

APPENDIX B

Foundational Writing and Information Literacy Goals and Illustrations

A course meeting foundational writing and information literacy goals is one in which students through a variety of course assignments and activities develop these abilities:

1. **Rhetorical discernment:** For varying writing purposes and audiences, develop texts with sufficient detail, astute organization, and appropriate documentation, diction, and style.

- For a social science TAP seminar, students conduct a laboratory exercise, then complete a two-part writing assignment. The first aims at helping them write a lab report, the second encourages them to reflect critically on their lab findings and the lab report genre in light of a class reading examining sex and gender as social constructs.
- For another social science TAP seminar, students are asked to write four thesis synopses of articles or chapters that are assigned in the course of the semester. Students are required to write at least two of these as a “Letter to the Editor” in response to an editorial that takes a position different from that articulated in article or chapter, giving students the experience of composing an academically informed and grounded argument for a nonacademic audience.
- For a science TAP course, the students work in groups to design and perform a scientific experiment. To illustrate how to write an appropriate methods section, they were asked to write an explanation for how to make a cup of tea using loose-leaf tea. One paragraph was selected and displayed on the doc cam; this led to a discussion of what pieces of information are necessary and which ones are not.

2. **Critical reading:** Read critically by engaging with ideas and texts, properly summarizing, paraphrasing, and quoting others’ ideas while effectively integrating them with and developing one’s own ideas.

- For a humanities TAP seminar, students are asked to annotate a scholarly article about a course text and write a one-page summary. In class, students compare their work to identify key passages (such as thesis statements, topic sentences, important critical terms, good evidence, transitions) and difficult passages to puzzle through together. Students submit both the annotated article and their summaries as homework to insure that they do interact with the scholarly text effectively and thoroughly.
- In HCOL 85, students contribute to an "annotation wiki" in which a long passage from a primary text for the course is uploaded onto Blackboard and students all write their comments (in different colors) into the text itself, resulting in a richly annotated text.
- For a social science TAP seminar, students are to draw on five scholarly articles for an analytic paper discussing the social-welfare experiences of two countries. To ensure that students have a solid comprehension of the articles and ways of working with them in their own texts, they bring brief summaries and notes from three of the articles to class. Then in class, students and the instructor work through these three articles together, identifying key insights to incorporate into scaffolding for the paper. Students are then equipped to use this same process on their own for the remaining two articles.
- To help ENGS 1 students become more conscious of how/where/to what extent in a research-

based essay they are orchestrating a conversation among others' ideas and their own, they do a three-part in-class annotation exercise, using three different colors of ink, with their drafts in tracking influences: first to identify and reflect on how they are drawing on, working with, acknowledging others' ideas and influences; next to identify and reflect on how they're drawing on, working with, and acknowledging their own experience, expertise, and perspective; and finally where and how they may be coming to a new insight or understanding that is the result of this research project and that they might highlight and develop more.

3. **Substantive revision:** Through persistent inquiry and informed by feedback from peers and/or the instructor, compose and revise so that texts and ideas grow in effectiveness and complexity.

- For a humanities TAP, students draft a two-page imitation of an author on the reading list and a three-page “rationale” in which they describe the primary author's style, offering support from scholarly articles, and then discuss their intentions and the process by which they composed their imitations. Both imitation and rationale are submitted online in a wiki space with a small group of peers and the instructor together offering feedback, either within the text on the wiki in an alternate color and/or in the comment space. From this feedback, students revise and re-submit their projects.
- For HCOL 85, students do an after-the-fact outline of their papers, producing a map of what their first draft was actually doing in order to be able to discern for themselves the problems in logic and flow that need to be revised in the subsequent draft.
- For ENGS 1, students used scissors to cut apart a paper that they had previously handed in as a finished assignment. Then, choosing a sentence or paragraph from that paper and taping it to the top of a blank page, students brainstormed/free-wrote, using this sentence or paragraph as a starting point, in order to begin the process of substantially revising their work.

4. **Information literacy.** Access and work effectively and ethically with print and digital sources, including learning to discern searchable key words within a complex research question; distinguish between primary and secondary and scholarly and popular resources; critically evaluate sources for relevance, currency, authority, and bias; and manage and appropriately document information sources.

- For a science TAP seminar, students submit an Annotated Bibliography in an advance of a research-based writing assignment (a letter to an interested nonspecialist explaining a particular scientific phenomenon). For each entry, students identify the type of source, the goal/purpose of the source, and their reason(s) for choosing it. The process engages students in tracking and critically evaluated each source and the product makes visible to the instructor what kind of work and thinking went into research and source selection for the longer paper.
- For a science TAP seminar, students work in groups to design and perform a scientific experiment testing the claims of a commercial project. Prior to writing their hypotheses, designing the methods, and performing the experiment, students research the commercial product and brands that they will compare in their group project. This gives them practice finding source information, documenting the sources, and providing justification for the educated guess (hypothesis) they create.
- For ENGS 1, students keep “research journals” where they record the date, key words, database, number of hits, and a summary of any useful articles found as a result of those searches. Students have 1.5 weeks to complete the assignment, with six distinct sessions of research.