

Learning Goals	Ways of Assessing this kind of Learning	Actual Teaching/Learning Activities
Using an academic research process to create new information.	This will be assessed in their final project, and through smaller assignments to take them through the process.	Students will watch a video lecture on the research process, and write a short reflection on how it is different than what they may have done before. We will then have a short conversation in class sharing volunteers' reflections.
Identifying suitable types of information sources for their specific purpose.	Students will work through a number of homework prompts where they will need to find sources that give them background/general information to help them understand their topic; as well as sources to help them support their argument and provide analysis.	This has been part of the lecture on the research process (the kinds of information you use at different parts of the research process), but no in class activities. I'm open to suggestions.
Finding the information effectively.	Students will turn in annotated bibliographies that show where they found the sources.	This is mostly done by the student in their homework. As this is one of three first-year-experience courses, we don't talk about mechanics of finding sources, and instead we focus more on the interpretation and evaluation.
Critically evaluating the information retrieved based on the context.	Students will successfully choose between two sources the one best suited	There are a few different activities that help students evaluate information. One, is the Internet Carousel where students visit different stations around the room and answer questions about web sources. Two, is a whole session reading and discussing scholarly articles (for form, not necessarily content).
Understanding the values of different communities and scholarly disciplines.	Students will choose suitable sources and language for their presentations to each of their communities.	In the past, this has been a lecture about how different communities value different kinds of information. I ask students to reflect on their own community and what they value and then we discuss it as a class. I'd love suggestions about other activities I could do here.