

# A Tale of Two Classes: Transforming Core Curriculum Pedagogy

Ariana Santiago

Ashley Lierman

Mea Warren

Instruction Librarian

Instructional Design Librarian

Natural Science & Math Librarian

@aripants

@arlierman

@meawarren

# Overview

---

- Core curriculum courses
- Team-based approach
- Pedagogy & assessment revisions
  - Freshmen Writing 1
  - Engineering Technical Writing
- Implications

# Core curriculum courses



- High-impact, high enrollment
- Freshman Writing 1
  - 800 students a year
- Engineering Technical Writing
  - 650 students a year
- Standardized curricula

# Team-based approach



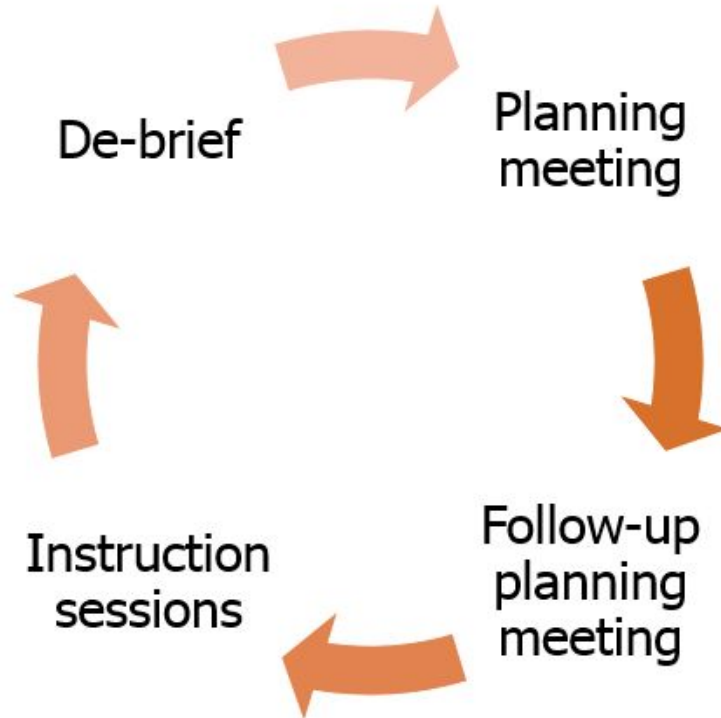
Evaluating our curriculum as a team leads to continual improvement of our instruction.

Team members:

- Share teaching load
- Collaboratively evaluate & revise pedagogy
- Participate in assessment

# Team-based approach

---



---

# Pedagogy & Assessment Revisions

# ENGL 1303: Freshman Writing 1

Learning outcomes:

- Describe the purpose of citing research
- Define your participation in academic scholarship
- Differentiate between quoting, paraphrasing, and summarizing information



# ENGL 1303: Freshman Writing 1

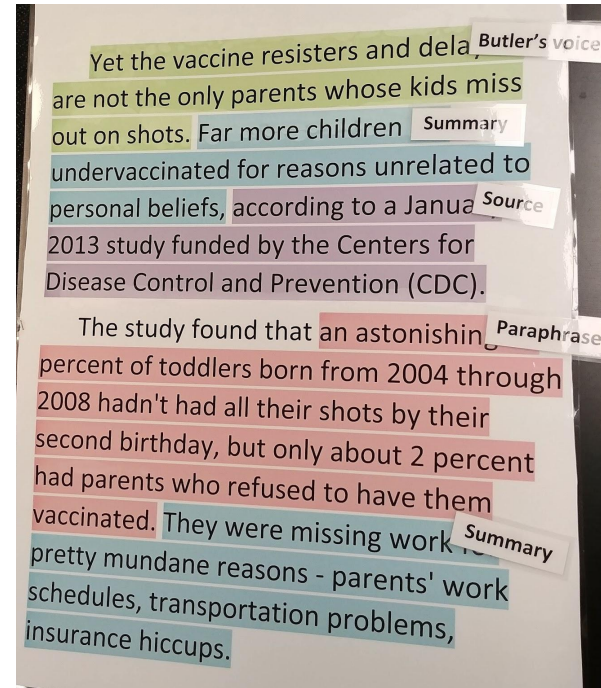
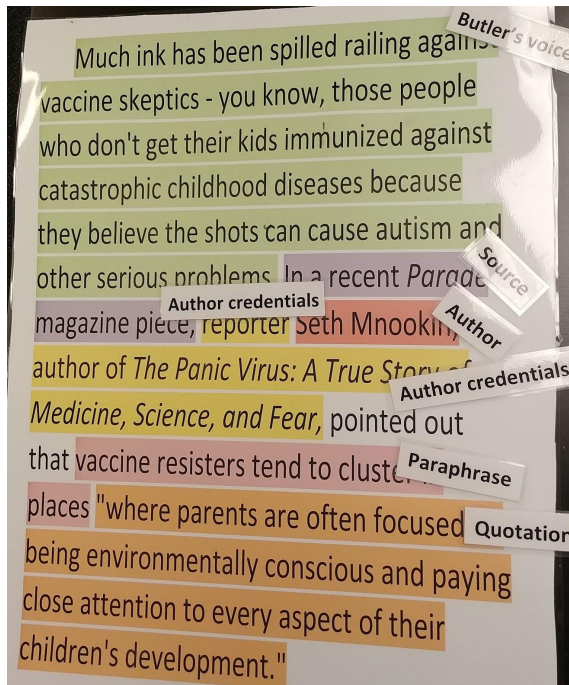
Where we started: The Party Analogy





# ENGL 1303: Freshman Writing 1

## Where we ended up: The Labeling Activity



# ENGL 1303: Freshman Writing 1



Assessment: Minute paper

## Quick Feedback

- What did you learn about:
  - Why we cite sources
  - When to quote, paraphrase, or summarize

## Quick Reflection

- What did you learn about:
  - How to summarize
  - When to quote vs. paraphrase

# ENGL 1303: Freshman Writing 1



Assessment revised: One-sentence summary & directed paraphrase

**1. Why is it important to cite the sources you use in your papers?**

Please write a one-sentence response.

**2. In 1-3 clear, concise sentences, please explain the major differences between summary, paraphrase, and quotation.**

Imagine that you are explaining the differences to another undergraduate student.


# ENGL 1303: Freshman Writing 1



Pro/Con:

- Better engagement
- Unclear if outcomes affected
- New activity is time-consuming, resource-intensive

# ENGI 2304: Engineering Technical Writing

---

Learning outcome:

Differentiate between information source types



# ENGI 2304: Engineering Technical Writing



Expert group activity

- 4 groups (journals, books, magazines, professional magazines)
- Easel writing and verbal reporting

# ENGI 2304: Engineering Technical Writing



## Limitations

- No interactions with other source types
- Audio-only debrief

# ENGI 2304: Engineering Technical Writing



First variation: Spring 2017

- Each group has all source types
- Whiteboard reflection
- Limitations
  - Time
  - Where to begin?



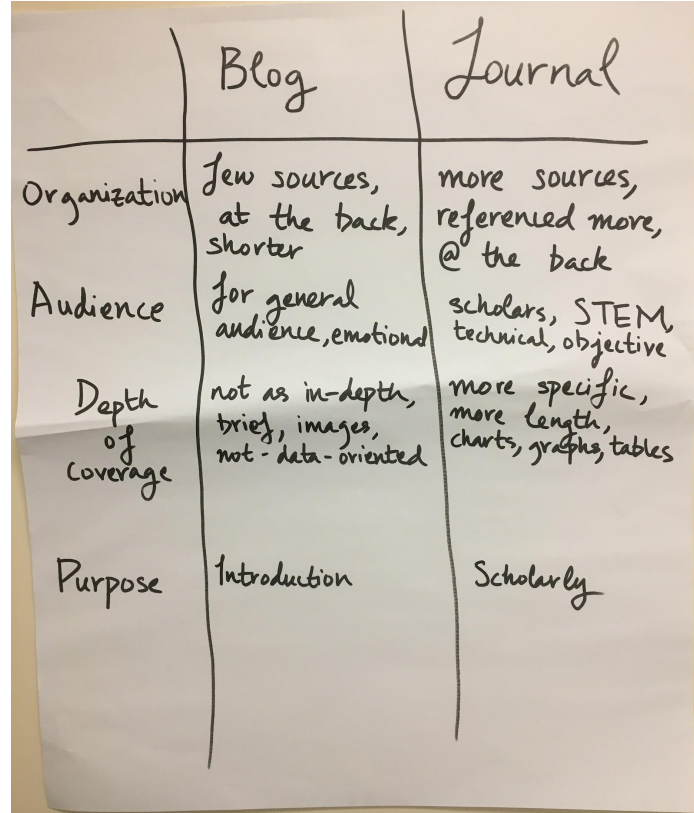
# ENGI 2304: Engineering Technical Writing



Second Variation: Summer 2017

- Each group has journal articles + 1 other source type
- Begin whiteboard fill-in with journal
- Success?
  - Quicker to compare 2 vs 4
  - Base source type
  - Assessment to come...

# ENGI 2304: Engineering Technical Writing



A handwritten table on a piece of paper comparing 'Blog' and 'Journal' writing styles. The table has two columns: 'Blog' and 'Journal'. The rows are labeled on the left: 'Organization', 'Audience', 'Depth of coverage', and 'Purpose'. The text is written in cursive.

	Blog	Journal
Organization	Few sources, at the back, shorter	more sources, referenced more, @ the back
Audience	for general audience, emotional	scholars, STEM, technical, objective
Depth of coverage	not as in-depth, brief, images, not - data-oriented	more specific, more length, charts, graphs, tables
Purpose	Introduction	Scholarly

# ENGI 2304: Engineering Technical Writing

	Books	Journals	Professional Magazines	Magazines	Blogs
Organization	TOC Index References Author Notes	Structured references charts/graphs medium length	Articles - short Pictures - could be technical or entertaining	Story - no references / few General public / entertainment pictures	Shorter Few references
Audience	Technical language Graphs/charts Mixed audience - focused interest to researcher	Experts Researchers	Engineers Professionals Middle specificity	Surface level Non technical Just conclusion / no background	Biased - opinions w/ no supporting details Intro audience
Depth of Coverage	Broad	Detailed Experimental data & results Outlined data and review	To inform about new innovations in the industry	To inform the general public Up-to-date news	Images - non-technical Mixed authors - could be anybody
Purpose	To educate More analytical History/background	To further research Data Reliable source To learn & add to knowledge			Introduction Multiple viewpoints

# ENGI 2304: Engineering Technical Writing



	Books	Journals	Professional Magazines	Magazines	Blogs
Organization					
Audience					
Depth of Coverage					
Purpose					

# Implications

*“It was the best of times, it was the  
worst of times...”*

# Implications

- Continual improvement
- Training structure
- Multiple perspectives
- Collaboration
- Share teaching load




# Implications

---

- Need for consensus
- Time-consuming
- Follow-through & accountability





Through recurring evaluation, we collaboratively revise curricula and make iterative changes to continually improve instruction.



# Questions?

Ariana Santiago

Ashley Lierman

Mea Warren

Instruction Librarian

Instructional Design Librarian

Natural Science & Math Librarian

@aripants

@arlierman

@meawarren



# References



Bowles-Terry, M., & Kvenild, C. (Eds.). (2015). *Classroom assessment techniques for librarians*. Chicago, IL: Association of College and Research Libraries.

{Q-Essentials} Paris Skyline Silhouette-

<https://marketplace.secondlife.com/p/Q-Essentials-Paris-Skyline-Silhouette/8620896>

Silhouettes New York and London Pack-

[http://www.freepik.com/free-vector/silhouettes-new-york-and-london-pack\\_832948.htm#term=london&page=1&position=16](http://www.freepik.com/free-vector/silhouettes-new-york-and-london-pack_832948.htm#term=london&page=1&position=16)