Beyond the First Year Experience: Strategic Learning Outcomes and Assessment for the Second Year Seminar

Background

First-Year Seminar 2-3 credits - English Composition: 6 credits - US and Nevada Constitutions: 4-6 credits - Mathematics: 3 credits - Distribution (outside major): 18-19 credits - Second-Year Seminar - 3 credits - Fine Arts & Humanities - Social Sciences - Life and Physical Sciences and Analytical Thinking - Multicultural and International - University Undergraduate Learning Outcomes - Intellectual Breadth and Lifelong Learning - Inquiry and Critical Thinking - Communication - Global/Multicultural Knowledge and Awareness - Citizenship and Ethics - Kitp://generaled.unlv.edu/

The Course—GSC 300

Civic Engagement in Urban Communities for the UNLV Greenspun College of Urban Affairs (GSC 300) focuses on civic engagement, with emphasis given to urban issues in a multicultural and global context. In addition to participating in a service project, students are required to complete a 10-page paper researching a social issue that identifies various perspectives, and multicultural and global contexts related to the issue.

Faculty Institute For Second Year Seminar

Librarians partnered with several academic and administrative units on campus on the design of Second Year Seminars to continue the implementation of general education. Faculty-librarian teams developed learning outcomes, course structure, effective teaching/learning activities, and assessment procedures for each seminar.

Sophomore/Junior Level Outcomes and Learning Activities

Key Learning Outcomes

Identify problems, articulate questions or hypotheses, and determine the need for information

Access and collect the needed information from appropriate primary and secondary sources

Recognize complexity of problems and identify different perspectives from which problems and questions can be viewed

Identify, analyze, and evaluate reasoning and construct and defend reasonable arguments and explanations

Sample Activities

Peer/group feedback on approaches to a topic within the discipline

Brainstorm a fantasy bibliography for your

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List the key starting places for a discipline (discipline-specific databases or other sources)

. Practice advanced search strategies

Introduce professional literature to help students develop an identity within a discipline or field

Reinforce evaluating sources

- CRAAP- BEAM

BEAM Method

Bizup, J. (2008). BEAM: A Rhetorical Vocabulary for Teaching Research-Based Writing. Rhetoric Review, 27(1), 72-86.

- A rhetorical heuristic for students to characterize texts by how they will use them in their own work.
- Contends that categorizing texts as primary, secondary, tertiary, popular or scholarly does not identify their functions for students.
- Offers a framework for gathering and organizing information



Exhibit

Provide An Example

Argument

Affirms, Disputes, Or Refines Your Position Or Knowledge Of The Topic

Method

Key Terms, Specific Procedures, Existing Models

Lesson Plan

BEAM

Researcher

Published by QQ Press, a Division of SAGE
www.cgresearcher.com

Teaching Strategy #1
Provide an overview of RE

Provide an overview of BEAM, including examples of literature that can be categorized using BEAM.

Teaching Strategy #2

Break students up into groups of three or four. Each group takes five minutes to skim different articles on the topic of teen pregnancy. Each group answers the following questions:

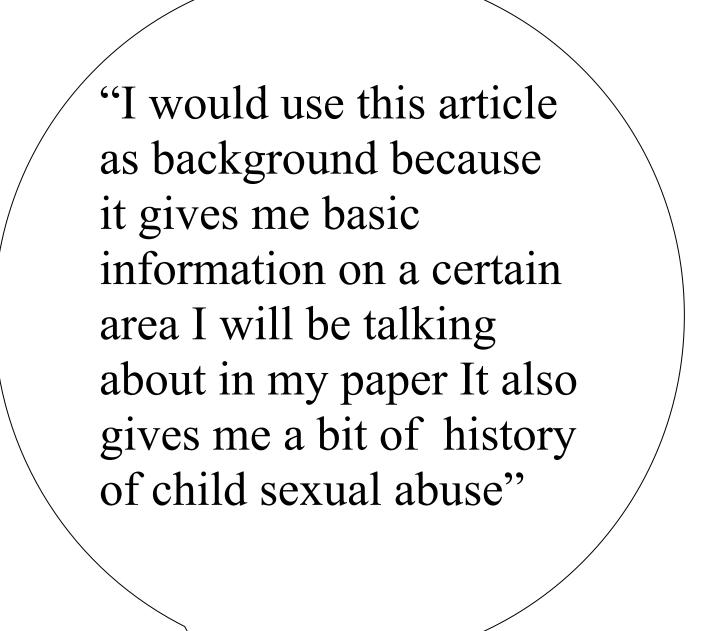
- If your paper were on this topic, how would you use this information? As background, exhibit, argument, or method? Why?
- Is this a good source of information? Why/why not?
- Pretend this is the only source that you have found so far. What other kinds of information you still need?

Teaching Strategy #3

Demonstrate key databases for scholarly information, as well as government information, think tanks, and global sources.

Assessment

Directed paraphrase: students provide a citation to one article they found while searching on their own and answer the following question: According to the BEAM method discussed in class, how would you use this document in your paper? As background, exhibit, argument, or method? Why?



"I would use this document as method. The reason being that the article discusses specific procedures we can use to help aid children that are going through hunger."

"I would use this document as argument in my paper because it gives a lot of information and statistics that would support an argument."





Benefits

- Students begin to organize information for use early in the search process.
- Students gain an awareness of different ways of using information.
- Students are pushed beyond simple definitions of source types (e.g., primary vs. scholarly).

Risks

- Students may not see the relevance of the BEAM method to their papers or projects.
- Students may feel overwhelmed applying another strategy for evaluating information, in addition to scholarly vs. popular or the CRAAP test.



