

Syllabus #3: LEAP 1101 Social Science Seminar: Since I co-teach in LEAP courses, I do not have a separate syllabus for library instruction in those courses. But I do work with the instructor of record to design the 5 library classes and make sure that the library learning outcomes and the course outcomes align. This the alignment grid or map of the 5 library sessions planned across the semester for one LEAP course.

Overall goal of the 5 library sessions: The assignment that will ground the 5 library sessions is that students will work on groups to research a topic (Genetically Engineered Food), they will take a position on that topic, collect data, and present their findings at the end of the semester.

Oct 18 - Session 1 Exploring the Topic; Articulating Key Words: Students will work together to explore the general subtopic they are interested in and develop keywords. This session will introduce the library research process and search strategies.

Leap 1101 UG Learning Objectives:	Library Outcomes Students will be able to:	Assessments	Teaching Activities/Student Practice	Technology/Teaching Needs
1. Critical Thinking <ul style="list-style-type: none"> • reading for main ideas • assessing issues from different perspectives 2. Collaboration <ul style="list-style-type: none"> • small group discussions • work in teams • negotiation and compromise 3. ACRL Frames for Library Learning <ul style="list-style-type: none"> • Searching as Strategic Exploration • Scholarship as conversation 	Engage in the research process and construct knowledge by: <ul style="list-style-type: none"> • Define a research topic/keywords • Articulating information needs and research purpose Demonstrate effective information seeking skills for locating, selecting, retrieving and evaluating information by: <ul style="list-style-type: none"> • Discerning between scholarly /popular sources • Using popular sources • Locating books in Usearch and finding them in the stacks 	<p>Students will complete and submit a concept map by brainstorming ideas for research subtopics which will yield keywords for starting a preliminary searching</p> <p>Students will do a preliminary search on the subtopics – each member in a group finding different resources to help them narrow down their search –</p> <ul style="list-style-type: none"> • Look at current popular resources (boolean searching) • Look at reputable govt and organizational websites • Look at online books in USearch (204 online) • They will submit a reflection about what they learned 	<p>Brief Introduction to the structure of information, how to use Google Hacks to use google better, strategies to explore reputable information sources, and Usearch</p> <p>Quick demo on accessing Google Drive and setting up a group work space</p> <p>Spend most of time working on narrowing down the research topic in their groups and do preliminary searching</p>	<ul style="list-style-type: none"> • Canvas Page - where all class materials will reside • Concept map sheet they will complete in class and submit after class • Popular Resources: for the selected topics will be collected for each topic <ul style="list-style-type: none"> ◦ Reputable magazines (new republic, the atlantic, the economist, pew research center, etc.) ◦ Some books to look at in class from the collection

Nov 1st - Session 2: Students will work individually to explore the scholarly literature and collate their resources in U of U google drive. They will use the research they find and refine in this class to design surveys and interviews and then collect data

Leap 1101 Course Learning Objectives:	Library Outcomes Students will be able to:	Assessments	Teaching Activities/Student Practice	Technology/Teaching Needs
1. Critical Thinking <ul style="list-style-type: none"> • reading for main ideas • assessing issues from different perspectives • discussing topics in a thoughtful manner • evaluating arguments and evidence 3. ACRL Frames for Library Learning <ul style="list-style-type: none"> • Searching as Strategic Exploration • Authority is Constructed and Contextual • Information Creation as a Process 	Demonstrate effective information seeking skills for locating, selecting, retrieving and evaluating information by: <ul style="list-style-type: none"> • Critically evaluating information sources and resources Synthesize and communicate information and sources in a variety of formats both written and oral by: <ul style="list-style-type: none"> • Compiling and organizing information for presentation planning • Presenting information/research in an effective manner 	<p>In-class students will research their topic using general and specific databases each taking a different aspect of the topic and add sources to the excel sheet to demonstrate they can use APA formatting:</p> <ul style="list-style-type: none"> ○ Use databases and download relevant resources ○ Mine articles – list keywords, other possible journals, authors etc ○ Set up and organize files in google drive ○ Create 2 different annotated sources in APA format from each class 	<p>Discussion about different types of information (Popular/Scholarly, Primary/Secondary sources)</p> <p>Brief Discussion about Annotated Bibliographies and APA formatting</p> <p>Most of time working on gathering research, synthesizing the information and sources</p>	<ul style="list-style-type: none"> • Canvas Page - where all class materials will reside • Tutorials for setting up a group Google Drive and how to set up a google form • Annotated bibliography resources and examples • Excel form for tracking sources they find <p>Scholarly Databases to match selected topics</p> <ul style="list-style-type: none"> • General: Google Scholar, Academic Search Premiere, CQ researcher, Web of Science, Medline

Nov 6st & Nov 15th - Session 3 & 4: Locating and Analyzing Research Data For this session students will explore databases, websites and data repositories for data about genetically modified foods to help them see what raw data looks like. They will also search for statistics on their topic and learn how to cite data and statistics in their presentation. They will learn how to create a survey, collect data and then create charts and tables for their data.

Leap 1101 Course Learning Objectives:	Library Outcomes Students will be able to:	Assessments	Teaching Activities/Student Practice	Technology/Teaching Needs
1. Collaboration <ul style="list-style-type: none"> • small group discussions • work in teams • negotiation and compromise 2. Communication <ul style="list-style-type: none"> • participation in groups and in class • improvement in written and oral expression • speaking and writing with confidence 2. ACRL Frames for Library Learning <ul style="list-style-type: none"> • Information Creation as a Process 	Demonstrate effective information seeking skills for locating, selecting, retrieving and evaluating information by: <ul style="list-style-type: none"> • Utilizing a variety of sources & tools (print & electronic) • Discerning between scholarly and non-scholarly sources; as well as primary and secondary resources • Critically evaluating information sources and resources 	<ul style="list-style-type: none"> • Students will search curated websites and Google for primary research data, and examples of qualitative and quantitative research studies around their topic • First class 11/6 Students will learn how to design a survey using Google Forms - • Second Class 11/15 Students will use Excel to create charts and diagrams and tables for the data they collected about GMOS • 	<p>Brief Discussion that will include:</p> <ul style="list-style-type: none"> • How to cite images, diagrams, and data in presentations in APA • How to find primary data • Tutorial and hands-on session in how to use Google Forms • Tutorials on how to use Excel to create charts and diagrams and coding qualitative text 	<ul style="list-style-type: none"> • Canvas Page - where all class materials will reside • Google logins to use google forms • Paper handouts and tutorials for using google forms and excel for using charts and coding qualitative text

Nov 22nd - Session 5: Creating an Effective Presentation This session which will be in the classroom, will include mostly time for working on their presentation but also a brief demonstration of presentation best practices.

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1. Collaboration <ul style="list-style-type: none"> • small group discussions • work in teams • negotiation and compromise 2. Communication <ul style="list-style-type: none"> • participation in groups and in class • improvement in written and oral expression • speaking and writing with confidence 3. ACRL Frames for Library Learning <ul style="list-style-type: none"> • Information Creation as a Process 	Synthesize and communicate information and sources in a variety of formats both written and oral by: <ul style="list-style-type: none"> • Compiling and organizing information for presentation planning • Using a variety of textual, visual and media for presentation • Presenting information/research in an effective manner 	<ul style="list-style-type: none"> • Three slides submitted for review • Peer review of prelim presentations to help guide final work? – I can provide a peer review form for this 	Brief Demonstration that will include: <ul style="list-style-type: none"> • How to storyboard • Putting together a good presentation • Communication tips for presenting • Finding and using visuals in their action plan – using • Images, google maps etc. 	<ul style="list-style-type: none"> • Canvas Page - where all class materials will reside • Presentation websites as examples • Visual and graphics websites for finding images • Help with image searching to find images they can use to portray their action plan topics

Here is an example of how I organize library research page materials in Canvas. I use a similar format for all LEAP courses I teach. Each library class session has a separate Canvas page with learning outcomes, instructional materials, links and resources that I use as a guide for teaching. Students also have worksheets to help them document their work so that they can receive feedback along during the process. The handouts for the GMO group projects are on the following pages.



Over the course of this semester you will meet 5 times with a librarian. These sessions will help you find, analyze, evaluate and cite resources that you will need to complete your final Presentation and Bibliography at the end of the semester. Below are links to each of the 5 class sessions:



Library Session #1:

Looking at the big picture of Genetically Modified Foods



Library Session #2:

Focusing In deeper into the topic of genetically modified foods



Library Session #3:

Application of your research findings to create your own research



Library Session #4:

Survey questions and collecting data about genetically modified foods



Library Session #5:

Creating a Presentation of your Research

Working Document for Library Session #1 - Team Assignment

- Use this document to collect what you find out about Genetically Modified Foods you will use in your Team #1 Research Proposal Assignment
- You will then post to your Group GCloud space so that the group can find and compile and use that to complete 3 tasks for your Research Proposal Team #1 Assignment: (1) define genetically modified foods; (2) write 2 paragraphs about the significance of genetically modified foods in the American diet and why they are controversial; and (3) create a research question.
- This is a working document – will not be submitted for a grade. Your Team #1 Assignment will be the graded document.

Each team member will find one resource/website in Google – (a reputable source) that you could use to help your team define “genetically modified foods”

- Copy and paste the urls here
- Add notes or quotes here too – why is this a good source for your definition? Is the source reputable? How can you use it to write your team genetically modified foods definition?

Each team member will find one resource in Google Scholar that you can use to help your group write 2 paragraphs about the significance of genetically modified foods in the American diet and why they are controversial

- Copy and paste the APA citation here and download the PDF. Then upload the PDF into your team GCloud space.
- Add notes or quotes here too to help you discuss the significance and controversies. Is there evidence for the pro or con positions the author /researchers take toward GMOs? Use the chart below to organize the GMO information you find

Advantages of GMOs (Benefits or Pros)	Disadvantages of GMOs (Challenges or Cons)

What was the most interesting thing you learned about Genetically Modified Foods today?

Library Session #2: Focusing in on your Group Topic or Research Question you will explore Library Databases
Each group member should try to find different sources so you can pool them and have a good set of resources

Using EBSCOhost Databases (List keywords, Find and Cite 1 Source)

- On the library homepage, click on the **Research Databases Tab**
- Then click on "E"
- Select **EBSCOhost Databases** from the list of databases
- A window will pop-up and allow you to select and search many different databases at once
- Check the boxes for the following databases and then click the Continue button:

Academic Search Premier	Health Source - Consumer Edition
Business Source Premier	Legal Collection
Communication & Mass Media Complete	Medline
EconLit	Medline Complete
Education Fulltext	PsychARTICLES
ERIC	Psychology and Behavioral Sciences Collection
Family & Society Studies Worldwide	PsychINFO
GreenFile	Science Reference Center
Health and Psychosocial Instrument	

- Click on advanced search and enter your keywords (see examples of an advanced search on the Canvas page
Tips: Remember to use (), and AND, OR, or NOT to limit your search; Use faceted search options from the left menu to limit your search or get new search term ideas

1. Cite one article or resource in APA format (*Tip: Use the CITE link on the right side of the screen when you are in the abstract view of the article*)
2. Why is this a good source for your topic? What did you find in this article that you think will be useful in your presentation?

Find 1 Source from EITHER the Science Direct or Wiley Online Journals Database (List keywords, Find and Cite 1 Source) – see advanced search screens for these on the canvas page

1. Cite one article or resource in APA format
2. Why is this a good source for your topic? What did you find in this article that you think will be useful in your presentation?

Applying what you have learned about through GMO research and your target population to create interview questions

Identifying Categories of Interview Questions for your Group Interviews

Think about and discuss with your group, what is the purpose or goal of your interviews? What do you want to find out? What questions do you still have after the research you have done?

1. Record here a goal statement or a purpose for your interview (what type of information would you like to see as you look at the participant responses?) – think backwards!
2. List some possible questions in categories that you want to include in your interview. Patton (2002) identifies some type of question categories: (1) **Behaviors** - about what a person has done or is doing about selecting food; (2) **Opinions/values** - about what a person thinks about GMOs, (3) **Feelings** - note that respondents sometimes respond with "I think ..." so be careful to note that you're looking for feelings about GMOs, (4) **Knowledge** - to get facts about a topic – what people know; (5) **Sensory** - about what people have personally seen, touched, heard, tasted or smelled or experienced as related to GMOs; (6) **Background/demographics** - standard background questions, such as age, education, etc. that will help you slice and dice your GMO data

What questions do your group want to ask? What answers do you hope to hear? List all ideas everyone has and then star (*) the ones you all think are important and relate to your purpose/goal. The starred questions will be compiled on the last page of the handout.

Behaviors Questions

Opinions / Values Questions

Feelings Questions

Knowledge Questions

Sensory Questions

Background/Demographic Questions

Other Categories of Questions

3. You will pull in some of the questions from the Pew Research Center Survey (see the link on Canvas) that you as a group would also like to ask your population. Then you can compare your population responses to the national survey responses. Then you can see how the Pew Research question and responses the same or different from your population responses.

What questions would you and your group like to ask your population that are in the Pew Research Survey? How would you convert the survey questions into interview questions? Tip: Think about how and why questions could be created from the Pew Research questions. *For example, survey question FUD1 (page 1 asks) Compared with twenty years ago, do you think the eating habits of people in the U.S. are... . Instead you could ask in an*

interview, “Compared with twenty years ago, how do you think the eating habits of people in the U.S. have changed

4. Are there any findings you discovered from your preliminary research on GMOs that you would like to include in your interview and get more information about?

What information could you add drawn from those articles and books, and websites that you would like to ask your population in your interviews.

Collect Your Preferred Questions Here

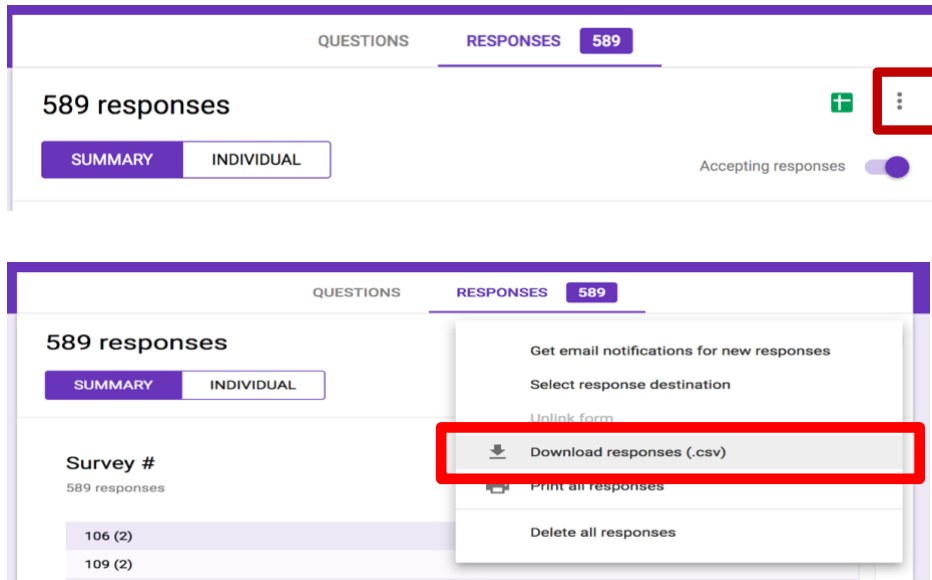
Proposed Question(s)	What is the question category?	How does this question align to the Goal or Purpose of your Interview?
<i>Example: “Compared with twenty years ago, how do you think the eating habits of people in the U.S. have changed?”</i>	<i>Opinion/value Question</i>	<i>This is a broad question that would help establish the interviewee’s opinion about eating habits in the US and set the stage for other questions about differences (organics, GMOs, processed foods etc.)</i>

LEAP Library Session #4 Working with Survey Data: Downloading, Manipulating, and Visualizing your Data

Today you will not complete a worksheet during class, you will (1) download your survey data, (2) manipulate data, (3) visualize data and then (4) submit the revised excel file as your library assignment.

To Download your Survey from Google Forms

1. Open your survey in Google Drive
2. Click on Responses
3. Click on the more (3 dots) icon, then on Download Responses (csv.)
4. Double-click on the zip file that is downloaded to get the Excel file, then double click on the excel file to open it
5. Do a Save As and convert the format from .csv to Excel .xlsx



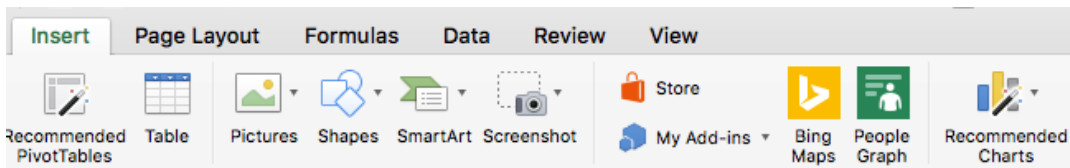
Features of Excel to help you look at data:

1. Deleting and Adding columns (delete the timestamp column)
2. Selecting rows and columns (by clicking on letters and numbers)
3. Cutting and moving columns/rows (cut column/row first and then click where you want the row/column to go, then select "insert Rows/Columns" so you will not overwrite data)
4. Formatting cells to wrap text (select columns of open question text and right-click and select format cells, click on the alignment tab and then check the box for wrap text – make that cell bigger)
5. Using corner square to select all on spreadsheet

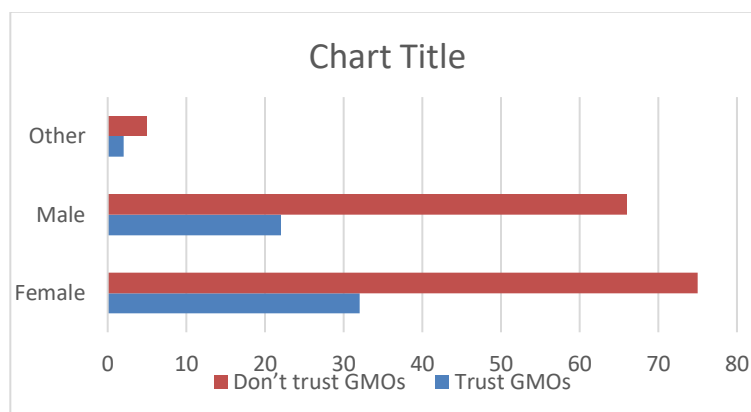
Features to help you Analyze Data

1. Add a filter to the 1st row (so you can sort and filter columns)
 - Click on the first-row number 1 to select the whole row
 - Go to the Data menu, click on the funnel
 - Now you can scan the data by filtering and sorting
2. Select 2 columns you want to analyze (one column should be your demographic column (ex. for example age or gender), and another column to look at the breakdown of that demographic data by your selected demographic)
 - Copy those columns (click on one column, hold the command key down and click on a second column and copy)

- Open up a new worksheet (click on + at the bottom of the screen) and click somewhere and paste your 2 columns
- 3. We will create a summary of this data using an Excel formula called COUNTIF, COUNTIFS, and AVERAGE depending on the columns you select
 - Formulas always start with an "="
 - Formulas can be copied to make your calculations easier
 - You can use a formula to find an Average/Mean of numerical data too: =AVERAGE(A2:AXX) if you have likert scale questions
 - =COUNTIFS(A2:AXX,"=word",B2:BXX,"=word")
 - You use these summary numbers you calculate to then create your chart
 - For example – if you were looking at gender vs GMO attitudes the numbers might look like this in excel after you find the COUNTIFS values
 - Then we just select these cells by dragging across the cells
 - Go to INSERT on the toolbar
 - Select Recommended Charts icon and select a chart by clicking on it and a chart will appear in your spreadsheet
 - You can then copy and paste your chart into your word file by clicking on the outside border of the chart box and copying and pasting



	Trust GMOs	Don't trust GMOs
Female	32	75
Male	22	66
Other	2	5



- We can also count how many of each are in each excel column if you want to calculate percentages of the population or sample
 - The formula for that is: =COUNTIF(A2:AXX,"male")
 - once you have the numbers then use can use the formula

- =cell number/Total # of rows *100 to get the percentage of the responses for each answer for example 42% male and 42% female and 2% other
-

Using Excel to Code Qualitative Survey Data

1. You can also use Excel to analyze qualitative data

Survey Qualitative Comments

- Copy your columns of qualitative data, open up a new worksheet and paste them into the spreadsheet
- Add a new column to the left of the text column – this is where you will add codes – what is the idea of the text
- Once you code everything, then you can add a column to the left of codes and assign codes to categories
- Then you count up the number of codes you can put into categories and see what categories have the largest # of codes.
- In qualitative analysis you use survey quotes as examples to talk about what the survey says

	A	B	C
1	Category	Code	Open ended comments - what they want to learn
4	access to resources	access to resources	how to access the database
5	access to resources	access to resources	Finding sources I can access without paying or are essential to my argument
6	access to resources	access to resources	How to access the databases
7	access to resources	access to resources - honors theses	Access to honors theses, better understanding of how to find resources for research
8	access to resources	access to resources online	Where can I find help online with using library sources
9	access to resources	access to resources remotely	How to research remotely using the library website
10	access to resources	access to resources remotely	How to access all databases from home
11	access to resources	access to resources remotely	How to use resources from the library's website so we can access them off campus, finding articles that are trustworthy/relevant
12	access to resources	access to resources remotely	how do you get access to the databases from my home computer
13	access to resources	access to resources remotely	Are online resources only available to me when I'm on the U of U campus? Or can I access them from home?
14	anxiety	anxiety	The library is very large and has a lot of books. I just have no idea where to find the books I am looking for and I don't know how to find them.
15	anxiety	anxiety	Not much really, it's really scary
16	anxiety	anxiety	I would like to learn how to cite my sources better. I still get nervous about missing a step
17	anxiety	anxiety	How to use the college library. It's big and it scares me.
18	anxiety	anxiety - about finding books	I never needed to use physical library books/documents so I am a little worried about that but I have a packet now that we were given that can help me when I need it
	anxiety	anxiety - feeling comfortable	I am pretty comfortable with resources

Library LEAP Session #5

Part 1: The big picture

1. What are the 3 big ideas you want people to come away remembering about your research project and what you found about GMOs after the presentation?

1.

2.

3.

2. What evidence do you have from your research presentation so far that you can use to make and support those 3 points (ex. research findings, statistics or numbers, diagrams, images, etc)? What evidence do you still need?

Storyboard Template: *Planning ideas for the Group Research Project* {Presentation

Individually jot down ideas or sketches of what you think needs to be in the presentation. Then meet together with group members and share your ideas.

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