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Getting Superior Work in the IR: A Self-Supporting Loop

M. Sara Lowe

Claremont University Consortium

Sean M. Stone

Claremont University Consortium

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Getting superior work in the IR: A self-supporting loop

Sara Lowe, Assessment Librarian

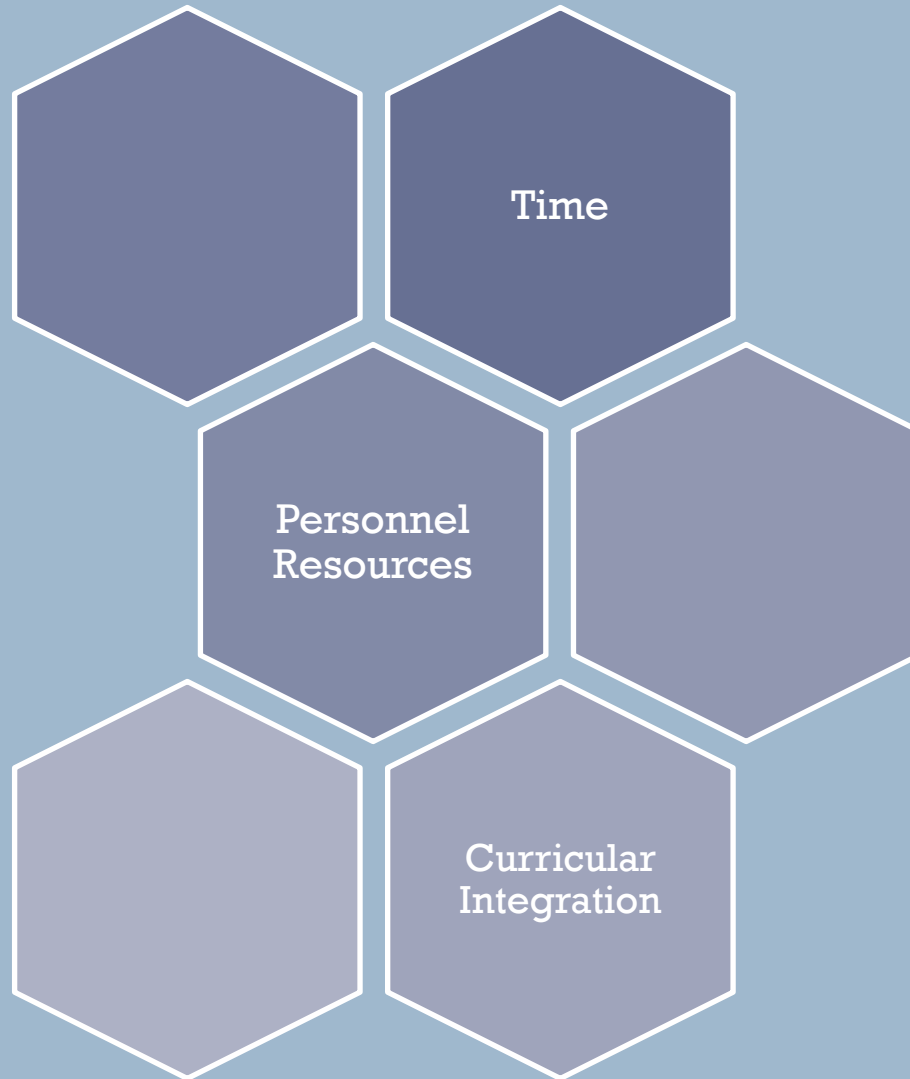
Sean M. Stone, Science & Asian Studies Librarian

Claremont Colleges Library

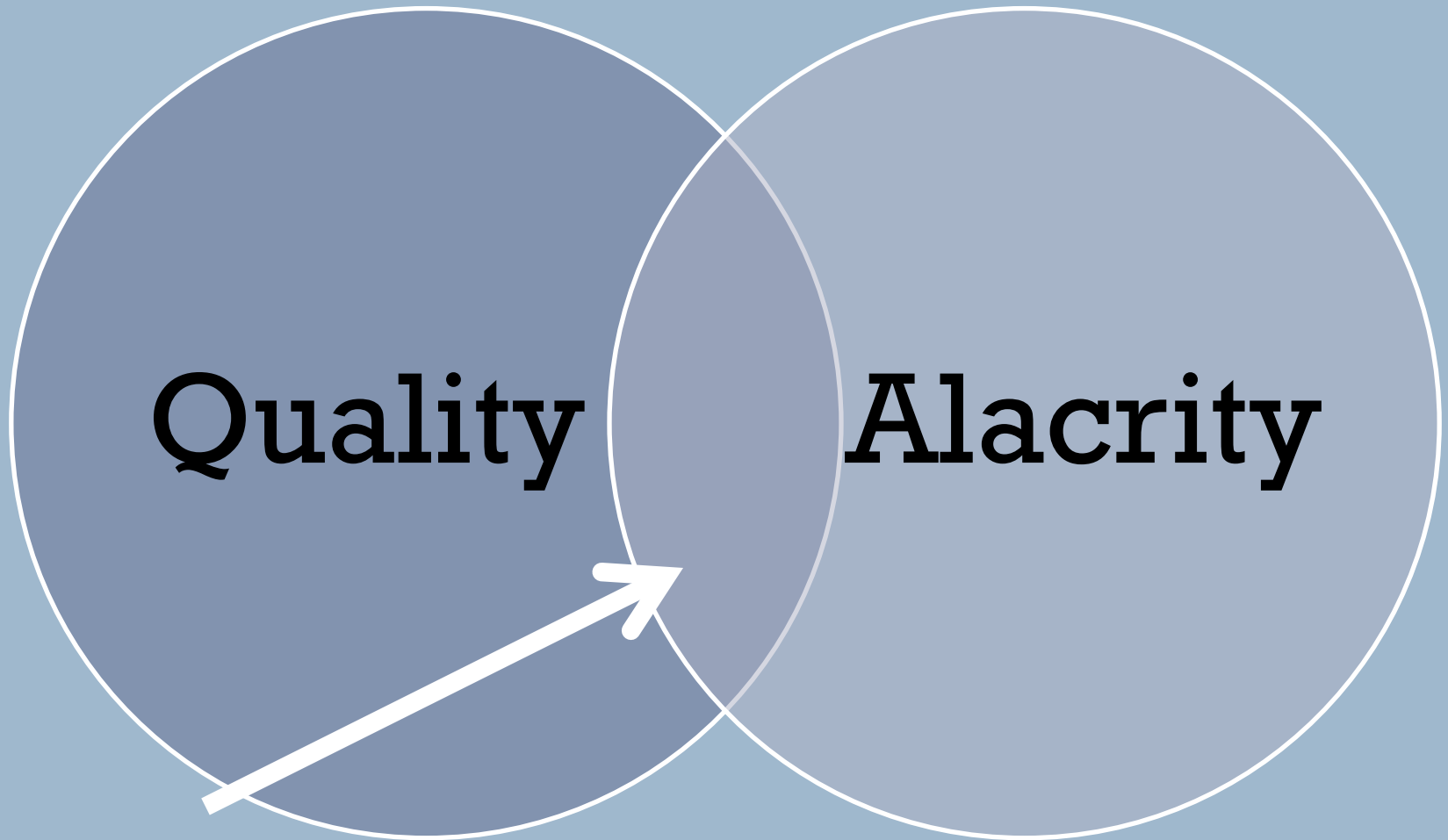
Problem – Poor Quality



Challenges



High Quality v. Alacrity



Theses that are high quality
and happily submitted

Tools

Learning
Outcomes

Rubrics

Curriculum
Mapping

Course
Integration

Information Literacy

Habits of Mind

- 1 **Inquiry** – interpreting assignments; determining information needs; developing a research strategy, question(s), and/or thesis to facilitate strategic information discovery and access; preliminary research tool and source selection
- 2 **Evaluation** – resource analysis, inference, and revision of research strategy
- 3 **Communication** – synthesis, integration, contextualization, and presentation of evidence in scholarship and creative work
- 4 **Attribution** – providing clear documentation of source materials; perceiving and engaging in a scholarly conversation; understanding copyright regulations, fair use, and when to seek permissions
- 5 **Insight** – critical understanding of the social, legal, economic, and ethical aspects of information creation, use, access, and durability

Information Literacy in Student Work Rubric – Claremont Colleges Library (Version 2012/13)

Learning Outcome	Level of Achievement			
	Highly Developed 4	Developed 3	Emerging 2	Initial 1
Attribution	<p><i>Shows a sophisticated level of understanding for when and how to give attribution.</i></p> <ul style="list-style-type: none"> Documents sources consistently and completely Uses in-text citation and notes correctly and consistently Cites non-textual sources consistently Names and labels figures and/or graphs clearly and completely. 	<p><i>Attribution indicates understanding of the rationale for and various mechanisms of citation.</i></p> <ul style="list-style-type: none"> Documents sources throughout with occasional errors or inconsistencies. Uses in-text citation and notes with occasional errors or inconsistencies Cites non-textual sources with relative consistency Usually names and labels figures and/or graphs clearly and completely. 	<p><i>Missteps in attribution interfere with the argument or point to fundamental misunderstandings.</i></p> <ul style="list-style-type: none"> Frequently documents sources incorrectly or leaves out some citations. Frequent errors and inconsistencies with in-text citation and notes Does not consistently cite non-textual sources Names and labels figures and/or graphs inconsistently. 	<p><i>Use of evidence and citation is poor, making it difficult to evaluate the argument or sources.</i></p> <ul style="list-style-type: none"> Displays fundamental and consistent errors in source documentation Does not include or contains significant inconsistencies with in-text citation and notes Does not name, title, or cite non-textual sources Does not name or label figures and/or graphs.
Evaluation of Sources	<p><i>Source materials employed demonstrate expertise and sophisticated independent thought.</i></p> <ul style="list-style-type: none"> Demonstrates sophisticated awareness of universe of literature and community of scholarship Uses a variety of appropriate and authoritative sources Always distinguishes between types of sources (e.g., scholarly v. popular, fact v. opinion) Does not over- or under-rely on the ideas of others or the work of a single author Demonstrates a thorough critical exploration and knowledge of theories and sources selected 	<p><i>Source materials are adequate and appropriate but lack variety or depth.</i></p> <ul style="list-style-type: none"> Explores supporting sources and community of scholarship but might overlook important avenues Sources are used support claim(s) but may not be the most authoritative source to make claim Usually distinguishes between types of sources (e.g., scholarly v. popular, fact v. opinion) May over- or under-rely on the ideas of others or the work of a single author Demonstrates a preliminary critical exploration and knowledge of theories and sources selected 	<p><i>Source materials used are inadequate.</i></p> <ul style="list-style-type: none"> Exhibits weak awareness of universe of literature or other sources that could strengthen claim(s) or argument(s) Relies on too few or largely inappropriate sources Does not consistently distinguish between types of sources (e.g., primary v. secondary, scholarly v. popular, fact v. opinion) Clearly selected sources out of convenience Demonstrates little critical exploration and knowledge of theories and sources selected 	<p><i>Source materials are absent or do not contribute to claim(s) or argument(s).</i></p> <ul style="list-style-type: none"> No evidence of awareness of universe of literature or other sources that could strengthen claim(s) or argument(s) When included, sources are too few or badly inappropriate No distinction between types of sources (e.g., scholarly v. popular, fact v. opinion) Does not explore outside sources or present evidence when called for No evidence of critical exploration and knowledge of theories and sources selected
Communication of Evidence	<p><i>Evidence is integrated and synthesized expertly to support claims.</i></p> <ul style="list-style-type: none"> Consistently presents evidence to support claim(s) and argument(s) Synthesizes and contextualizes evidence appropriately for audience Uses evidence instrumentally toward rhetorical goals Distinction between own ideas and ideas of others is consistently clear 	<p><i>Proficient synthesis and integration of evidence.</i></p> <ul style="list-style-type: none"> Generally employs evidence to support claim(s) and argument(s) May present some evidence without context Frequently demonstrates using evidence instrumentally toward rhetorical goals Distinction between own ideas and ideas of others is usually clear 	<p><i>Weak attempts at synthesis or integration.</i></p> <ul style="list-style-type: none"> Sporadically uses evidence to support claim(s) or argument(s) Frequently fails to put sources into context (e.g. "The World Bank says...") Usually does not demonstrate using evidence instrumentally toward rhetorical goals Consistently blurs distinction between own ideas and ideas of others 	<p><i>No evidence of attempt at synthesis or integration.</i></p> <ul style="list-style-type: none"> Claim(s) or argument(s) lack necessary evidence Fails to contextualize quotes and evidence No demonstration of using evidence instrumentally toward rhetorical goals No distinction between own ideas and ideas of others

CCL - 5C Environmental Analysis Program: 2012-13

Faculty

- CMC
- Harvey Mudd
- Keck Science
- Pitzer
- Pomona
- Scripps
- Library

EA Abroad

- Australia
- Costa Rica
- Ecuador
- New Zealand
- South Africa
- Tanzania

EA Landscapes & Campuses Sustainability

- Landscapes
- Sustainability

Organizations & Clubs

- Cultivating Dreams
- SC Outdoor Women Leaders
- Students for the Bernard Field Station
- CMC
- Harvey Mudd
- Pitzer
- Pomona
- Scripps
- CGU

Courses

- CMC
- Harvey Mudd
- Keck Science
- Pitzer
- Pomona
- Scripps

Library Resources

- EA Librarians
- EA Databases
- Research Guides
- 2011-12 EA/Library Collaboration & Outcomes

Degree Requirements

- Environmental Analysis (CMC)
- Environment, Economics, and Politics (EEP)
- Emphasis in Environmental Studies
- Off-campus major requirements (Harvey Mudd Off Campus Major)
- HMC Center for Environmental Studies
- Student Learning Outcomes
 - Environment & Society Track
 - Environmental Policy Track (Pitzer)
 - Environmental Science Track
 - Sustainability and the Built Environment Track
 - Custom Track
- Environmental Science Specialized Field
- Environmental Policy Specialized Field (Scripps)
- Environment and Society Specialized Field

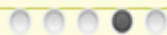
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Home



Piles, Pitchforks, and Perfect Learning Opportunities: Why Colleges and Universities Should Choose Small-Scale Composting

Jen Schmidt PO '14 and Farm Manager Adam Long PO'15 have written a blog post describing the composting program in place on Pomona's organic farm. The piece has been picked up by Compostory.org and provides an important argument for campus...



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Upcoming Events

At the Intersection of Traditional Rural Life and Modernization: A Documentary

Monday, December 2nd, 12:00 Noon, Oldenborg, Pomona College

From Yi Luo, the presenter: "Wolong Natural Preserve is the third largest natural preserve in China. My internship experience with an environmental NGO there inspired me to record local Tibetans' lives. They are experiencing many changes in their daily life, which epitomizes Chinese rural society, and my film, which was supported by the PO Pacific Basin Institute, attempts to tackle these complicated social changes."

5C EA Program Map: Explore Our Curriculum and Community



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Explore Our
Curriculum and
Community**

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ENVIRONMENTAL ANALYSIS PROGRAM SENIOR THESES

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2013 ▼

Senior Theses from 2013

-  [PDF](#) [The Concrete River: Industry, Race, and Green Justice on the Banks of the Los Angeles River](#), Carolyn M. Angius
-  [PDF](#) [Connecting Urban Residents to Their Watershed with Green Stormwater Infrastructure: A case study of Thornton Creek in Seattle, Washington](#), Lisa A. Beem
-  [PDF](#) [Decolonizing Ecology Through Rerooting Epistemologies](#), Lauren M. Bitter

EA 191

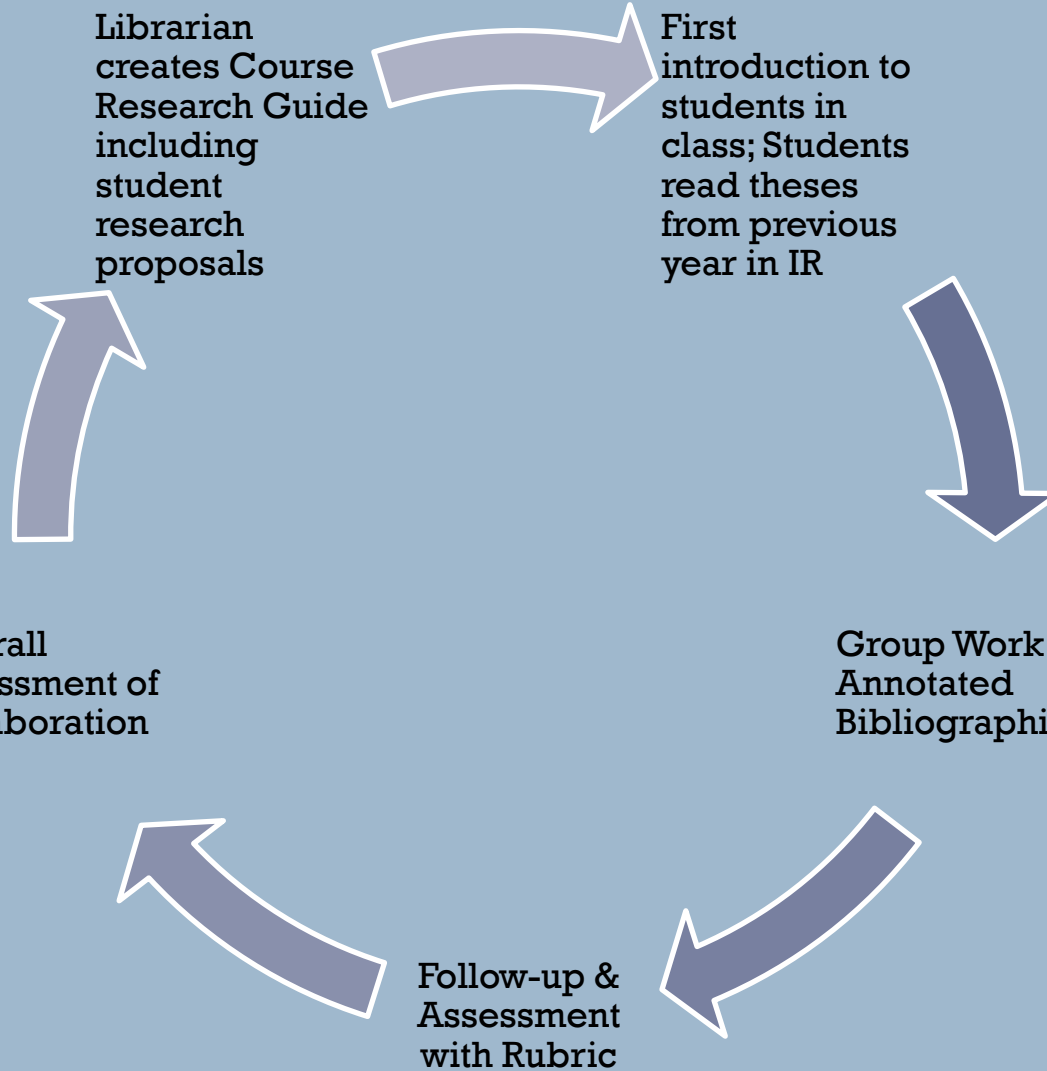
Librarian
creates Course
Research Guide
including
student
research
proposals

First
introduction to
students in
class; Students
read theses
from previous
year in IR

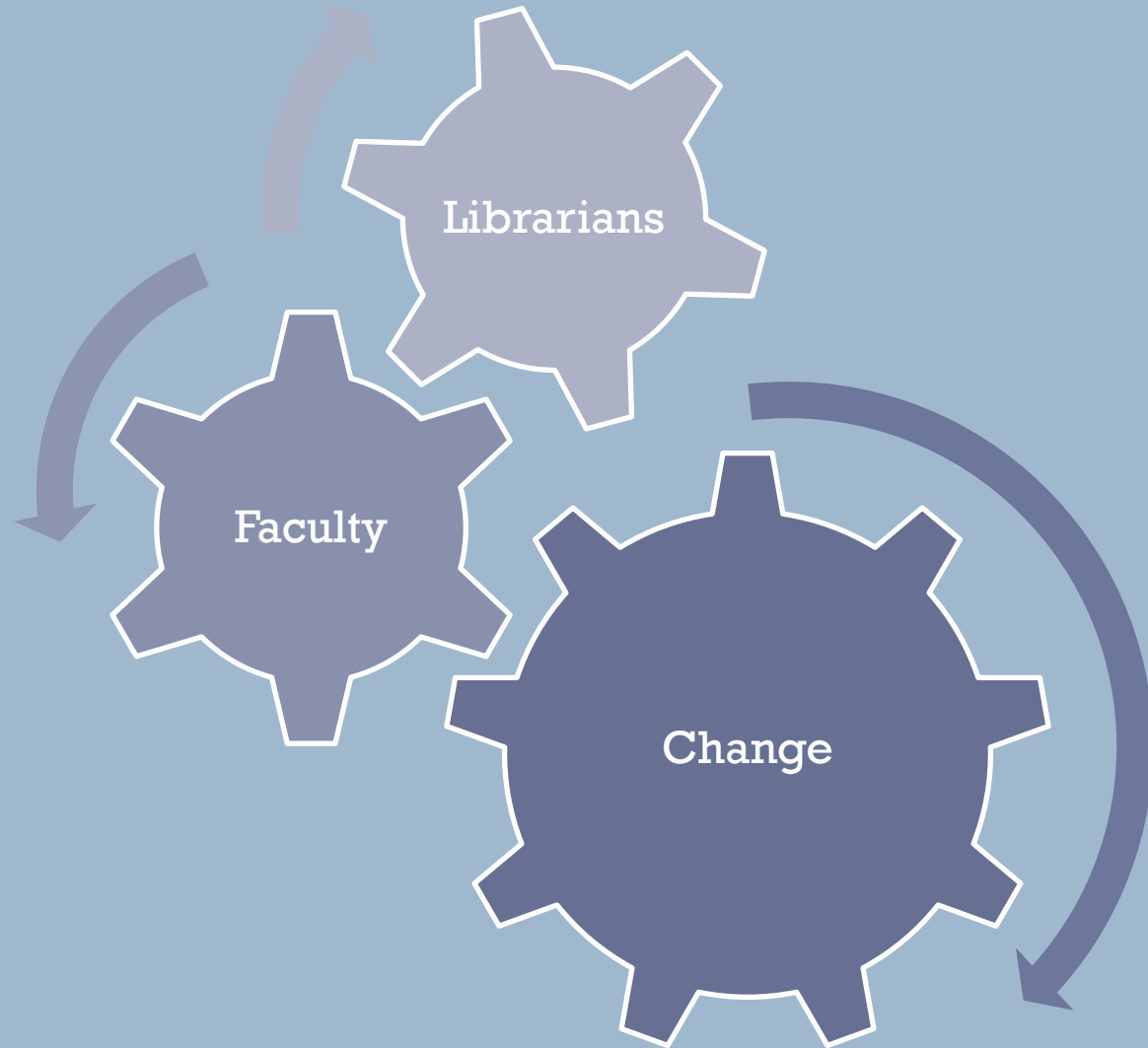
Group Work &
Annotated
Bibliographies

Follow-up &
Assessment
with Rubric

Overall
assessment of
collaboration



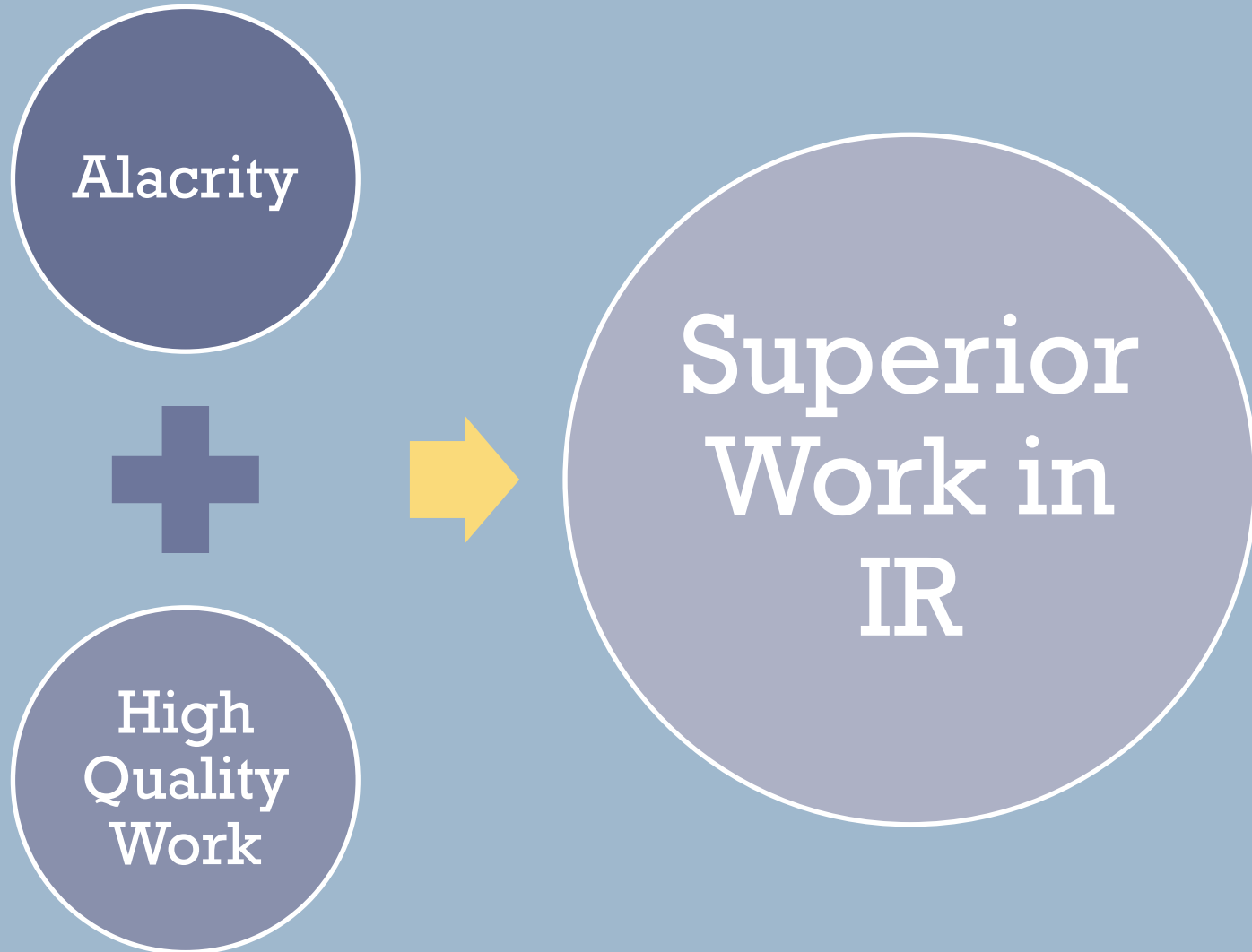
Results



Rubric Analysis Project

- EA Senior Theses 2007-2014 (3-24/year)
- Divided into Arts & Hum., Soc. Sci. & Nat. Sci.
- Each group graded by a faculty member and librarian pair using the IL rubric

Outcome



Websites

- Pomona Environmental Analysis Website – <http://ea.pomona.edu>
- EA Senior Theses in Scholarship @ Claremont – http://scholarship.claremont.edu/eap_ea_theses/
- Scholarship @ Claremont Theses and Dissertations - <http://scholarship.claremont.edu/etd/>
- IL Rubric - <http://bit.ly/ccl-ilrubric2012-13>
- Rubric content adapted for the Claremont Colleges by Char Booth (char_booth@cuc.claremont.edu), Sara Lowe (sara_lowe@cuc.claremont.edu), Natalie Tagge (natalie_tagge@cuc.claremont.edu), and Sean Stone (sean_stone@uc.claremont.edu) from an instrument originally developed at Carleton College - Gould Library Reference and Instruction Department. "Information Literacy in Student Writing Rubric and Codebook." Northfield, MN: Carleton College. 2012. <http://go.carleton.edu/6a>

Thank you!

Questions?

Sara Lowe

sara_lowe@cuc.claremont.edu

Sean Stone

sean_stone@cuc.claremont.edu