About the Class:
Context:
I worked this as a one-credit course (meeting 2 hours per week):
- Taught in Fall 2016 semester
- It was a first-year seminar, which at DePauw means:
  - 15 students
  - Credit course (meeting 3 hours per week)
  - Taught in Fall 2016 semester
  - Readings and assignments are not graded; assignments are primarily for self-reflection.

Student-friendly description:
Course Title:
The New York Times

The New York Times is often referred to as “the paper of record” in the United States. Whether you ever pick up a copy of the paper or not, you will find yourself reading the paper in one form or another. The New York Times is a daily newspaper that is known for its in-depth reporting and analysis. It is one of the most influential newspapers in the world, and it is often cited as a model for other newspapers around the world.

Other fun things we did (that don’t fit well anywhere else):
- Working with ST/TT: Conquering, a New York Times documentary and talking about the ST/TT impact on feminism
- Blackout poetry
- Daily “common read” article discussions (top story from each front page, national, international, and op/ed sections)
- Playing with the NYT (Virtual Reality) app and Google Cardboard
- “What’s going on in this picture?” freewriting activity

What I Did:

Framework Threshold Concept:
Authority is Constructed and Contextual

Assignments & Activities:
- Community paper project (examining ST/TT issues with that of another source — on the same story)
- Close discussions of bias and expectations in news
- Evaluating popular coverage (including ST/TT if it’s a story/feature, along with reading the original scientific journal article)

Information Creation as a Process
- Close discussions and interpretation of online issues, current events of the NYT
- Writing a film/television/restaurant/album review
- Finding previous coverage of "their" issue (using ProQuest)
- Analyzing the readership of the NYT
- Learning from guest speaker (alum) who won a Pulitzer for virtual reality video journalism
- Evaluating popular coverage (including ST/TT if it’s a story/feature, along with reading the original scientific journal article)

Information has Value
- Close discussions and readings on plagiarism and public access to news requiring
- Writing exercises on sequencing appropriately
- Discussion and analysis of stubborn advertising
- Analysis of the readership of the NYT — questions of disparity in who accesses what news

Research as Inquiry
- Frequent class discussions on what "STEAM" stands for in science
- Individual weekly reading logs on their personal areas of interest, making connections between articles and asking questions
- Developing a research question derived from their semester's reading log — writing a final research paper

Scholarship as Conversation
- Writing a letter to the editor
- Sharing their reading logs with me, and subsequent discussions on the document
- Persuading their peers/paper findings to this class
- Students would email regarding ideas/connections related to their subject
- Close activity of looking at other genres

Searching as Strategic Exploration
- Finding previous NYT coverage of "their" issue (using ProQuest) — looking for patterns
- Final research project which required them to use additional sources
- Writing a Letter to the Editor
- Developing a research question derived from their semester's reading log — writing a final research paper

Student Activity:
- Students read and were required to keep reading logs on their personal areas of interest, making connections between articles and asking questions.

Stand-alone information literacy classes can be successful ways to teach a group of students long-lasting research, evaluation, and critical thinking skills that can aid them in their future coursework and their whole life. However, unless the course is required, students will only self-select for the prequisite, and, for whatever reasons, some students are not attracted to “information literacy” on a subject. However, if you can entice them with a different subject, you can still design the course largely around an information literacy pedagogy, thereby reaching a new group of students who might not ever have signed up otherwise.

Abstract:

How it Went:

How much did this course contribute to your education? Consider such factors as learning, intellectual growth; exposure to new ideas, perspectives, and information; development of skills (writing, research, etc.); and personal fulfillment. Below are examples of questions and feedback from student evaluations.

Only class I remember that I learned about a topic that I liked and enjoyed doing work in.

Tiffany exposed us to new types of writing and the amount of information that I was able to obtain was quite impressive.

I was exposed to new ideas, which helped me look at things differently.

I believe that any writing has improved throughout the class and I have different perceptions on several topics that have been discussed throughout the class.

I thought this course was a great transition into college. I think the course really helped me develop my skills in making questions in class and developing ideas on a paper.

This course contributed highly by improving my writing skills as well as searching for scholarly sources.

How did you feel about the course? Why?

I thought this course was a great transition into college. I think the course really helped me develop my skills in making questions in class and developing ideas on a paper.

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What did you like best about the course? Why?

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How much did this course contribute to your education? Consider such factors as learning; intellectual growth; exposure to new ideas, perspectives, and information; development of skills (writing, research, etc.); and personal fulfillment.

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