

Faculty Development Grant
Interim Report
Dr. Steve Matzner & Lisa Brunick, MLS

Proposal Summary:

Within Augustana's curriculum, Biology 180, Introduction to Environmental Science satisfies an Area 3.2 requirement and provides students with an opportunity to learn about and take some positive action for relevant environmental issues. The central tenets of the course emphasize learning the scientific background of major environmental issues. BIOL 180 is traditionally taught as a 3 hour lecture course with a 3 hour weekly laboratory exercise every week. The project coordinators propose modifying BIOL 180, Intro to Environmental Science course to enhance the current course objectives through the integration of information literacy skills.

Project Activities Completed as of December 31, 2004

A. Developed pre and post survey (see Attachment A)

The pre-survey will be administered during Lisa Brunick's instruction session with the class. The post-survey will be administered before the final exam. Results will be tabulated at the end of Interim 2005

B. Modified course syllabus

Dr. Matzner modified the BIOL 180 syllabus, incorporating an instruction session with Lisa Brunick. Two information literacy assignments were added. These new components are an educational enhancement, where Dr. Matzner will ask students to research a relevant environmental issue and apply that information for both the general public (pamphlet) and scientific audience (4-5 page research paper). Lisa Brunick will assess the bibliographies of both assignments and Dr. Matzner will assess the remaining elements (see Attachment B).

Project Activities to be completed (Interim 2005)

A. Tabulation of information pre- & post- survey results

B. Lisa Brunick's presentation to the class

C. Evaluation of assignments

Attachment A

BIOL 180: Intro to Environmental Science

Student Survey

Please rate your ability to use the following:

	Competency Rating				
	Not Skilled	1	2	Skilled	Highly Skilled
Online Library Catalog	1	2	3	4	5
Academic Search Premier	1	2	3	4	5
ProQuest	1	2	3	4	5
MasterFile Premier	1	2	3	4	5
First Search (AGRICOLA)	1	2	3	4	5
Internet Search Engines	1	2	3	4	5

*How comfortable are you seeking assistance from the librarians?**Not comfortable**Comfortable**Very Comfortable**Please rate your ability to do the following:*

	Competency Rating				
	Not Skilled	1	2	Skilled	Highly Skilled
Choose a database to find information.	1	2	3	4	5
Choose keywords and combine them for an effective search.	1	2	3	4	5
Assess the credibility of information.	1	2	3	4	5
Cite information sources.	1	2	3	4	5
Critically read and summarize scholarly articles.	1	2	3	4	5
Compare and contrast scholarly articles.	1	2	3	4	5

*How often do you visit the library?*Frequently
(at least once a week)Occasionally
(at least once a month)Rarely
(once or twice a semester)

Never

*How often do you use the library's web page and/or databases?*Frequently
(at least once a week)Occasionally
(at least once a month)Rarely
(once or twice a semester)

Never

Attachment B

Pamphlet

Research Paper Element	Learning Outcome(s)	Points Possible
Introduction	Analyzes and synthesizes information to introduce & summarize the topic. Develops a clear, concise thesis statement as well as background information to establish the importance of the topic.	10
Body	Locates, evaluates, selects and rejects sources of information. Analyzes, organizes and synthesizes gathered information.	10
Conclusions	Synthesizes gathered information and draws warranted, judicious conclusions.	10
Overall appearance/grammar	Creates an original, logical, and well-organized paper appropriate for a scientific audience.	15
Sources used	Identifies, locates, & accesses text & non-text resources based on criteria from class. Correctly cites paraphrases and quotations. Creates an appropriate Works Cited page.	15

Pamphlet Element			
General education paragraph <i>5 points possible</i>	5 points Clearly introduces and summarizes topic.	3 points Clearly introduces and summarizes topic.	1 point Clearly introduces and summarizes topic.
Illustration <i>5 points possible</i>	5 points Includes at least 2 graphics related to topic.	3 points Includes 1 graphic related to topic.	1 point Includes no graphic.
Safety issues <i>5 points possible</i>	5 points Accurately identifies relevant safety issues.	3 points Identifies safety issues, but some are unrelated to topic.	1 point Fails to identify relevant safety issues.
Sources for further information <i>5 points possible</i>	5 points Includes at least 3 sources for further information appropriate for a general audience.	3 points Includes fewer than 3 sources for further information appropriate for a general audience.	1 point Includes no sources for further information.
Conclusions <i>5 points possible</i>	5 points Presents warranted, judicious, non-fallacious conclusions.	3 points Presents warranted & non-fallacious conclusions	1 point Regardless of evidence, maintains views based on preconceptions.
Overall appearance/grammar <i>10 points possible</i>	10 points Information is very organized & appropriate for a general audience. No grammatical or spelling errors.	7 points Information is organized & mostly appropriate for a general audience. Almost no grammatical or spelling errors.	5 points Information is organized & somewhat appropriate for a general audience. Some grammatical or spelling errors.
Sources used <i>5 points possible</i>	5 points All sources are documented & meet the criteria from class.	3 points Some sources are documented & meet the criteria from class.	1 point Few sources are documented & meet the criteria from class.

Interim Report – Matzner & Brunick 4

Research Paper Element				
Introduction <i>10 points possible</i>	10 points Includes a clear, concise thesis statement as well as background information to establish the importance of the topic.	8 points Includes a clear thesis statement, but could be more focused. Includes sufficient background information to establish the importance of the topic.	6 points Includes a thesis statement, but not appropriately focused. Includes little background information to establish the importance of the topic.	4 points Does not include a thesis statement. Includes insufficient background information to establish the importance of the topic.
Body <i>10 points possible</i>	10 points Information clearly relates to the main topic. It includes several supporting details and/or examples.	8 points Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	6 points Information clearly relates to the main topic. No details and/or examples are given.	4 points Information has little or nothing to do with the main topic.
Conclusions <i>10 points possible</i>	10 points Presents warranted, judicious, non-fallacious conclusions.	8 points Presents warranted & non-fallacious conclusions.	6 points Presents conclusions loosely based on evidence presented.	4 points Regardless of evidence, maintains views based on preconceptions.
Overall appearance/grammar <i>15 points possible</i>	15 points Information is very organized & appropriate for a scientific audience. No grammatical or spelling errors.	11 points Information is organized & mostly appropriate for a scientific audience. Almost no grammatical or spelling errors.	7 points Information is organized & somewhat appropriate for a scientific audience. Some grammatical or spelling errors.	3 points Information is not organized & appropriate for a scientific audience. Many grammatical or spelling errors.
Sources used <i>15 points possible</i>	15 points All sources are documented & meet the criteria from class.	11 points Some sources are documented & meet the criteria from class.	7 points Few sources are documented & meet the criteria from class.	3 points No sources are documented and do not meet the criteria from class.