

Kelly Banyas

Spring 2021

WRTG 107: Composition (EP)

Markowski

3/18/2021

2:30-3:45pm

Zoom

18

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Students are asked to find two long form journalism articles on opposing sides of a socially relevant issue and compare their arguments in a synthesis paper. Some platforms that have been used in the past for articles are *Vj g'P gy 'I qtmVko gu*, *Vj g'Geqpqo kw*, and *Vj g'I wtfkp*.

SLO 1: As a result of this information literacy instruction, students will understand the basics of database searching and utilizing keywords in their searches.

SLO 2: As a result of this information literacy instruction, students will investigate various platforms for long form journalism articles, which are provided on a specifically curated Research Guide.

SLO 3: As a result of this information literacy instruction, students will identify one potential article to use in their synthesis paper, which will be submitted through a Microsoft Form.

A specifically curated Research Guide was created for this course in collaboration with the instructor (<https://guides.library.scranton.edu/WRTG107/synthesis>) since the aim is to locate long form journalism articles, which can be difficult to identify within larger database collections. This Research Guide is shared with the students through the Zoom chat box, and the first portion of the instruction session demonstrates how to navigate to the page directly. After several

demonstrations of locating articles using keywords and various platform filters, the students were asked to complete a short Microsoft Form for a workshop section using the Research Guide.

The students were asked to answer the following questions: 1) What publication(s) did you search in? 2) What keywords did you use? 3) Are there any related terms you came across that you would like to explore/add to your future searches? 4) Copy/paste a permalink or the citation of a promising article for your rhetorical analysis (NOTE: This does not have to be your final choice.) 5) Do you have any questions about what we went over in class/conducting your research for this assignment? 6) Please leave your name/email if you'd like me to contact you about your question.

This was an extremely useful tool since students could practice researching on their own and get immediate feedback. For example, I noticed if a student submitted a research article instead of a long form journalism article and was able to address the class and explain the difference between the two. Students also had the option to leave their email addresses in case they had any lingering questions after identifying an article and submitting their form. Students were also instructed as to how they could save their form submissions for later reference.

I think this worked really well overall and could be adapted for face-to-face class \$

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PLO4: Students will articulate the key elements in their research questions in order to develop and execute a search strategy.