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Integrating Information Literacy into English Language Instruction

**INTEGRATING INFORMATION LITERACY INTO THE  
LEVEL 5 READING-WRITING AND  
LEVEL 5 ACADEMIC SKILLS CLASSES**

An instructional manual

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## INTRODUCTION

The major goal of the Information Literacy Course project was to enrich the Level 5 Reading-Writing curriculum using the Framework for Information Literacy for Higher Education (ACLR, 2015). We also aimed to prepare materials that are of use to two programs in the Department of Second Language Studies: the Intensive English Program and the English Language Improvement Program. The manual presented here is best used with learners who have obtained intermediate or higher level of language proficiency.

The Framework for Information Literacy for Higher Education (ACLR, 2015) breaks down information literacy into six domains, out of which we found the following to be well-aligned with the overall goals of Level 5 (intermediate/high-intermediate language proficiency):

1. Authority is constructed and contextual
2. Information has value
3. Scholarship as conversation
4. Searching as strategic exploration

See: [http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/infolit/Framework\\_ILHE.pdf](http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/infolit/Framework_ILHE.pdf)

The following table illustrates how these frames correspond to select topics and activities scheduled for Level 5:

Authority is constructed and contextual	Fact, opinion, and informed opinion
	What is a good source?
	Types of evidence
Information has value	Plagiarism
Scholarship as conversation	Types of evidence
	Searching for sources
	APA conventions: in-text citation
	APA conventions: references
Searching as strategic exploration	Searching for sources

PREVIEW OF THE PROJECT OUTCOME: SCOPE-AND-SEQUENCE MODIFICATIONS  
AND MAPPING OF INFORMATION LITERACY CONCEPTS

The following tables show the pre-grant grant mapping of information literacy concepts to scope-and-sequence as well as the post-grant correspondences. The model was tested twice during the spring 2016 semester. By re-ordering the original sequence and creating matching activities, information literacy concepts can be revisited multiple times over the course of the program.

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<b>Information Literacy Concepts by Week</b> <i>(pre-grant)</i>		Authority is constructed	Information creation as a process	Information has value	Scholarship as conversation	Searching as strategic exploration
Week	Reading	Writing				
Week 1	Purpose of text Author's perspective Audience		✓	✓		
Week 2	Summarizing Reading visual information <i>News Journal</i>	Persuasive essay structure	✓	✓		✓
Week 3	Selecting sources	Paragraph Thesis statement	✓	✓		✓
Week 4	Making inferences	Topic sentence Identifying/ evaluating evidence Paraphrase/quote	✓		✓	✓
Week 5	Making predictions	Paraphrase/quote cont'd Integrating evidence APA Plagiarism	✓	✓	✓	✓
Week 6	Text organization	Cohesion techniques Conclusion	✓	✓	✓	
Week 7	Final exams Final draft due	APA reference page	✓		✓	

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<b>Information Literacy Concepts by Week</b> <i>(post-grant)</i>		Authority is constructed	Information creation as a process	Information has value	Scholarship as conversation	Searching as strategic exploration
<b>Week</b>	<b>Reading</b>	<b>Writing</b>				
Week 1	Purpose of text Author's perspective Audience		✓	✓		
Week 2	Summarizing Reading visual information <i>News-Journal</i>	Persuasive essay structure <b>Proposal</b>	✓ ⊙ ✓	✓		✓
<b>Developing background knowledge</b>		Paragraph Thesis statement	⊙	✓		✓
Week 3	<b>Selecting sources</b>	Topic sentence Identifying/evaluating evidence Paraphrase/quote	✓ ✓ ⊙	✓	✓	✓
Week 4	Making inferences	Paraphrase/quote cont'd Integrating evidence APA Plagiarism	✓ ⊙	✓	✓ ✓	✓ ✓
Week 5	Making predictions		✓			
	<b>Source #1</b>					
Week 6	Making predictions	Cohesion techniques Conclusion	✓	✓	✓	
	<b>Source #2 &amp; Draft #1</b>					
Week 7	Text organization	APA reference page	✓			
	<b>Source #3 &amp; Draft #2</b>					
Week 7	Final exams Final draft due		⊙	⊙	✓	⊙ ⊙

## BEST PRACTICES AND INSTRUCTIONAL MATERIALS

To be a productive member of an academic community, the skills promoted in the four frames covered in level five must be acquired. However, the Framework does not specify the order in which instruction should proceed. To allow learners multiple times to practice these skills, we decided on the following sequence:

Module 1. How to ask questions?

Module 2. Brainstorming for keywords

Module 3. How to search using online library databases?

Module 4. How to evaluate a source?

Module 5. Academic style and APA conventions: libguide for self-study

### *Instructor Preparation*

To promote the seamless transition of information-literacy-based instruction, we have created an online CANVAS site. Instructors should familiarize themselves with the contents of the online *libguide* prior to teaching the course or at least before teaching Module 3.

The online libguide created by Christina Wray allows learners to develop their skills, review and accomplish certain parts of assignments at home independently. By creating the libguide our goal was to test the flipped classroom model.

The libguide includes (1) activities that help learners improve their typing skills, (2) video-recordings with captions and voice-over that guide students through the formatting of an academic paper, (3) instructions on APA (6<sup>th</sup> ed.) conventions, and (4) a collection of documents.

The link to the libguide is <http://iub.libguides.com/iepl5> (Links to an external site.)

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In this manual the teaching of information literacy skills is demonstrated through the topic of online dating. This topic relates to Chapter 1 in the students' reading textbook.

*Preparing students for the information literacy modules*

Prior to teaching the Modules of Information Literacy, i.e. during weeks 1 and 2, the following topics and activities have been covered in the reading-writing classes:

1. Students have been introduced to the notion of 'persuasion'
2. Students have selected their topic for the independent research paper
3. Students have written a 1-page research proposal

## Module 1. How to ask questions?

This module can be taught in a regular classroom, no need for computer access.

Background: In weeks 1 and 2 students were introduced to the persuasive text structure and taking margin notes.

Purpose: Students analyze article to find relevant information sources: Who? What? How?

Target activity 1: identify levels of authority

Target activity 2: identify purpose and need for evidence

Material: one copy of article (adapted version) per student

Sample text: *Don't Fall in Love on OKCupid*

Best Practice:

INTRODUCTION	
Students quickly go through the text reading individually	Instructor writes on the board: "How to ask a question?"
Guided class discussion <ul style="list-style-type: none"> <li>• What is the article about?</li> <li>• What does it focus on?</li> <li>• How does OkCupid find the perfect match?</li> <li>• Who uses OkCupid?</li> </ul>	
Instructor summarizes the technical aspects and the human aspects of using OkCupid.	Instructor takes notes on the board: Who What How

TARGET ACTIVITY: LEVELS OF AUTHORITY 1	
Instructor explains: "When reading an article, we want to know who is talking about whom. Instructor explains that there are two types of authority: author of text and experts. <ul style="list-style-type: none"> <li>• Author: who is talking to us?</li> <li>• What is their goal?</li> </ul>	Instructor explains and students mark up their copy.  Students identify last name and first name of author. Instructor explains that the author may have a goal. In this case, it is to persuade use.

<ul style="list-style-type: none"> <li>• Date of publication.</li> <li>• Where did I find my source?</li> </ul>	<p>Instructor explains that the topic of this article is technology, therefore it is very important that we have a current article. This means it was written in approximately the last five years.</p> <p>Instructor explains that this article was found on <a href="http://daily.jstor.org">daily.jstor.org</a>.</p>
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<p>TARGET ACTIVITY: LEVELS OF AUTHORITY 2</p>	
<p>Instructor explains that there are names <i>inside</i> the article. These represent a different type of authority. These are names of people that the author used to get his/her evidence.</p> <p>Guided discussion:</p> <ul style="list-style-type: none"> <li>• Which is the first name that the author mentions?</li> <li>• What does this person do?</li> <li>• Does the author say the qualifications of this person?</li> <li>• Where does this person work?</li> <li>• What is his background?</li> </ul> <p>Guided discussion:</p> <ul style="list-style-type: none"> <li>• Who else is cited in this article?</li> <li>• What is APS?</li> <li>• What is the field of study?</li> <li>• Do these people have relevant knowledge about the topic of the paper?</li> </ul>	<p>Instructor goes through each name found in the text, step by step.</p> <p>Students identify first name and last name.</p> <p>Instructor asks hypothetical questions, e.g.: “What if the author interviewed a plant biologist about this topic? Do you think he would have any insight into this topic?”</p> <p>Point out that the second expert is an organization not a person.</p> <p>Instructor follows same order of questions to identify the third expert cited in the article.</p>

TARGET ACTIVITY: HOW?	
<p>Guided discussion</p> <ul style="list-style-type: none"> <li>• What is the purpose of the author?</li> <li>• What is the opinion of the author?</li> <li>• How does the author try to convince us?/ What is he using to convince us</li> </ul>	<p>Answers:</p> <p>To convince us that OkCupid is not good</p> <p>He gives evidence</p>
<p>Instructor prompts students to identify Evidence 1 in the text. Students paraphrase it.</p> <p>Instructor prompts students to identify Evidence 2 in the text. Students paraphrase it.</p> <p>Instructor prompts students to identify Evidence 3 in the text. Students paraphrase it.</p>	<p>Instructors writes on board: Companies have different goals than users of online dating services.</p> <p>There are no studies to show that compatibility is related to long-lasting successful relationships.</p>

FOLLOW-UP ACTIVITY	
<p>1. What is missing from this article?</p> <p>Sample questions:</p> <ul style="list-style-type: none"> <li>• I have never used a dating site. The article claims that they are not useful. So, I wonder how these dating sites can still convince people to find their partner online.</li> <li>• I wonder why young people prefer to use online dating sites today. In the old days people did not use online dating sites.</li> </ul> <p>2. Students write 5 questions following the model.</p>	<p>Instructor models through think-aloud and exemplifies how to ask more questions about the article.</p>

## Module 2: How to create keywords?

This module can be taught in a regular classroom, no need for computer access.

Background: in Module 1 students were introduced to the notions of levels of authority, expert, date, and evidence using the article *Don't Fall in Love with OkCupid* (Windterhalter, February 10, 2016). They also practiced how to generate questions to further explore content.

Students have written an initial proposal prior to covering this module.

Purpose: students learn what keywords are and how to generate them in preparation for searching online library databases.

Materials: *Don't Fall in Love with OkCupid* (students bring their copies from previous class)  
 Persuasive text outline (1 copy/person)  
 Brainstorming Keywords handout (1 copy/person)

Best practice:

INTRODUCTION	
<p>Students share their questions written at home. Instructor writes them on the board.</p> <p>Class discussion:</p> <ul style="list-style-type: none"> <li>• Where would you go to find answers to these questions?</li> <li>• How would you search for answers?</li> </ul>	<p>Students must give specific answers, i.e. naming the website or journal or book, and naming what words/phrases/sentences they would enter into the search box.</p> <p>All answers are accepted including “I do not know”</p>

TARGET ACTIVITY: GENERATING KEYWORDS	
<p>Instructor explains that the technique of generating keywords will be demonstrated through researching the topic of “online dating”.</p> <p>Teacher-guided review:</p> <ul style="list-style-type: none"> <li>• What is the research topic?</li> <li>• What is our opinion of online dating? Is it good or bad?</li> <li>• Why do you think so?”</li> </ul>	<p>Answers:</p> <p>“online dating”</p> <p>“bad”</p> <p>“because it does not lead to marriage”</p>

	Instructor writes the whole sentence on the board.
<p>Instructor explains that</p> <ul style="list-style-type: none"> <li>• Academic search engines, i.e., online library data bases operate with keywords</li> <li>• “keywords” refer to concepts and can be a single word or a phrase</li> </ul>	Use sections “What are keywords?” and “Types of Keywords” on the handout
Instructor asks students to circle three main concepts in the sentence.	Answer: Online dating, successful, marriage
<p>Instructor demonstration through the concept of ‘online dating’</p> <ul style="list-style-type: none"> <li>• What is the major concept of our research?</li> <li>• What is a narrow keyword that refers to online dating?</li> <li>• What is a broader keyword that covers online dating?</li> <li>• What is a similar keyword?</li> </ul> <p>Repeat the cycle for the concepts ‘marriage’ and ‘successful’</p> <p>Instructor points out that keywords are not single words but may be phrases</p>	<p>Students answer questions and fill out the concept box with instructor:</p> <p>‘online dating’</p> <p>‘OKCupid’</p> <p>‘dating’, ‘relationship’</p> <p>‘mobile dating’</p> <p>‘marriage’, ‘family’</p> <p>Sample answers for ‘marriage’:</p> <ul style="list-style-type: none"> <li>• related keyword: family</li> <li>• broader keyword: society</li> <li>• similar keyword: partners, engagement</li> </ul>

FOLLOW-UP ACTIVITY	
Students fill out the brainstorming handout using their own topic	Activity starts in-class. Students need individual support.

### Module 3. How to search online library databases?

**NOTES:**

1. Module 3 must be scheduled in a computer lab so that students gain hands-on experience through access to individual computer stations.
2. Instructors should familiarize themselves with the contents of the ‘online libguide’ prior to teaching this module. Link: <http://iub.libguides.com/iepl5> (Links to an external site.)
3. We divided the teaching of strategic search into two parts. Part 1 includes typical student answers and basic functions targeted for instruction so that students become effective searchers online. Part 2 covers search limitation practices to find a good article.

Background: Students have generated a set of different levels of keywords for their own topic. Instructor has checked the students’ responses.

Purpose: student learn how to search for evidence using online library databases; specifically, MAS-ULTRA, and understand that searching is an active process that takes time (there are no short-cuts)

Materials: Students bring the concept-box handout to class  
 Research Log (1 copy/person) to document search strategies

Best practice:

INTRODUCTION	
Review and discussion: <ul style="list-style-type: none"> <li>• Why do we need keywords?</li> <li>• Why do we need good keywords?</li> </ul>	
Instructor presents the online libguide and MAS-ULTRA, student access it step-by-step  Instructor and students complete #1 and #2 of research log.	

TARGET ACTIVITY: DOCUMENTING ONLINE SEARCH STRATEGY	
Instructor asks students to look at the concept box and tell what to write into the search box of Mas-Ultra.  Any changes made in the search box are documented on a new line of the Research Log.	Instructor <i>follows</i> students’ lead entering verbatim what they say. This leads to a rich discussion.

PART 1: Words, concepts, functions

	Where are you searching? What are your keywords?	Why did you change them?	Comment for instructor use
1.	Mas-ULTRA  dating	Too many results, We need to narrow it down	Student often suggest single words from their concept list and we enter a couple of these suggestions exactly. This step may be repeated a couple of times.
2.	online dating	Again, too many results	The suggestion is good because it is a relevant concept to the topic.
3.	“online dating”	Use quotation marks	There are two words that represent one concept. For the database to handle it as one concept, i.e. a phrase, we need to use “ ” <i>Notice, this response received its own line.</i>
4.	“online dating” and “success”  “online dating” or “mobile dating”		Instructor may prompt students: “Are we interested in finding out just any information about online dating or do we have a specific goal?” Students will realize that they have an argument with multiple words to prove.  Instructor explicitly teaches the function AND (may be written in small letters, too). This helps join <i>different</i> concepts to each other. Remind students of using “ ”  Instructor explicitly teaches the function OR. This helps join synonyms of the <i>same</i> concept. Remind students of using “ ”

PART 2: Limiting search results

	Where are you searching? What keywords are you using?	Why are you changing them?	Comment for instructor use
			<i>Instructor may start the search with a single concept</i>
5.	Mas-ULTRA “online dating”	Over 500 results and the earliest publication is 1970	Explicitly show how to move the time slider. Wait for students to follow. Explicitly say: “we need to limit the search results between 2010-2016”
6.		Fewer results and they are up-to-date (current) but still more than 200 results	Explicitly point out and explain: 1. limit to ‘full text’ and check it off 2. ‘source types’. Explain that students will not read books and use the limiter to check off magazines and newspapers  At this point students usually realize that a combination of keywords is more effective.
More examples of what students suggested			
	society and online dating		Notice the spelling mistake  SUGGESTION: During the teaching session, if you make a spelling error, record it on its own line. Learners will make spelling mistakes and get false negative “No results” messages. For These should not go unnoticed.
	Online dating and relationships	Need to limit date	Earliest result from 1987 124 results
			Notice lack of “ ”
	“online dating” and “relationships” and “marriage”	add the third concept	Use the connector AND to join three different concepts and this limits the search.

Continue discussion until a reasonably good article shows on page 1 of the results page. Click on link to preview content.



Question 6. Review the difference between the date of the article vs. date of evidence  
Point out that students are expected to use sources that cite evidence less than 10 years old. If the answer to the question is NO, then students must find a new article.

Notice that the evidence cited under Lewis comes from an interview. Explain that, unless otherwise noted, it is “reasonable to assume that an interview is current.”

Question 7. If students use the recommended databases, then the answers should be always ‘b’. (This is a safeguard built into this project to ensure that students find readings that are level-appropriate.)

Question 9. Explain that students must give specific answers to the question. They must state explicitly and using their own words the evidence that supports their argument.

## Module 5. Academic style and APA conventions: libguide for self-study

### NOTE:

1. This module must be taught in a computer lab.
2. Before teaching this module, instructor must embed the site in Canvas/Oncourse.
3. The contents of this module do not require in-depth coverage by instructor. Rather, after the introduction, students should discover the details of this site.
4. Please note that this link was created for teaching with the information literacy framework as embedded into the reading-writing course. Alternate versions of materials are provided in the Appendix.

Purpose: To facilitate independent learning and increase students' computer skills. Students learn how to format an academic paper for level 5 purposes (text and reference page)

Materials: None

Best practice:

We recommend allowing time for the students to explore the links to the content by themselves.

1. Link: <http://guides.libraries.indiana.edu/friendly.php?s=iepl5>

Instructor guides students to the libguide step-by-step

Instructor guides students through the major sections. Student follow by clicking. The focus is on APA style 6<sup>th</sup> ed. (section 4).

Sections:

1. Typing skills

2. Basic computer skills for document formatting

This section includes video tutorials for at-home independent work. The video tutorials have been adjusted for rate of speech and include captions.

Instructor explains that students should watch the videos at home, use it as often as needed, review it as needed before submitting their drafts or any other typed work.

3. Building writing skills

This section covers plagiarism, note taking, grammar and mechanics, and a link to grammar.

#### 4. APA style

This section includes tutorials with adjusted rate of speech and captions. The content is specifically created to cover basic information literacy and computing needs.

Topics include: introduction to APA style, citing articles in APA style, citing books in APA style, and an APA quiz.

#### 5. Evaluating Resources

This section includes the checklist, citation sheet developed for Level 5 reading-writing class, and Research Log used in Level 5 Academic skills.

## FURTHER SUGGESTIONS TO MAXIMIZE STUDENT SUCCESS

We illustrated the success of our approach at the presentation given to the IU Libraries by citing examples of student reflections on the course. In this section we briefly review additional lessons we learnt through the multiple iterations of the course. The suggestions we make here are based on our and our learners' experience in the course.

### 1. Should students freely select topics when learning to become researchers?

While we agree, in general, with the idea that students should be allowed to select their own topics for writing, we have found that when the focus is on becoming information literate using the digital platform, it is best to support learners by limiting the topics. By this we mean that pre-selected topics that align with course content and allow learners to bring relevant content knowledge to the task of essay writing will allow them to focus on acquiring research skills, information skills, and digital skills best.

In an effort to make the task feasible for the learners we expanded the list of topics created by Eva Topuria-Bevis for Level 5 (session 154), to include:

- Gender roles: a necessity or just an old concept of the past?
- Mass media in everyday life: positive or negative effect?
- Family friendly workplaces: do they help or not?
- Divorce. Is it a curse or a blessing?
- Social media and teenagers: good or bad?
- Smartphones and health
- Online dating
- Online privacy
- Students and technology
- Gun control
- Gender and school
- Tiger Mother. Do you agree or disagree with Amy Chua's policy of raising children?  
(not chosen very frequently)

We picked every session 4 or 5 topics depending on enrollment. By offering a variety of pre-selected topics our students stayed on topic and we could ensure that they would be able to find resources necessary to complete their project.

2. This list of topics should further be expanded in the future. However, such work needs to be done with care. Instructors should always take the time to explore the ‘researchability’ of the topics they offer or approve. For example, some of our students wanted to argue for the benefits of the death penalty. As we were working with the students, we had to realize that the arguments for this position are embedded in articles that focus on countering this argument. In other words, the evidence for this argument is not easily accessible and would take a highly-skilled searcher to complete the task. Second, some students chose very ‘ambitious’ topics. They wished to write about topics that they themselves did not fully understand. For example, some students expressed an interest in writing about gifted students, another student opted for human trafficking, freedom of speech, etc. While these topics are interesting for the students, they either do not have enough background knowledge to ask questions or they cannot develop different arguments.

3. In our practice of teaching information literacy as part of the reading-writing curriculum we decided to include a consultation component in the grading component. We incorporated this segment (worth 5% of final grade) to ensure that our students were making progress while working on their own, they were finding appropriate sources, and they understood how to complete documentation when they are asked to work independently. Students appreciated and took advantage of this helps session opportunity.

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HANDOUTS, RUBRICS, AND TEXTS FOR TEACHING WITH THE INFORMATION  
LITERACY MODULES

## Proposal (session 162)

**Instructions.** The final writing project is an academic paper that you will write in a series of steps. The first step in this process is the proposal. The proposal is a continuous text consisting of paragraphs that answer a specific question with clarity.

**Structure and Content. Please follow these directions.** These questions will help you with content and organization.

### Title

Provide a working title for your proposal. (This might change slightly as you are working on your drafts, and that is ok.) Remember, you were given only a phrase. Do not copy the phrase, write your own title.

### Paragraph 1

What is the topic of your paper? Explain key concepts.  
What is your specific question? What is your initial opinion?

### Paragraph 2

What information is your opinion based on?  
Describe what you know about this topic *already*. Think about any personal experience or information you have heard/read. If you remember where you learnt this information, then name your source, i.e. textbook, newspaper (name?), etc. If you do not know where you heard the information - that is fine, too.

### Paragraph 3

What information will you need? Write down specific questions that will help you prove your point.

### Paragraph 4

Where do you think you can find the answer to your questions? State specifically where you will search and how.

## Format

- The proposal will be a text of four paragraphs.
- It should be 1-1.5 page(s) in length (not more/less).
- It has to be typed, single-spaced (!), Times New Roman, size 12p.
- Put a single-spaced label in the top left corner with: Name, Class, Date
- Print one copy AND save your work on your computer at home.

## Grading

Your writing will be evaluated for: (a) your ability to follow directions, (b) completeness (did you answer all the questions?), and (c) the clarity of expression (language, content, organization).

At every stage of the project, you are required to work on your own. If you need help, I will be glad to help you as we move along (see Syllabus).

## Due

Monday, in class, 10.10.


IEP/SLS. L5.Source: readworgs.org. (2010). Using facts to support an opinion.

Name: \_\_\_\_\_

*Persuasive paper outline*

What is the subject of the article?	
What is <u>the author's opinion</u> ?	

Facts cited to support the opinion:



ARGUMENT 1	Fact:
	Source:
ARGUMENT 2	Fact:
	Source:
ARGUMENT 3	Fact:
	Source:

Tip: Use this handout to map out your first draft of the essay.

**Research Log (162.v2.)**  
**Document also available on libguide**

**Goal:** One of the goals of level 5 is to help you become an independent learner and researcher. This process takes time and patience. The *Research Log* serves to document your development throughout this process, i.e. how your thoughts and ideas evolve while engaged in writing your final paper.

**Rules:** 1. The journal is about you. Only you and I will read it. It will not be shared with anyone else without your permission.  
2. The focus for you is on reflecting on your progress, which includes noting successes and failures. In other words, it is about an academic activity and so the content does not have to be (and most of the time it will not be).

**Content:** We are interested in seeing how you become a researcher and how your paper develops. In your journal, you will record what you accomplished each day while working in the lab. Don't worry about correct spelling or punctuation. However, make sure you always write complete sentences so that I can understand what you are thinking of.

**Parts of the journal:**

1. your full name
2. date
3. daily goal
4. tasks accomplished, i.e. What activities did you accomplish with success?  
E.g.: What did you read? What did you write? Did you take margin notes? Did you revise something? If so, explain what and why. Did you search for some information? If so, then say what information, where and why? Is there something that is much easier for you to do now than it was before? If so, what is it and how do you know you have improved? Etc.
5. challenges, i.e. What activities were you not able to accomplish?  
E.g.: Did you mistype words? Did you forget something? Were your goals too ambitious? Etc.
6. Search Strategies: What keywords did you use first to search for evidence? How did you change your keywords during your search session? Why did you change keywords?
7. your next goal, i.e. What is you plan to move on?

Please write legibly and in complete sentences so that I can see how you are improving.

**TIP: Please, always save your drafts and send it to yourself via e-mail!**

### Research Log

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Which part of the process paper are you working on?

Proposal

Draft 1

Draft 2

Final draft

Accomplishments:

Challenges:

Search Strategies:

What keywords did you use?	Why did you change them?

Did you attend office hours? (Circle):

Yes

No

Next step:

**Grading sheet for final paper (version A)**

NAME												
References: APA Accuracy			Packet 2*2		Evaluation sheet (2) Complete Quality		In-text citations (required: total of 4 citations; 2 out 3 types)			Total (32) and NOTES		
Information included /2 (more/less)	Formatting/4	Spacing/2	Complete Note-taking	APA 4/4/2	Paraphrase/3	Quote/3	Summary/3	Information		Formatting	Spacing	

**Sample grading sheet for ARTICLE 1 work by SLO (version B):**

NAME1	One source + margin notes (SLO 3)	Evaluation sheet (SLO 3)	Research Log (SLO 3)	Summary (SLO 1)	Vocabulary sheet (SLO 2)	Packet	Office hour (consultation 5%)	SOURCE 1
	Good annotation	Complete, Detailed, shows evidence of reading and comprehension	Shows evidence of experience and engagement and learning	A Well-written	Check definitions! Good selection	Submitted	yes	A
NAME 2	One source + margin notes (SLO 3)	Evaluation sheet (SLO 3)	Research Log (SLO 3)	Summary (SLO 1)	Vocabulary sheet (SLO2)	Packet	Office hour (consultation 5%)	SOURCE 1
	Source related to topic but too old (!), No margin notes in English	Incomplete	Incomplete Lack of detail	Unclear content/format Incomplete: main points not identified Part 2 – ok D	Check context for vocabulary items.	Submitted	no	D (if I were you, I would find a good article)