

You Can Go Your Own Way

Plans Based on Shared Learning Objectives in a
General Education Writing Course

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Staley Library – Millikin University



MILLIKIN
UNIVERSITY®

- Private, four-year university in Decatur
- 1,800 students
- 4 faculty librarians all of whom contribute to library instruction
- Library instruction is focused on first year seminar, first year writing, and disciplinary courses

First Year Writing

Old courses (1990s-2022)

- Critical Writing, Reading & Research (CWRR 1 & 2)

New courses (2022-)

Library Instruction in Writing Practicum

- Writing in the Disciplines (IN280) – 2 videos, 2 class sessions
- Students will be able to
 - ✓ Describe how information is created and disseminated in their discipline
 - ✓ Identify primary, secondary, and tertiary research in their discipline
 - ✓ Determine standards for expertise in their discipline.
 - ✓ Identify barriers to entering their discipline's scholarly conversation.
 - ✓ Identify key figures and topics in their discipline's scholarly conversation
 - ✓ Read sources effectively (especially scholarly sources)
 - ✓ Develop strategies for using sources in their writing in ways that are scholarly, authentic, and ethical

Planning Strategies

Matthew

- Met with instructor prior to sessions
- Decided to focus on disciplinary conversations & specific research tools
- Instructor shared topics shortly before first session

Elizabeth

- Met with instructor prior to sessions
- Determined to focus on scholarship as conversation & disciplinary resources
- Topics were still being developed but students brought ideas to first session

Execution: Matthew

Lesson Plan

- Conversations
- Disciplinary conversations
- Think-pair-share – Worksheet A
- Research resources
- Independent work
- Assign Worksheet B

Worksheet

- Part A
 1. Who are the experts in your discipline? What qualifications, knowledge, and skills do they possess?
 2. Where do conversations in your discipline take place?
 3. Is anyone denied authority in your discipline or systematically excluded from the scholarly conversation?
- Part B
 1. Who are a few key people working on your topic? How did you find them?
 2. What are a few key publications/sources on your topic? How did you find them?

Execution: Elizabeth

Lesson Plan

- Conversations
- Disciplinary conversations
- Types of sources
- Identify the problem or issue for assignment and research log – Worksheet Part 1 & 2
- Example searches using class topics
- Discussion of difference in resources based on discipline
- Assign Worksheet Parts 3 & 4

Worksheet

- Part One
 - What problem or issue would you like to look at for this assignment?
- Part Two
 - Use this table to keep track of your searches and which keywords are working and not working to help you find relevant sources.
 - Keyword(s) - Database – Number of results - How relevant are the results?

Lessons Learned

Matthew

- Focusing on students' disciplines is key
- Thinking about scholarship as a conversation is hard!
 - They take *conversation* literally
 - Who's excluded?
 - Need good examples
- My worksheet needs work

Elizabeth

- Finding a good balance between giving students all the information vs. Introducing the concept then having them work on a project to discover more on their own is key
- Need to work on helping students see that research isn't a waste of time