Creating and Exploring New Worlds: Information Literacy, Web 20, Knowledge, and The 21st Century

Relevance ➔ Engagement ➔ Participation
Assumptions

Sources = Materials

Materials = Verbal, Visual, Numerical, Multimedia

Use of the Materials of Others

Creation of Materials/Knowledge

Meta-cognition
One: An Historical Moment
Two: Web ➔ Print Uploaded
Front Matter

Published by: National Council of Teachers of English
Stable URL: http://www.jstor.org/stable/355659
<table>
<thead>
<tr>
<th>Determine the extent of information needed</th>
<th>Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.</th>
<th>Defines the scope of the thesis completely. Can define types of information (sources) selected directly relate to concepts or answer research question.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access the needed information</td>
<td>Accesses information using effective, well-designed search strategies and most appropriate information sources.</td>
<td>Accesses information using effective, well-designed search strategies and most appropriate information sources.</td>
</tr>
<tr>
<td>Evaluate information and its sources critically</td>
<td>Thoroughly (systematically and methodically) analyzes own and others’ assumptions and carefully evaluates the relevance of contexts when presenting a position.</td>
<td>Identifies own and others’ assumptions and carefully evaluates the relevance of contexts when presenting a position.</td>
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<tr>
<td>Use information effectively to accomplish a specific purpose</td>
<td>Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth</td>
<td>Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth</td>
</tr>
<tr>
<td>Access and use information ethically and legally</td>
<td>Students use correctly all of the following information use strategies (use of citations and information use strategies).</td>
<td>Students use correctly all of the following information use strategies (use of citations and information use strategies).</td>
</tr>
</tbody>
</table>
What is the impact of personal genetic testing?

Source: Liane Robertson
Unraveling the History Beneath the Ice

By JOHN GOODGE

Pulling samples by sled up a blue-ice slope to the Twin Otter parked on the rise. The mountains of the Queen Elizabeth Range are actually some 25 kilometers away beyond the Nimrod Glacier, out of view.

John Goodge, left, a professor of geological sciences at the University of Wisconsin, is part of the team led by Mark Jellinek, the associate director for Antarctic Programs at the United States National Science Foundation.
THREE QUESTIONS

• What sources did you find?
• How credible are they?
• How did you know?

→ And what will you do with them?
What does it mean to read in a field? What are the reading practices?

Source: Kathleen Yancey
Note Taking in a Clickable Age

THE SHIFTING NATURE OF AN AGE-OLD WAY OF RECORDING KNOWLEDGE

Harvard Gazette, November 21, 2012

Note taking in a clickable age

By Colleen Walsh

An observer only had to glance around the Radcliffe Gymnasium to understand the tactile nature and evolving techniques of the subject, literally, at hand. Some people tapped away on laptop computers, others used iPads to jot down thoughts. Many fumbled with the small buttons on their smartphones. A determined few resorted to paper and pen, even pencil. The note takers were all part of a daylong symposium aptly titled "Take Note," and organized by the Radcliffe Institute for Advanced Study earlier this month to explore the art and importance of effective note taking. The conference, the culmination of a four-year effort at Radcliffe to examine the tradition of books and their prospects in a digital age, brought together scholars from a range of disciplines.

In her opening remarks, Radcliffe Dean Lizabeth Cohen discussed the importance of notes in her work and how her own style of note taking has evolved throughout her career. A social historian, Cohen called the notes that she finds in archives "a one-way mirror into people and their times."
March 10th, 1876

1. The improved instrument shown in Fig. I was constructed this morning and tried this evening. It is a brass tube, and W the platinum wire. M is the mouth piece, and S the armature of the receiving instrument.

Mr. Watson was stationed in one room with the receiving instrument. He pressed one end closely against S and closed his other end with his hand. The transmitting instrument was placed in another room and the doors of both rooms were closed.

I then started into M the following sentence: "Mr. Watson—come here—I want to read a few passages from a book into this mouth piece M." It was entirely the case that articulate sounds proceeded from S. The effect was loud but indistinct and muffled.

If I had read beforehand the passage given by Mr. Watson, I should have recognized every word. As it was I could not make out the sense—but one occasional word here and there was quite distinct.

I made out "to end" and "further" and finally the sentence: "Mr. Bell, do you understand what I say? Do you understand—what I say?" came quite clearly and intelligibly. Resonance was audible when the armature S was removed.

Source: Alexander Graham Bell)
Strategy

Novice Strategies
Summary only *
Summary plus opinion *
Springboard

Advanced Strategies
Dig out an organizing idea
Interpret the text for own purpose
Evaluate the texts†
Mine the text for evidence
Do something for the reader

Eliminating Lab Reports: A Rhetorical Approach for Teaching the Scientific Paper in Sophomore Organic Chemistry

PETER I. ALAIMO, DEPARTMENT OF CHEMISTRY; JOHN C. BEAN,
DEPARTMENT OF ENGLISH; JOSEPH M. LANGENHAN, DEPARTMENT OF CHEMISTRY;
LARRY NICHOLS, DIRECTOR OF THE WRITING CENTER
SEATTLE UNIVERSITY

Since the early 2000s, many departments at Seattle University have adopted a "discourse approach" to outcomes assessment in which an instructor's report on the results of a course-embedded assignment leads to productive faculty discussion of student performance (Bean, Carrithers, and Earenfight 2005). Using this approach, a department typically identifies a senior-level assignment requiring "expert insider prose" (a term we have adopted from MacDonald 1994). The instructor grades the assignment using a rubric and identifies patterns of strength and weakness in students' work as preparation for a departmental discussion aimed at backward design of the curriculum. In that conversation faculty explore what might be done earlier in the curriculum, such as better instruction or improved assignment design or sequencing, to help novices improve their skills of disciplinary writing and thinking. This paper reports the results of this approach in the Department of Chemistry at Seattle University.

The Problems with Senior Theses in Chemistry
The Seattle University Chemistry Department embeds expert insider prose in a senior
Differing Annotations

Jen & Larkin: Community and Collaboration in Comp

What is the role of collaboration/community in composition theory and in the classroom?

Bruffee: As is evident by this week's readings, these scholars envision different approaches for effective collaboration in the classroom and acceptable ideas of community. According to Bruffee, collaborative learning should be a key component in a composition classroom and that more teachers should incorporate this pedagogical tool into their classrooms. He defines collaborative learning "as a way of engaging students more deeply with the text" and describes it as a "pedagogical tool that 'works' in teaching composition" (545). Although he "offers no recipes," Bruffee mentions peer tutoring (peer criticism/peer evaluation and classroom group work) as options for teachers who are hesitant to experiment with this approach in the classroom (547). Collaboration changes the social context in which the students learn (548) which in turn stimulates conversation which then produces "a community of knowledgeable peers" (553). Bruffee contends, "Mastery of a knowledge community's normal discourse is the basic qualification for acceptance into that community" (552). Collaborative
With 'Social Reading,' Books Become Places to Meet

By Jennifer Howard

Stephen Duncombe thought he knew what he was going to do with his sabbatical year, and what you do during a sabbatical year is you sit down and write a book," said Mr. Duncombe, an associate professor of media and culture at New York University. "I had a book planned, and I walked into a bookstore and thought, 'I can't do that.'"

Instead of writing a conventional monograph, he decided to experiment, aiming to move toward "what a book might look like in the future, when it's not just something bound between two covers, and words on a page."

The result of his sabbatical labors has just gone live. Called Open Utopia, it's a free, online version of Thomas More's Utopia that anyone can browse—and annotate. An example of what's sometimes called social reading, Open Utopia builds on the idea that a book doesn't have to be a static text. Online, a book can be a gathering place, a shared space where readers record their reactions and conversations. Those interactions ultimately become part of the book too, a kind of amplified marginalia.

"We live in a world where people can talk back to their books," Mr. Duncombe told me.

More's classic work, published in Latin in 1516, explores what a perfect society might look like. It's been a staple of political philosophy for almost five centuries. A co-founder of the independent Center for Artistic Activism, Mr. Duncombe works with activists on how to use aesthetics to bring people to their cause. A couple of years ago, he traveled to Moscow to teach a
Like analytic rubrics, genre-specific rubrics are likely to be more useful in instruction than holistic rubrics, precisely because of their specificity and their utility for classroom guidance as well as for professional development of teachers (Gearhart & Wolf, 1994). Such rubrics align with a view of writing as a meaning-making activity requiring the orchestration of skills and strategies that vary with audience and purpose.

A final concern relates to the role that scoring systems play in connecting directly to a site of activity other than the testing context itself. Haswell (1998) Building on Smith’s (1993) theory of expert readership—an expertise developed in the process of teaching a specific writing curriculum—Haswell argues that model readers are expert in a local sense, authoritative about the relationship between a student and a specific course, one that the teacher-reader has very recently taught. Conceived of this way, reliability is more a function of rater experience with a specific curriculum rather than a function of agreement, directed or otherwise, among raters.

Challenges have also been raised against the idea that a single scoring approach can be equally valid in all contexts and for all purposes. An early study (Winters, 1982) compared patterns of results produced by four essay scoring systems—an analytical scale, the Diederich-evaluation scale...
Subject: MAPP Project Paper
To: Kathy A. Finney (kathyaf@Clemson.EDU)

Dr. Finney,

Dr. Finney wanted me to look at grading procedure time line and see if it might be out.

Card #38, 39, 40, 41, 42, 43, 44, 45

9/23/04 9:23 AM

New message

You have 1 new message.

1 Read
2 Cancel
WHAT DO WE DO?

COMBINE INTRO TO WAY WE'RE HERE

Handouts →

Textual

Performances

Resumes

PICTURES

Digital Portfolios

PowerPoints

Speeches

Audio/Vis

Posters

STRETCH

SMALLER FONT

BS COLOR

BS HAND COLOR

11"x17"?

8"x11"?
- Pointed, concise and factual, avoiding redundancy, abstraction, and extraneous information
- Data-driven for credibility
- Systematic, logical and efficient in describing and solving problems
- Seamless in its integration of textual, numeric, and graphic information
- Explanatory, often involving depiction of spatial objects and description of complex technical concepts and data
- Predictable in its frequent use of prescribed formatting and structure
- Collaboratively authored as work is often conducted with a geographically distributed team
- Presented using multi-media applications of text and graphics, including oral presentations, posters and web sites
- Written and formatted in ways that are appropriate to technical and/or non-technical audiences
Geologic Mapping in the Clemson Experimental Forest: The Clemson Experimental Forest Rocks

By Thomas Larrew

What is 17,500 acres and has two million trees? Perhaps you’re thinking that these outrageous stats belong to a national park, but they actually describe our very own Clemson Experimental Forest (CEF). The CEF is an often under-appreciated aspect of Clemson University; however, it truly distinguishes Clemson. The CEF is one of the largest college-associated woodlands, second only to Oregon State.

The Clemson Experimental Forest offers miles of trails for the avid hiker, mountain biker or casual nature lover, but did you know that it also harbors ample opportunities for research and development? From studying how trees sequester carbon to animal interactions, the CEF is a true living laboratory for research. Consequently, understanding the forest itself plays a big part in interpreting many of these experiments. Enter Scott Brame and his student investigators. This Creative Inquiry team is mapping out the CEF with an emphasis on geology and digitizing their results.

The team got to the roots of the forest by looking at its geology. After taking representative samples from all around the northern forest, the mineralogical properties of the rocks were determined using an X-ray diffractometer. This method revealed that the CEF is mainly composed of biotite gneiss and amphibolite. Additional research showed that the amphibolites are derived from island arc basalts. The presence of island arc basalts supports the well-established theory that prehistoric America, Laurentia, collided with Africa to
AN ASSIGNMENT

• Go to the library and browse through a few issues of the periodicals that Charles Dickens edited. Choose issues published before his death in June, 1870. Bring a CD or jump drive to save your article onto.

• *Household Words* (Note: NOT the 1881 version)
  • London :: [serial-mic]; 1850
  • STROZIER Micromaterials (Non-Circulating)  Film PR 268, Reel 47-50

• Also available at:
  • London :: [serial]; 1850
  • STROZIER LIBRARY periodicals (Non-Circulating)  050 H842
  • Shelved in Subbasement
  • STROZIER Special Coll (Shaw) (Non-Circulating)  AP4 .H9
  • STROZIER Special Coll (Shaw) (Non-Circulating)  AP4 .H9
The 2007 State of the Union Address
Over the years, President Bush's State of the Union address has averaged almost 5,000 words each, meaning the President has delivered over 34,000 words. Some words appear frequently while others appear only sporadically. Use the tools below to analyze what Mr. Bush has said.

Use of the phrase "Hope" in past State of the Union Addresses

Compared with other words

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<tbody>
<tr>
<td>Hope</td>
<td>7</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>5</td>
<td>20</td>
<td>10</td>
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<tr>
<td>Afghanistan</td>
<td>-</td>
<td>13</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>4</td>
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<tr>
<td>Economy(ic)</td>
<td>6</td>
<td>7</td>
<td>13</td>
<td>17</td>
<td>14</td>
<td>23</td>
<td>8</td>
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<tr>
<td>Insurance</td>
<td>2</td>
<td>-</td>
<td>1</td>
<td>6</td>
<td>1</td>
<td>3</td>
<td>14</td>
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<td>Iraq/Iraqi(s)</td>
<td>-</td>
<td>21</td>
<td>24</td>
<td>27</td>
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<td>18</td>
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<td>Iran</td>
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Make great ideas, share them with the world, earn fame and fortune (we’ve awarded over $6 million to artists). Repeat.
Do you have an earlier record of a word which our editors are currently researching? Please submit your evidence in the comments. Find out more »

email earlier than 1979

Before email was ‘email’ it was ‘electronic mail’. Although the shorter form is by far the more common name today, the full form ‘electronic mail’ of course came first […]

Posted by OED_Editor on 25 October 2012 6.37
Tags: 1970s, Computing
Comments: 3
You Can Transcribe It!
Help us improve the accessibility of historical documents.

Start a Transcription Mission
“Because of PatientsLikeMe, we are better able to recognize warning signs... [and] keep things in perspective. In short, PatientsLikeMe empowers us.”

“PatientsLikeMe has provided me with new friends—people who are experiencing the same problems as I am.”

“I joined because I didn’t want to feel alone anymore. Simply put. And I knew that I could be helpful [by sharing] my experience.”
### Symptoms

**Severity of symptoms**
- None
- Mild
- Moderate
- Severe

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<tr>
<th></th>
<th>Jan 10</th>
<th>Jan 11</th>
<th>Jan 12</th>
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<tr>
<td>General Symptoms</td>
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<tr>
<td>Anxious mood</td>
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<td>Depressed mood</td>
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<td>Fatigue</td>
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<td>Insomnia</td>
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<td>Pain</td>
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<td>Parkinson's Disease</td>
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<td>Constipation</td>
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<td>Excess saliva</td>
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<td>Excessive daytime sleepiness</td>
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<td>Memory problems</td>
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<tr>
<td>Sexual dysfunction</td>
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<tr>
<td>Slowness</td>
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<tr>
<td>Stiffness/Spasticity</td>
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<tr>
<td>Additional Symptoms</td>
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<tr>
<td>Diarrhea</td>
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<tr>
<td>Dyskinesia</td>
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<tr>
<td>Phantom tremor</td>
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<tr>
<td>Torso Shake Attack</td>
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</table>

### Treatments

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<tr>
<th></th>
<th>Jan 10</th>
<th>Jan 11</th>
<th>Jan 12</th>
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</thead>
<tbody>
<tr>
<td>Aspirin</td>
<td>81 mg daily</td>
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</table>
OBJECTS HAVE STORIES. TELL US YOURS.

The Portland Art Museum offers a unique opportunity to share your story about an object that is meaningful to you. Do you have something you would never give up? Like a favorite childhood toy, a military medal, or a memento? Something that lives on your wall, your mantle, or buried in a corner of your dresser? Something that evokes a time or person in your life, a place you miss, or something you hope for?
A Digital Studio provides both a technology-equipped space and technological/rhetorical support to students (commonly at a university) working individually or in groups on a variety of digital projects, such as designing a website, developing an electronic portfolio for a class, creating a blog, selecting images for a visual essay, or writing a script for a podcast. [1]
Reading, writing, researching: how will students participate?

OUTCOME

TASK

MODELS

CRITERIA FOR ASSIGNMENTS

CHANGE → ATTITUDE; KNOWLEDGE; UNDERSTANDING; PRACTICES; TEXTS; ACTION