL skills across our courses by developing model assignments.
According to a document developed by the Portland Consortium of Librarians and Information Literacy Summit, students who are ready to begin upper-division coursework are able to practice the following IL skills:

1. Identify gaps in their knowledge and recognize when they need information.
2. Find information efficiently and effectively, using appropriate research tools and search strategies.
3. Evaluate and select information using appropriate criteria.
4. Treat research as a multi-stage, recursive learning process.
5. Ethically and legally use information and information technologies.
6. Recognize safety issues involved with information sharing and information technologies.
7. Manipulate and manage information, using appropriate tools and technologies.
8. Create, produce, and communicate understanding of a subject through synthesis of relevant information.

An English department subcommittee would, if funded, determine which of these 8 outcomes will be addressed in particular courses and produce model assignments to share with other faculty.

Questions and Answers

How is the initiative linked to the Unit Plans most recently submitted?

- 1. How does it continue the achievement of those goals?**
- 2. If this is a continuation of an initiative started last year, make sure that relationship is clear.**

How is this initiative linked to the efficiencies and productivities plans you had last year?

- 1. How does it continue the achievement of these plans?**
- 2. If this is a continuation of an efficiency or productivity plan started last year, make sure that relationship is clear.**

NA: This is a new initiative

Describe the resources needed:

10 hours x 3 faculty for subcommittee work during the summer of 2009 to map IL skills and to develop pilot assignments

3 hours x 40 faculty (PT/FT faculty workshops beginning next fall, 2009 focused on reviewing and implementing IL assignments)

150 hours of CD total

What specific measurable program outcomes do you expect to achieve with this initiative? The outcomes should be specific enough to be measurable. Also, outline the method that will be used to determine the results.

A map of IL skills addressed through the English curriculum

Development of targeted IL assignments to be used in English courses to address the IL skills identified during mapping

Department Priority:

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Unit Resources:

The composition coordinator will use part of her reassignment time to shepherd this project (organize and distribute documents through the composition Moodle page); photocopies of assignments/resources to be distributed to faculty from our M & S budget

Funding Request: Carl Perkins

Funding Request: Curriculum Development

1. List the following information

- **Course Numbers (titles if not currently offered)**
- **Instructor Name(s) who will work on the curriculum development**
- **Whether each of the courses is in, or has been through, the curriculum approval process**

Since this project is not aimed at course development but rather at the enhancement/clarification of a skill set that needs to be embedded within our courses, according to a mandate by the JBAC, all English courses will be examined/mapped, and assignments developed for every course. Thus, our entire curriculum (WR 115, 121, 122, 123, 227, 240, 241, 242, 255, all courses with an ENG prefix + FA 263, 264 & 265) will be addressed. The entire English faculty will be involved in this process on some level.

2. List each course number (or title) and the materials to be created for each class

- **Instructional goals, objectives, syllabi and outlines**
- **Lab instruction packets**
- **Practice, quiz, presentation &/or demonstration materials**
- **Other (specify)**

Instructional and supplemental materials will be developed for the composition classes, as well as online resources in a centralized repository (Moodle) so they can be accessed by Lane and College Now instructors.

3. List each course number (or title) and give your timeline for beginning and completing each course curriculum development.

Our timeline for completion:

Summer 2009 subcommittee work to map IL skills and develop preliminary assignments/design workshops for the English faculty.

Fall 2009 faculty workshops/meetings to refine assignments (Faculty development of skills/understanding of IL as it pertains to English classes, specifically as IL applies to our revised WR 121 + 122).

Winter 2010 (1st week of January)submit revised WR 121 + 122 + 123 to the curriculum committee for final approval in order to meet the catalog deadline (against the revised AAOT outcomes developed by OWEAC).

Winter and Spring 2010 continued workshops/meetings, as necessary.

Summer 2010 Implementation of revised WR 115, 121 + 122 + 123 & embedded IL skills across ENG classes

4. What are up to 3 departmental instructional goals that are met through the development of curriculum in each class?

Continued development of the writing curriculum to better serve all learners more effectively, enhancing retention and success.

5. List each course number (or title) and give the value of the development of curriculum in each course to other faculty members.

WR 115-123 will be in compliance with JBAC and AAOT outcomes.

6. List each course number (or title) and say how many students will be served by the development of curriculum in each class.

At a minimum, this embedding of IL skills will affect upwards of 2,000 students a year. The process developed by English can serve as a model for the rest of campus.

7. List each course number (or title) and give the specific benefits to students that you expect from the development of curriculum in each class.

IL skills are directly related to student success and retention. The more thoroughly and consistently that we can recursively teach students about IL through our ENG curriculum, the more effective they will be in other classes and in the world.

8. List each course number (or title) and give the specific benefits for diversity that you expect from the development of curriculum in each class.

Using the entire English curriculum to embed information literacy skills means that students who take classes required for the AAOT receive the education and skills to evaluate and use information effectively--a benefit to all students.

9. List each course number (or title) and give the specific benefits to sustainability that you expect from the development of curriculum in each class.

10. List each course number (or title) and give the specific effects on distributed learning that you expect from the development of curriculum in each class.

The Information literacy work infused through the English curriculum will promote such skills in face to face as well as online/hybrid classes.

Hours requested for Curriculum Development funding:

Please enter the amount of one of the following:

- **100 hours maximum for new development.**
- **70 hours maximum for course revision**
- **50 hours for 3-4 credit conversion**
- **other (use if multiple courses addressed in one initiative**

Do not enter any characters other than numbers and a decimal.

How many hours are you requesting? If there are multiple courses addressed in the initiative, please list each course number (or title) and give the number of hours requested for each course.

150

Can this initiative be partially funded?

Yes

Partially funded curriculum development HOURS requested:

100

Explanation of effect of partial funding:

Unable to bring substantial number of PT faculty to the work. Fewer PT faculty is problematic because they constitute the majority of English instructors and it is especially difficult to get this dispersed group of faculty to work together because they work at a more than one institution.

Funding Request: Technology Fee