

Inquiry 100: Building Research Skills in Lieu of a Formal Research Paper Assignment

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A number of transferrable research skills can be effectively built into the Inquiry FYE class if the formal research paper is removed from the Inquiry requirements for the class. Assignments will vary according to topic and the time of the semester, but among the learning goals for FY students, these research abilities would be ideal as a foundation for their work in other classes and for their work as upper-class students:

- Understanding the importance of good-quality information for their work
- Understanding the basics of how a database works
- Finding academic articles and books
 - Searching strategically
 - Getting to the article or finding the book
- Parsing citations effectively
- Using one source to find other sources (citation tracing)
- Understanding the article or chapter's content (close reading)
- Determining the appropriateness of the source to the approach to the class topic

Potential FYE Research Skill Assignments & Activities

(GLL = Goals for Liberal Learning; IL = Information Literacy Framework from Assoc. of College and Research Libraries)

	Learning Objectives	Goals for Liberal Learning (GLL) & Information Literacy Frame (IL)
Assignments		
<p><i>Close Reading: 3-5 page rhetorical analysis essay</i> This assignment will be to create a rhetorical analysis of a primary source text related to the topic in the class. Students will work to understand how the parts of the source reflect/create/comment</p>	<p>*Student will develop a nuanced understanding of a core text in this subject *Student will understand the</p>	<p>*Organizes ideas clearly (GLL 2) *Articulates and tests another's argument (GLL 2) *Grasps how communication</p>

<p>on the text as a whole. Elements such as vocabulary, irony, paradox, and imagery will be evaluated.</p>	<p>role of a primary source (and distinguish it from a secondary source) *Student will gain a larger vocabulary in the discipline</p>	<p>clarifies thought (GLL 2) *Authority is Constructed and contextual (IL)</p>
<p>Argument Analysis: 3-5 page essay Students will be asked to create a critical analysis of a secondary work on the subject which has been selected by the professor. In addition to “unpacking” the author’s argument, students will create their own (potentially counter) argument regarding the author’s interpretation of the primary text students have read and analyzed (see above). Students track the argument elements of the author to the primary text, documenting with page or passage numbers, and providing citations as needed.</p>	<p>*Student will deepen understanding of the primary source *Student will engage with an interpretive argument about the primary source *Student will use a citation system to show documentation of elements of the argument</p>	<p>*Takes chances that challenge his/her intellectual and creative abilities (GLL 1) *Develops ideas thoroughly (GLL 2) *Constructs, tests, and articulates arguments (GLL 2) *Research as Inquiry (IL) *Scholarship is a conversation (IL)</p>
<p>Scholarly Article Students find 2 academic articles, using the appropriate library database, on the class topic and subject the articles to critical evaluation. Students summarize the arguments of the authors and explain the arguments’ relationships to the topic and/or to each other. Students trace a citation from each article to find additional information to support each author.</p>	<p>*Students will understand multiple approaches to the primary source *Students will use search terms and strategy to find useful academic articles</p>	<p>*Respects and adapts to diverse audiences and contexts (GLL 2) *Locates appropriate research materials...(GLL 2) *Searching is Strategic (IL) *Scholarship is conversation (IL) *Authority is constructed and contextual (IL)</p>
<p>Solutions-based Information Poster Session Students, working individually or in small groups, find a solution to a problem in society. Working backwards from the solution, students analyze the applicability of the solution for a specific community, evaluate existing case studies or narratives to isolate pieces to the solution, and to determine Community acceptance of the solution. Students create a poster and give an oral</p>	<p>*Student will synthesize information across communities or time *Student will create new applications for information or approaches to problems *Students will share this</p>	<p>*Evaluates information and its sources critically (GLL 2) *Recognizes connections between academic learning and public issues (GLL 4) *Teaches others (GLL 1) *Understands the multiple social</p>

<p>presentation to argue for the viability of the solution in a new situation or context. Students document their work.</p>	<p>information with others</p>	<p>roles and relations that constitute human identities and societies (GLL 4) *Information Creation as a Process (IL) *Information has Value (IL) *Research as Inquiry (IL) **this activity would be well-suited for integrative learning goals**</p>
<p>Professional Engagement Assignment Write a grant proposal, business charter, or project proposal. Students review them (either as group work or as the audience of presentations) and decide which one to fund (write, presenting, peer-review evaluation, and award).</p>	<p>*Student will synthesize information across communities or time *Student will create new applications for information or approaches to problems *Students will share this information with others</p>	<p>*Evaluates information and its sources critically (GLL 2) *Recognizes connections between academic learning and public issues (GLL 4) *Teaches others (GLL 1) *Understands the multiple social roles and relations that constitute human identities and societies (GLL 4) *Information Creation as a Process (IL) *Information has Value (IL) Research as Inquiry (IL) **this activity would be well-suited for integrative learning goals**</p>
<p>Community Engagement Assignment Writing a letter to your Congressman about an issue; students will search and find 2-3 journal articles to support their stand on the issue in the letter.</p>	<p>*Student will synthesize information *Student will create new applications for information or approaches to problems</p>	<p>*Evaluates information and its sources critically (GLL 2) *Recognizes connections between academic learning and public issues (GLL 4)</p>

	<p>*Student will engage with an interpretive argument about a community issue</p> <p>*Students will share this information with others</p>	<p>*Understands the multiple social roles and relations that constitute human identities and societies (GLL 4)</p> <p>*Information Creation as a Process (IL)</p> <p>*Information has Value (IL)</p> <p>Research as Inquiry (IL)</p> <p>**this activity would be well-suited for integrative learning goals**</p>
<p>Digital Community Outreach Assignment</p> <p>Students will identify a need within the community, and create a set of resources to address that need. Students will create a website to make these resources publically available. Extending the assignment might involve interviewing local stakeholders to assess the need and marketing the website after it is built.</p>	<p>*Student will synthesize information across communities or time</p> <p>*Student will create new applications for information or approaches to problems</p> <p>*Students will share this information with others</p>	<p>*Evaluates information and its sources critically (GLL 2)</p> <p>*Recognizes connections between academic learning and public issues (GLL 4)</p> <p>*Teaches others (GLL 1)</p> <p>*Understands the multiple social roles and relations that constitute human identities and societies (GLL 4)</p> <p>*Information Creation as a Process (IL)</p> <p>*Information has Value (IL)</p> <p>Research as Inquiry (IL)</p> <p>**this activity would be well-suited for integrative learning goals**</p>
In-class Activities		
<p>Blog sourcing & information evaluation</p> <p>In class, 3-4 students work together to evaluate the information on 2-3 blogs discussing a topic relevant to the semester class.</p>	<p>*Student will trace information back to its source</p>	<p>*Evaluates information and its sources critically (GLL 2)</p> <p>*Recognizes connections between</p>

<p>Students use bubble mapping to trace the origins of the ideas/opinions/reflections of the blogger. For a 70-minute class, the professor may want to choose the blogs ahead of time; a 100-minute class would allow students to find appropriate blogs. Students would evaluate the “authority” of the different levels of information found in the trace (news article/research study/primary source material/etc.). Groups present findings to the class.</p>	<ul style="list-style-type: none"> *Student will see how information may change over time *Student will see public interpretation of information source 	<p>academic learning and public issues (GLL 4) *Teaches others (GLL 1) *Searching is Strategic (IL) *Scholarship is conversation (IL) *Authority is constructed and contextual (IL)</p>
<p><i>Flipped classroom article analysis</i> Read an assigned article before class; identify in the article key terms, ideas, and people’s names (professor or librarian-led discussion). This activity supports the class topic, will help students do research in later classes, and will help students learn about library services such as e-reserves. (In Humanities classes, this model has also worked well using book reviews as the target of this analysis.)</p>	<ul style="list-style-type: none"> *Student will develop a nuanced understanding of an important scholarly work in this subject *Student will understand the role of a secondary source (and distinguish it from a primary source) *Student will gain a larger vocabulary in the discipline 	<ul style="list-style-type: none"> *Organizes ideas clearly (GLL 2) *Articulates and tests another’s argument (GLL 2) *Grasps how communication clarifies thought (GLL 2) *evaluates information and its sources critically (GLL 2) *Authority is Constructed and contextual (IL) *Scholarship is conversation (IL)
<p><i>Article analysis</i> Find an article that is of interest to them and that is appropriate for the class topic, and then have them present it in class; then evaluate its authority</p>	<ul style="list-style-type: none"> *Student will develop a nuanced understanding of an important scholarly work in this subject *Student will understand the role of a secondary source (and distinguish it from a primary source) *Student will gain a larger vocabulary in the discipline 	<ul style="list-style-type: none"> *Organizes ideas clearly (GLL 2) *Articulates and tests another’s argument (GLL 2) *Grasps how communication clarifies thought (GLL 2) *Authority is Constructed and contextual (IL)

<p>Information Savvy Online Google a topic relevant to the class topic, pick 2-3 websites on it, evaluate the authority, sources of those sites, tracing information back to original sources if possible. Students report their results to the class.</p>	<ul style="list-style-type: none"> *Student will trace information back to its source *Student will see how information may change over time or by audience need *Student will see public interpretation of information sources 	<ul style="list-style-type: none"> *Articulates and tests another's argument (GLL 2) *Grasps how communication clarifies thought (GLL 2) *evaluates information and its sources critically (GLL 2) *Authority is Constructed and contextual (IL)
<p>Information Organization Activity Create a "database" – deciding on organization of the items in the database and thinking about how users would want to search that "database"</p>	<ul style="list-style-type: none"> *Student will discuss public interpretation of information sources *Student will create new applications for information structures *Students will share this information with others 	<ul style="list-style-type: none"> *Organizes ideas clearly (GLL 2) *Articulates and tests another's argument (GLL 2) *Grasps how communication clarifies thought (GLL 2) *applies an appropriate research methodology (GLL 2) *Searching is Strategic (IL)
<p>Dissecting Citations Lab Using SFX and a citation, find the article, after parsing the elements of the citation</p>	<ul style="list-style-type: none"> *Student will trace information back to its source *Student will gain a greater understanding of metadata *Student will link citation systems to creating documentation of sources and accessing information 	<ul style="list-style-type: none"> *Locates appropriate research materials...(GLL 2) *applies an appropriate research methodology (GLL 2) *Searching is Strategic (IL) *Scholarship is conversation (IL)