

“Integrating Information Literacy and English Composition Instruction”  
A Course Redesign Proposal of English Composition 1102  
*for*  
Creative Course Design in General Education Faculty Grant Composition  
Florida Gulf Coast University

Submitted by Dr. Randall McClure, Associate Professor of English  
and Rachel Cooke, Humanities and History Librarian  
31 January 2009

**Names of Grant Applicants:** Randall McClure ([rmcclure@fgcu.edu](mailto:rmcclure@fgcu.edu)) and Rachel Cooke ([rcooke@fgcu.edu](mailto:rcooke@fgcu.edu))

**Course:** ENC 1102: English Composition II (*statewide course number: ENC 102*)

**Florida Statute General Education Subject Areas:** (3) Written Communication; (4) Critical Thinking

**Catalog Description:** ENC 1102—Composition II (3 credits). Instruction and practice in the skills of writing and reading. At least 6,000 words of graded written work are required. (Gordon Rule) *Prerequisite:* ENC 1101 with a minimum grade of C

**Description of Creative and Innovative Course Design Features:** The creative and innovative features of this course redesign include the close collaboration between two academic units on campus that serve in critical roles in the success and retention of undergraduates: the library and the first-year composition program. In addition, the redesign integrates technology in new ways for both units through the use of an interactive, “clicker”-based, large lecture opening session on using the physical and virtual FGCU library as part of the ENC 1102 course. Unlike the typical small lecture, “one shot” library instruction session that is common to the course at this time, the redesigned ENC 1102 will have all students participate in an interactive opening session offered by Rachel Cooke or the current liaison librarian for ENC 1102 and aimed at helping students understand very early on in the course their current research behaviors and how the physical and virtual library can help them conduct more effective scholarly research.

This opening session is only part of the redesign, as information about students’ researching practices gathered during the opening session will be used by the library to design and deliver focused information literacy instruction through a series of interactive web-based modules embedded in ENC 1102 course websites on Angel (e-Learning Designer Elspeth McCulloch and librarian Anna Carlin are already developing such tutorials, and we hope to use them in this redesign). Unlike the general introduction to information literacy students often receive from their instructors and the one-shot library sessions, the web-based modules will provide consistent and deep instruction for students on criteria important to locating, evaluating, and using quality source material in their writing. Further, this redesign does not take away seat time from the instruction of ENC 1102 and does not place additional strain on instructors or the staff and resources of the library, two other important design features. Information literacy instruction is already a part of their work; this redesign attempts to make this work more efficient and effective.

**Florida Gulf Coast University General Education Competencies Addressed by Course**

**Redesign:** The course redesign addresses both competency 3: written communication and competency 4: critical thinking. The competency most directly addressed is in the category for written communication in which students should be able to “develop research skills including the ability to collect, analyze, synthesize, and accurately present and document information.” In doing so more effectively, however, we maintain that several other competencies are being indirectly if not directly addressed including the following: applying critical thinking skills, selecting information, identifying assumptions and underlying relationships, and synthesizing information and drawing reasoned inferences.

**Description of Objectives for Enhancing General Education Competencies Addressed by**

**Course Redesign:** The objective of this course redesign that integrates information literacy and

composition instruction is to understand and improve students' research behaviors, and we maintain that improving students' research skills will make them better writers in English Composition 1102. More importantly, we believe our objectives for enhancing the learning outcomes related to research writing in the course will also strengthen students' work in FGCU's General Education curriculum. If students develop more refined research skills, then their written communication—communication that often includes a research component either directly or indirectly—should be more effective. Better researching skills often entails better critical thinking skills, as more adept researchers spend more time and thought evaluating sources, identifying assumptions, and synthesizing ideas. Therefore, we contend that addressing the improvement of students' researching, writing, and thinking skills at the course level of ENC 1102 will benefit their work across the General Education curriculum.

### **Plan for Assessing Student Achievement of General Education Competencies Addressed by Course Redesign:**

We plan to assess student achievement in four ways: 1) through student participation and feedback provided via “clicker” technology in the large-lecture introductory information literacy session; 2) through student work in the subsequent web-based information literacy learning modules embedded in ENC 1102 course websites on Angel; 3) through a rubric-based examination of student research papers in redesign sections compared with control sections; 4) through a self-assessment completed by students on their research papers.

Our timeline for our redesign plan is as follows: Fall 2009 → develop large-lecture introductory information literacy session and web-based information literacy modules; Spring 2010 → pilot introductory session and modules in five (5) sections of ENC 1102 (as well as maintain a control group of 5 additional sections) and submit preliminary report; Summer 2010 → assess introductory session and modules and revise as needed; Fall 2010 → full implementation of introductory session and modules; Spring 2011 → assess Fall 2010 implementation and continue full and larger implementation (note: most ENC 1102 are offered during the Spring term, so it is likely that the number of sections participating in the redesign will increase throughout the grant period with 5 sections participating in Spring 2010, 10-15 in Fall 2010 and 50+ in Spring 2011).

**Criteria for Assessing Student Achievement of General Education Competencies Addressed by Course Redesign:** The criteria for assessing student achievement will be based on the General Education outcomes identified above and the course outcomes to follow. We plan to use a rubric that evaluates the quality of research that students use as presented in their bibliographies and the success of analysis and synthesis of this research in their writing. The authors of this redesign proposal are experienced in this type of assessment and have published several works on the subject. While the actual rubric is still under construction in order to include analysis of source use in the texts of students' research essays, the precursor to this rubric—our coding sheet—is included at the end of this proposal.

This outcomes-based assessment combined with students' self-assessments of the researching and writing skills as well as feedback and results from the large-lecture session and web-based information literacy modules should provide a complete picture of the improvement in student learning resulting from the course redesign.

**ENC 1102 Course Description:** English 1102—Composition II builds on the lessons of English 1101: Composition I by furnishing additional strategies for college-level research and writing. Composition II students have already acquired basic college writing skills and are poised for more complex challenges involving argumentation and research. They should arrive with the ability to distinguish between summary

and analysis. Composition II places the greater emphasis on analysis, with frequent writing assignments that require students to develop and present an informed argument.

Engineered as a discussion seminar and writing workshop, Composition II will train students to become savvy consumers of argument through discussion and analysis of diverse prose models. Students should leave Composition II as stronger writers and more informed, engaged participants of a learning community.

**ENC 1102 Student Learning Outcomes:** To complete this course successfully, students will be expected to build on the foundation of ENC 1101 and do all of the following:

- Read and respond critically to texts that incorporate a broad range of rhetorical and narrative strategies
  - Work collaboratively to develop a capacity for complex synthesis and analysis
  - Identify the essential components of argumentation and distinguish between logically sound and fallacious arguments
  - Evaluate the effectiveness of any claim by considering the quality of the evidence
- Write clear, focused, substantive, informative, analytical, and well-developed papers that demonstrate critical engagement with texts and/or ideas
  - Write essays that demonstrate the essential components of a sound argument
  - Employ complex evaluative, argumentative, and rhetorical strategies in scholarly writing
  - Display critical literacy in diverse subjects, disciplines, cultures, and/or media
  - Establish the validity of potential sources, and conduct and use scholarly research

**Description of Objectives for Enhancing Student Learning Outcomes:** This course redesign focuses on the General Education competency calling for students to be able to develop their research skills, and this competency is reflected in one of the course's learning outcomes: to establish the validity of potential sources, and conduct and use scholarly research. The purpose of this redesign is to enhance this outcome through the integration of both large-lecture and web-based information literacy tutorials. The redesign first calls for implementing a common and interactive large-lecture information literacy workshop at the beginning of the ENC 1102 course. Using "clicker" technology, students will be introduced by Rachel Cooke or the current liaison librarian for ENC 1102 to FGCU's physical and virtual library as well as surveyed on their own research behaviors. The feedback from the large lecture introductory session will be used to modify existing as well as develop new interactive web-based tutorials and activities that will be embedded in Angel websites for ENC 1102 sections. Currently, e-Learning Designer Elspeth McCulloch and librarian Anna Carlin are developing tutorials for such use. An assessment tool within the module and/or a separate automated quiz delivered via ANGEL will evaluate students' work in these web-based information literacy modules. An automated report of right and wrong answers will be generated so that the student will know their results immediately and the instructor and liaison librarian will be able to assess both individual students and entire sections of students. For example, a high occurrence of an incorrect answer will provide the librarian and instructor with useful feedback for continuous improvement and updating of the module. Using technology this way, the redesign enhances instruction without loss of seat time.

Further, we believe by strengthening students' research practices that several other student learning outcomes of ENC 1102 will be affected including the following: distinguishing between logically sound and fallacious arguments; evaluating the effectiveness of any claim by considering the quality of the evidence;

displaying critical literacy; developing a capacity for complex synthesis and analysis. In sum, we believe the course redesign will teach students to become more effective researchers by emphasizing how to locate, evaluate or “read” sources, and use them in their writing. By becoming better researchers and readers of source material, students should become better academic writers in this course as well as in others.

**Budget:** The authors of this redesign ask for \$1500.00 in financial support. This budget includes \$250.00 for technology expenditures (additional clickers, software licenses), \$500.00 in stipends for module development (possibly for a GA), and \$750.00 in stipends for teachers participating in the Spring 2010 pilot.

### Sample Coding Sheet

*All papers will be kept anonymous. Each paper will be assigned an individual identifying control number. Each source cited from that paper will be evaluated in terms of main category, format type, title, scholarly/non-scholarly, correct use of quotation/paraphrase, and relevancy to the paper topic. Once coded, the paper’s overall effectiveness in terms of its research component will be evaluated using a four-point rubric (currently under development).*

**1. Individual source cited in paper—main category**

Website (.edu)	01	Journal*	06
Website (.org)	02	Ref (Dict Or Ency)*	07
Website (.com)	03	Book*	08
Magazine*	04	Primary Source *	09
Newspaper*	05	Other/Unknown*	10

\*Any format—Print OR Electronic.

**2. Sources cited in paper—Format type (w/examples)**

In Print/Paper	20	Proquest	23
Web: Wikipedia	21	Academic One	24
Web: Dictionary.com	22	Academic Search P	25

**3. Sources Cited in paper-- Scholarly or Non-scholarly**

Scholarly	30
Non-scholarly	31

**4. How the source was used –Quote or paraphrase?**

Short Quote (< 3 sentences)	32
Long Quote (> 3 sentences)	33
Paraphrase (used correctly)	34
Incorrect paraphrase	35
Incorrect Quote	36

**5. How the source was used—how relevant it was in supporting the paper topic**

Very relevant	62
Relevant	63
Somewhat relevant	64
Not relevant	65

January 26, 2009

To the General Education Council:

It is my pleasure to write to you in support of Randall McClure and Rachel Cooke's proposed course redesign of English Composition 1102. This collaboration provides a perfect opportunity for the library to work directly with the teaching faculty to create effective and scalable research instruction. As almost all first-year students take Composition II, this project will ensure that the majority of FGCU students have information literacy training at least once.

Dr. McClure and Ms. Cooke propose to develop a hybrid model for library instruction that uses both an online learning module as well as large-scale lectures to teach multiple sections of Composition II. A key advantage to this teaching model is that it enables librarians to deliver information literacy instruction more efficiently, to more students, and within the context of course assignments, which is well proven to be most effective. During a time of flat or reduced budgets, such models will be critical in reaching FGCU's growing population of students. While the instruction and online module require library staff time to develop and implement, they will not require additional financial resources from the library.

I urge you to consider the proposal favorably.

Sincerely,  
Dr. Kathleen Miller  
Dean of Library Services  
Florida Gulf Coast University

239-590-7605  
[kmiller@fgcu.edu](mailto:kmiller@fgcu.edu)

January 30, 2009

Dear General Education Council:

I am writing to support proposed course redesign of English Composition 1102 submitted by Randall McClure and Rachel Cooke. This proposal calls for a redesign of ENC 1102 by adding in a technology component that focuses on enhancing students' researching/information literacy skills. The proposal has the support of the Composition Steering Committee and Department Chair as well as committees with similar responsibilities in the Library.

As a required course in the general education program, this project will ensure that the majority of FGCU students have information literacy training early in their academic careers.

I fully support the proposed redesign and can assure you that the redesigned course will be offered in the next academic year.

Best regards,  
Donna Henry