INTRODUCTION

All UC Irvine students are required to complete a lower-division writing requirement. Students can fulfill this by taking Writing 39B (Expository Writing) and Writing 39C (Argument and Research), a two course sequence.

The students enrolled in Writing 39C read an assigned text or texts, and then choose a topic suggested by the text to research and write about. The basic prompts for the writing and research assignments are standardized across all of the sections, regardless of which text the class is using.

Readings

The texts that students are reading during this cycle are:

Better, Gawande
Bird on Fire, Ross
Freedom for the Thought We Hate, Lewis
Global Woman, Ehrenreich & Hochschild
How to Do Things with Videogames, Bogost
The Life & Death of the Great American School System, Ravitch
The Immortal Life of Henrietta Lacks, Skloot
Loving Animals, Rudy
The New Jim Crow, Alexander
Republic 2.0, Sunstein

The Writing 39C Library Workshop Schedule and calendar bookings will indicate the name of the writing instructor and the text that the class is reading.

Writing and Research Assignments

Assignment 1: The Historical Conversations Project
The Historical Conversations Project asks you to do four things: (1) define and describe a significant political/social/cultural problem; (2) justify and frame this problem to convince your audience that the problem you’re addressing and the questions you’re asking are alive and relevant right now; (3) summarize and critically evaluate various conversations and debates made by credible scholars and organizations about your topic; and (4) describe and decipher the historical contexts of the problem at hand by locating at least 2 pieces of evidence, at least 1 from the past and 1 from the present, that tie the problem as we see it today to its past.

Assignment 2: The Advocacy Project: A Multi-modal Composition + the Oral & Visual Presentation
Like the HCP Project, the main assignment here is a multi-modal composition that uses various rhetorical positions and different types of evidence to make arguments. This one, however, is a bit different from the first in that over the course of these next few weeks, as you research and evaluate various sources, and as you draft, craft and organize your thoughts and evidence, you will at some point have to make a decision to become an advocate for solutions to your central problem.
in at least one of the following three ways: 1) **you might advocate for one or more specific solutions** to the significant and current political/social/cultural problem that sits at the center of your focus; 2) **you might locate the next steps to potentially solving your project’s central problem**; or, 3) **you might argue for why the current solutions do not work and leave your readers with questions about possible next steps**. In other words, your arguments for advocating solutions in combination with the analytical reasons you provide for why you have chosen to focus on particular solutions will after weeks and weeks of diligent engagement become a richly-textured thesis statement, one that deepens your articulation of the problem at hand and argues for convincing for ways to move forward.

The Library Research Skills Sessions are taught during Weeks 2 and 3 and are intended to help students learn what they need in order to succeed in the Historical Conversations Project as well as to provide them with skills and content knowledge they will use to complete the Advocacy Project and their ePortfolio assignment.

**Libraries’ LibGuide for W39C:**

The LibGuide for W39C has a separate tab for each theme. Each tab links to the important scholarly resources that will provide the information that the students need for their essay. I highly recommend that you teach from the LibGuide since it provides customized information for each section theme.

http://libguides.lib.uci.edu/w39c

**ACRL Information Literacy Frames Addressed** (http://www.ala.org/acrl/standards/ilframework)

- **Scholarship as Conversation**

  Communities of scholars, researchers, or professionals engage in sustained discourse with new insights and discoveries occurring over time as a result of varied perspectives and interpretations.

Research in scholarly and professional fields is a discursive practice in which ideas are formulated, debated, and weighed against one another over an extended time. Instead of seeking discrete answers to complex problems, experts understand that a given issue may be characterized by several competing perspectives as part of an ongoing conversation in which information users and creators come together and negotiate meaning. Experts understand that, though some topics have established answers through this process, a query may have more than one uncontested answer. Experts are, therefore, inclined to seek out many perspectives, not merely the ones with which they are familiar. These perspectives might be in their own discipline or profession or may be in other fields. Even though novice learners and experts at all levels can take part in the conversation, established power and authority structures may influence their ability to participate and can privilege certain voices and information. Developing familiarity with the sources of evidence, methods, and modes of discourse in the field assists novice learners to enter the conversation. New forms of scholarly and research conversations provide more avenues in which a wide variety of individuals may have a voice in the conversation. Providing attribution to relevant previous research is also an obligation of participation in the conversation. It enables the
conversation to move forward and strengthens one’s voice in the conversation.
http://www.ala.org/acrl/standards/ilframework#conversation

- Authority is Constructed and Contextual

Information resources reflect their creators’ expertise and credibility, and are evaluated based on the information need and the context in which the information will be used. Authority is constructed in that various communities may recognize different types of authority. It is contextual in that the information need may help to determine the level of authority required.

Experts understand that authority is a type of influence recognized or exerted within a community. Experts view authority with an attitude of informed skepticism and an openness to new perspectives, additional voices, and changes in schools of thought. Experts understand the need to determine the validity of the information created by different authorities and to acknowledge biases that privilege some sources of authority over others, especially in terms of others’ worldviews, gender, sexual orientation, and cultural orientations. An understanding of this concept enables novice learners to critically examine all evidence—be it a short blog post or a peer-reviewed conference proceeding—and to ask relevant questions about origins, context, and suitability for the current information need. Thus, novice learners come to respect the expertise that authority represents while remaining skeptical of the systems that have elevated that authority and the information created by it. Experts know how to seek authoritative voices but also recognize that unlikely voices can be authoritative, depending on need. Novice learners may need to rely on basic indicators of authority, such as type of publication or author credentials, where experts recognize schools of thought or discipline-specific paradigms.

http://www.ala.org/acrl/standards/ilframework#authority

GOALS AND OBJECTIVES

Frame your instruction in terms of its value and application to the students’ assignments. Demonstrate a deep understanding of what it will take to complete all of the writing and research assignments successfully.

Learning Outcomes

Explicit: By the end of the Writing 39C Library workshops, students will:

- Understand that librarians are available to help them and that the libraries have a wide variety of information resources that students can use for their W39C assignments,
- Differentiate between types of resources, and
- Use these resources to locate information for their W39C research assignments.

Implicit: Librarians will establish a relationship with the students that encourages ongoing use of library resources and services.

Learning Objectives

The research session will:
• Introduce students to the concept of scholarly vs. popular resources,
• Explain the reasons for using different types of resources (books, articles, etc.)
• Emphasize that different database interfaces have similar functionality.
• Provide guidelines on how to choose a resource.
• Provide guidance on how to read a scholarly source in order to understand the scholarly conversation around a research question.

Students will learn how to:

• Search for books using ANTPAC
• Search for scholarly articles using Academic Search Complete.
• Locate materials using UC-eLinks
• Recognize the significance of the title of an article, the abstract or summary, the introduction, the evidence included, the conclusion, and the bibliography

SAMPLE TIMELINE FOR A 50 MINUTE SESSION:

2 minutes: Intro, Discussion of class outline
3 minutes: Tour of library homepage, Ask A Librarian services, Connecting from off-campus, Subject and Course Guides
3 minutes: ANTPAC demo
10 minutes: Writing 39C Libguide: One page for each text
  Find Articles and Other Resources box
  • Demo of Academic Search Complete and UCeLinks
  • Review of scholarly article (i.e. how to read it once it’s found)
5 minutes: Find Evidence box
  • Overview of resources available (i.e. Current News/Historical Newspapers)
15 minutes: Independent Research
7 minutes: Wrap-up/Review (questions, recap where to go for help, etc.)
5 minutes: Evaluations

OUTLINE OF SESSION:

1. Pass out questions to random individuals in the classroom. This is easily done as students enter the room, and doesn’t have to take any class time.

2. Introduce self to the class.

Ask for Question 1:

Question 1: Why are we here?
3. **Discuss goals and outline of class**
   
   Session will:
   
   - Introduce students to library resources that help them complete assignments.
   - Introduce students to differences between resources and talk about when to use each.
   - Let them know where to get help.

4. **Give a brief tour of the Libraries’ Homepage**, pointing out
   
   - [Ask a Librarian](#) services
   - [How to Connect from Off-campus](#).

**Ask for Question 2**

| Question 2: Does the Library have books? How do I find them? |

5. **ANTPAC**
   
   - Discuss what is available in ANTPAC (no articles!).
   - Discuss why books are useful (overview of topic, background information, introduction to historical significance, contain both evidence and summary of scholarly conversations and debates)
   - Demo keyword searching on a student’s topic or one of your choice:
     
     - Key features to highlight:
       
       - Information on individual records: location, call #, check out status
       - Subject headings
       - Availability of government publications.

**Ask for Question 3**

| Question 3: Books are great, but they’re so long! Is there any other way for me to find out what scholars are saying about my area of research? |

5. **Show students how to get to the W39C Course Guide**
   
   - Review Course Guide Organization
     
     - Each text has its own page.
     - Find Articles and other Resources
     - Find Evidence
   - Find Articles and other Resources
     
     - Why use an article? (more specific than books, listen in on scholarly conversation and debate, interpretation of evidence)
     - What evidence can be found in articles?
     - What is the significance of peer-review?
   - Find Evidence
     
     - How is evidence presented in a scholarly article?
       
       - Author credentials
       - Title of article
       - Abstract
       - Introduction
- Evidence cited
- Conclusion
- Bibliography
  - What evidence can be found in more popular materials like newspapers, blogs, or other news sources?
  - What purpose do statistics serve?

Ask for Question 4

**Question 4:** It sounds like one of these databases that help locate articles is exactly what I need! Can you show me how they work?

6. In-depth demonstration of one database

Use the Writing 39C LibGuide and demo Academic Search Complete, which is listed for each theme.

- Select the topic for the search in advance of the session OR ask the students to share topics and use one or more of them for the demonstration.

  Key features to highlight:
  - Search techniques, especially the ability to limit by date.
  - Ability to select peer-reviewed journal articles
  - Bibliographic & content information in the full record, including how to use the abstract.

Ask for Question 5

**Question 5:** This Academic Search Complete thing is awesome! What if I want an article, but it doesn’t have the full-text?

- Demonstrate UC-elinks and database features such as email, print, save & cite.

Ask for Question 6

**Question 6:** Some of these articles are pretty long. Are there techniques I can use to figure out what an article is about and if it will be useful to me?

- Briefly review the general organization of the article, pointing out:
  * Authors and author credentials
  * Title of article
  * Abstract or summary of article
  * Introduction
  * Evidence included
  * Conclusion
  * Bibliography
Question 7: Are books and scholarly articles the only information sources I should use for my Historical Conversations project?

7. Point out resources listed in the Find Evidence section
   Newspaper articles and statistics as sources of evidence.

8. Time for independent research
   - Remind students how to get to the Course Guide page.
   - Encourage students to email or save at least one article to themselves.

9. Wrap-up

Question 8: You covered a lot of really useful information in this workshop! What are the important things that are going to be on test?

   - Briefly discuss ANTPAC, Academic Search Complete, books, articles, UCeLinks, and why you use each of them.

CONCLUSION: Ask for questions, recap what they’ve learned and where they can go for more help
   - Reference desk
   - Research Consultations
   - Email, chat reference

EVALUATIONS:
The evaluation form is available from the icon on each desktop in LL 228 and MRC 164 and 166.