

Hamline Plan Q: Independent Critical Inquiry and Information Literacy

Straw poll feedback on proposal	Addressed in the following ways
<p>1. Concerned about new letters added to courses- Letter overload-</p> <p>2. Simply incorporate the components of critical inquiry and information literacy into courses without adding the letter Q to a course.</p>	<p>Q is not a new letter; it was simply given a clarifying name and definition, and it now explicitly integrates the information literacy component implicit in the description of the requirement's educational goals in the <i>Bulletin</i>.</p> <p>In order to ensure students' development of "Q" skills across their undergraduate experience, the undergraduate faculty need to map "Q1," "Q2," and "Q3" experiences from the introduction of these skills in first-year courses, to their translation to discipline-specific contexts in intermediate courses in the major, to student's independent demonstration of those skills in their senior year.</p> <p>This does not entail a proliferation of letters for students: the Q will be attached to those culminating, integrative learning experiences in the major where students "work independently to identify a meaningful and answerable question, develop appropriate methods of study, and present the results of the investigation" (from the <i>Bulletin</i>).</p>
<p>3. Letter Q is not needed for FYSEM</p>	<p>We've already been doing a lot of Q work in FYSEM without explicitly designating it as such and without mapping how it fits into a series of learning experiences that help students to develop research-based critical inquiry skills across their undergraduate education.</p> <p>When faculty approved the goals and outcomes from a key resolution of the 2007-2008 FYSEM Task Force Report as the governing curriculum for FYSEM, they created the framework for the introduction and assessment of many of the Hamline Plan Q's learning outcomes, including:</p> <p>"II. Prepare students for academic success at the college level through development of the following skills: reading, critical analysis, discussion, writing, research and study."</p>

“Q” Responses to Faculty Questions

	<p>Research is defined as, “locate scholarly sources in academic databases; judge the integrity/authoritativeness of internet sources; choose the most appropriate source for different assignments; learn the difference between primary and secondary sources; compile a bibliography; ask/frame a research question.”</p> <p>AND</p> <p>III. “Provide an introduction to Hamline’s academic and student services resources,” such as “B. Use Bush Library resources to conduct independent academic research.”</p>
<p>4. Is there overlap between the information literacy skills introduced by librarians in English 1110 and First Year Seminar library sessions?</p>	<p>The information literacy skills introduced are tailored to each program’s goals and learning outcomes. The teaching librarian also works with each faculty member to tailor the instruction and guided practice sessions to fit the unique assignment(s) created by each faculty member for their course. The specific skills covered for each are listed here:</p> <p>http://bushlibraryguides.hamline.edu/learningoutcomes</p> <p>While there might be some overlap in skills addressed, any repetition is in different contexts and to different ends, which provides some necessary reinforcement of these skills for most first-year students.</p>
<p>5. Information Literacy should be a departmental learning outcome</p>	<p>Two major factors pushed our committee to offer this adaptation to the existing Hamline Plan Q:</p> <ol style="list-style-type: none"> 1) A review of departmental learning outcomes and their associated curriculum maps indicates that there are inconsistent opportunities in Hamline departments and programs for students to develop and demonstrate research-based critical inquiry skills. 2) There are identifiable gaps between what some of our graduates say they can do and know regarding information literacy and how well they can demonstrate those competencies. This observation is backed with data from our formal information literacy assessments and the one-on-one opportunities librarians have to assist students in their research processes.

“Q” Responses to Faculty Questions

<p>6. “Many writing –intensive courses, (particularly those that assign research papers) will also have the Q attached...”</p>	<p>Yes, that will be true if majors in many departments and programs earn the Q in senior seminars or other advanced, integrative learning experiences that are also writing intensive.</p> <p>Departments offering writing intensive courses with a Q designation will likely be prepared to offer student work artifacts that could be used for Hamline Plan assessment of writing and the Q.</p>
<p>7. Would “Intermediate courses in the major” be considered 3000 level?</p>	<p>In most instances, yes. Many 3000 level courses, including core research methods courses, might be ideal candidates for building upon the introductory critical inquiry and information literacy skills provided in FYSEM and English 1110. Your program will determine whether one required course at the 3000 level fulfills the intermediate, Q2 expectations, or if you’ll offer several paths (and courses) for students to take, each of which would fulfill Q2 expectations.</p>
<p>8. There should be content not just skill</p>	<p>The arc of development built into our proposal is designed to address this need. In Q1 experiences, skills are given more emphasis than content due to the learning outcomes of those courses. In a Q2 or Q3 course in the major, the faculty member (and, potentially, a collaborating librarian) would build content into the experience, relating disciplinary research skills with higher level concepts and content, such as intellectual property.</p>
<p>9. How will transfer student satisfy the Q requirements?</p>	<p>Registration and Records will follow their standard transfer student articulation processes when reviewing transfer student petitions for accepting courses that meet Hamline Plan requirements. For example: The Q1 experience at Hamline is spread across English 1110 and FYSEM. The First-Year Writing Director reviews transfer student requests to determine if English courses taken elsewhere meet Hamline’s criteria—which includes research and information literacy skills—for acceptance in place of ENG 1110.</p> <p>Additionally, all transfer students get a short introduction to the library during their “transfer orientation.” Bush Library also works with the Center for Student Success and Transition and is involved with Transfer Seminars and the Transfer Lunch. These 3 opportunities taken together</p>

“Q” Responses to Faculty Questions

	<p>roughly equate to the time spent in a FYSEM Q1 experience, but without any corresponding faculty created assignment.</p> <p>Department and Program Chairs will continue to review petitions to consider whether advanced coursework completed elsewhere applies toward major requirements, which will include Q2 and Q3 experiences.</p>
<p>10. Concern [that the Q proposal] is trying to do two things; critical application of information literacy can be satisfied through projects, and that is not the same as knowledge creation based research projects (need understanding of how we would do them both).</p> <p>Must Q3 be a traditional research paper?</p> <p>Will practicum-based capstone/senior seminars need to add an additional course?</p>	<p>The Q proposal provides flexibility in the Advanced Experience -Q3 (which occurs in the major) in order to allow faculty to design and students to create integrative projects appropriate for their major. These could be a senior seminar paper, a practicum, a creative project or a specialized research course in which the student demonstrates the skills that have long been the goal of a Q experience: “to identify a meaningful and answerable question, develop appropriate methods of study, and present the results of the investigation” (from the <i>Bulletin</i>). Any of the diverse methods that departments use to showcase students’ culminating work in a degree program can be Q3 experiences, so long as Q3 skills are integrated and demonstrated in some way.</p>
<p>11. If a student changes majors would they be required to take a different Q2 course in the new major?</p> <p>Would Q be required for both a major and a co-major?</p>	<p>As Q2 and Q3 experiences will be integrated into the requirements for each major, they will necessarily be completed as a student completes any new, or second, major.</p> <p>Additionally, the academic library liaison to each department will be happy to provide one-on-one assistance to students who change majors or double major.</p>
<p>12. Proposal would have a major impact on departments with a small number of faculty. They may be required to create and instruct new courses to ensure conformity with the proposal.</p> <p>If departments within a division agreed there was enough similarity between their approaches, could part of the Q proposal be satisfied by a required course offered to multiple majors?</p>	<p>Each department will need to review their curriculum maps to discover which courses offer attainment of Hamline Plan requirements. If your department is not offering courses with a Q now, it may be necessary to create a new course.</p> <p>Or, the Q proposal committee is willing to explore the possibility of creating a new required course co-taught by divisional faculty and the academic librarians that would address this need, depending on resource implications.</p>

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