

**Kalamazoo College**  
**Mellon Grant Progress Report**  
**June 7th, 2004**

**Integrating Research Instruction into the Curriculum:  
A Model for English Departments**

*Team Members*

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*Project Summary*

- I. Information Literacy in Sophomore Seminar
  - A. Information Literacy in the Sophomore Seminar, Winter 2004
    1. Information literacy session based on the bibliographic trail, in three parts:
      - a. Steps involved in finding an excellent critical article or chapter.
      - b. Have students lead the class through the research process to find a good article or chapter (with help from Reference Librarian).
      - c. Evaluating sources once they have found them.
  - B. Literature in Context Template
    1. Create a template that would put literature studied in the Seminar in an historical context.
      - a. Template would be used for both novels and throughout the quarter.
      - b. Template would cover six areas of ideas, social themes, etc.
      - c. Template would cover fourteen historical time segments.
      - d. Template could be a Word document or an html file, depending on how students would use and share the information.
      - e. Potential for English majors to use the template throughout their coursework at the College, to help them with their comprehensive exams and SIP's.

### ***Project Description***

In the English Sophomore Seminar, Andy will cover 500 years of English literature. To put this literature into context, students will need to understand the importance of historical events, literary events and themes, and social trends. Andy would like to create a “literature in context” web template into which students would fill in major historical events. There would be a single template for the course, and both novels would fit into the grid. The template has six parts: history, social trends, ideas, literary innovations and modes, prominent themes, and role of the writer. The template covers fourteen segments of time, with headings for each time period. The template could include links to web sites. For example, a student asked in class what Anglo Saxon English sounded like. Andy found a web site with the audio for Beowulf, which could be linked from a template. Students could expand the template document to link to research, type in their notes, or add a paper. It would be like an electronic portfolio or an e-anthology of their knowledge in the major, and also could be linked from students’ K College portfolios. The seminar needs a course web page providing guidance, instructions, resources, and links to student portfolios. Andy would like to post formal notes of key concepts and ideas in the course.

Andy has decided on two novels for the seminar this year: *Pride and Prejudice*, and *Heart of Darkness*. He is using the Norton Critical Edition of these novels, which include the novel itself and several articles of criticism. Andy has selected secondary critical sources from the Norton Edition for class reading. The team devised a three part information literacy session for the seminar. Part one will involve the bibliographic trail of how students would find a chapter in a book, similar to the ones that they have read in their Norton Critical Edition. Robin will ask students what is the first step in finding these sources, and where they would go to find a chapter. Then she will go over the steps of the research process. In part two, the class will search for one additional reading on *Pride and Prejudice* for the whole class to use. The students will decide on an issue or topic to focus on, and then decide where to search for an article. Robin will do the searching as advised by the students, and step in when it looks like they need to go in another direction. She will make sure that we end up at the MLA. This part will be entirely improvised, with no sources chosen ahead of time. In the third part of the session, Andy will go over evaluating sources and ask “How do you know what sources are any good?” We’ll look at both web and non-web sources. He will bring some examples of different types of sources – an article from *Newsweek* or similar magazine, a professional literature journal, and an online source.

### *Timeline for Project*

Fall 2003:

Team expands to include Andy Mozina and to bring the project into the English Sophomore Seminar.

Early Winter 2004:

Team plans the information literacy session for the Sophomore Seminar and begins planning on the Literature in Context Template.

Late Winter 2004:

Andy and Robin conduct three part Information Literacy session in the Sophomore Seminar.

Spring 2004:

Andy sends draft of Literature in Context Template to team members

Summer 2004 – Spring 2005:

Continue to develop Literature in Context Template and plan for Information Literacy Session in Sophomore Seminar next winter.

### *Meetings thus far*

#### **October 7<sup>th</sup>, 2003: Meeting of Teams from Hope, Albion, and Kalamazoo**

Stryker Center, Kalamazoo College

Presentations on both Chemistry and English projects. Hope College did not attend. The Albion and Kalamazoo teams presented on their projects and then discussed progress on the English projects, what is working, what has not worked.

#### **November 4<sup>th</sup> 2003: Bringing the Sophomore Seminar into the Project**

Lisa, Bruce, Andy, and Robin met to discuss bringing Andy and the English Sophomore Seminar into the English Project. This is the first year that the English Sophomore Seminar will be taught, so Andy is in the process of developing the course. It will include a survey of 500 years of literature in English, and close readings of two novels. Andy and Bruce talked about how the sophomore Seminar is different from the English junior seminar. Sophomores are not preparing to write a SIP, and they are not as research savvy as juniors.

**December 16<sup>th</sup> 2003: How to approach Information Literacy in the Sophomore Seminar**

Discussion of goals for the Sophomore Seminar and how to fit information literacy into those goals. The team develops a two part approach to information literacy in the Seminar. One part involves having students complete a timeline template for putting literature into an historical context. The second part is an information literacy instruction session. Andy has chosen critical editions for the two novels that the class will read. He will talk about why he has chosen specific critical readings for the course, and Robin will talk about ways to find similar articles.

**February 5<sup>th</sup> 2004: Discussion of Template and Information Literacy session**

Andy, Kathryn, and Robin discuss details of ideas for the “Literature in Context” template and for the information literacy session in the seminar.

**February 19<sup>th</sup> 2004: Planning for the Information Literacy Session**

Further discussion of the approach to information literacy in the seminar. The session will be divided into three parts. Part one will involve the bibliographic trail of how students would find a chapter in a book, similar to the one that they have read in their Norton Critical Edition of *Pride and Prejudice*. Robin will ask students where they would go to find a chapter, and then go over the steps in the research process. The second part of the session will be a search for a third reading on *Pride and Prejudice*. The students will decide on an issue or topic to focus on, and then decide where to search for an article. Robin will do the searching as advised by the students, and step in when it looks like they need to go in another direction. Andy will go over evaluating sources during the last part of the session. He will bring some examples of different types of sources – an article from *Newsweek* or similar magazine, a professional literature journal, and an online source.

**February 23<sup>rd</sup> 2004: Information Literacy Session and impressions on student response**

Robin and Andy teach the three-part information literacy session for the two sections of the English Sophomore Seminar. After the sessions, Robin and Andy agreed that the part one was problematic, mainly because the search for the book chapters turned out to be so complicated. In future sessions, a journal article might be a better choice to start with. Both Andy and Robin agreed that part two was fruitful, even though it was spontaneous and improvised. Robin felt that part three was also very useful, as she felt students have not considered or have a good understanding of how to evaluate sources.