Integrating Collegiate Research, Personal Reflection, and Creativity

~ 2011 Assessment Institute ~

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October 31st, 2011   3:45 - 5:00pm

IVY TECH COMMUNITY COLLEGE

MAJOR COURSE LEARNING OBJECTIVES:

Upon successful completion of this course the student will be expected to:

1. Demonstrate mastery of information literacy in general and within the student's area of interest.

2. Demonstrate the ability to identify and perform behaviors that are ethical and responsible in general and within the student's area of interest.

3. Demonstrate an understanding of political, social, and environmental responsibility in general and as these pertain to the student's area of interest.

4. Demonstrate an awareness of diversity in general and within the student's area of interest.

General Requirements of the MGRP:

Eight (8) modules total to be completed.

Two (2) modules from each of the four objectives:
- Information Literacy
- Ethics & Responsibility
- Political, Social, & Environmental Responsibility
- Diversity

Three (3) catergories of module options: Research, Reflection, and Creative
- Two (2) - Research
- Two (2) - Reflection
- Four (4) - Individual Choice

Information Literacy Prompts:

Research: Letter to the Editor

    At one point in our lives, we become aware of a need our community has which would improve it or make it run more smoothly. For this module, we ask that you do a bit of research in finding something in your surroundings (work, home, school, etc.) that needs to be altered in some way to make it better. You might notice a park which needs to be cleaned up or has faulty play equipment in need of repairs.

    Once you determine what you'd like to focus on, you need to write a formal letter to whomever could instigate the change, detailing them on the issue and how you propose to resolve it. For example, if a town park is in need of a cleaning, you might appeal to the citizens of that town. If you notice a particular part of town has been overrun by stray dogs, a letter to the head of the animal shelter might help alleviate the problem.

    Remember to use formal language and be very specific in your solution. Avoid a belittling or "whiney" voice in your letter—you want to make change. This letter should be between two and four pages.

Reflection: Once Upon A Time…

    Your college work is now almost history. So write a brief history of it. Begin with Once upon a time…. and expand it from there. Write of yourself in the third person. For example, "The young woman (man) walked through the open doors of Ivy Tech without a dollar to her name and not a person on campus she knew…."

    Let your personal history detail your experiences in college. Be sure to cover at least two pages.

Creative: Introduce Us!

    Quick… easy… efficient… and informative. Think of these terms as you create a poster, flyer, brochure, or some other "visual reference" item. This item should introduce the reader to common reference materials for your major or vocational area. Each "resource guide" should include at least four (4) resources of significant worth to your vocation. Provide the following for each: Name, abstract (description) of use, and means to locate the resource. Images of printed resources are highly encouraged.

Personal Notes:

Ethics & Responsibility Prompts:

Research: You Be The Wiki

    One of the most popular websites for students to start research is Wikipedia. It is—as most of you know by now—not the most reliable source of information in the world. In fact, it is often deliberately altered by folks who want to make it look bad. But for this assignment, you will be the wiki.

    First, choose a topic that relates to ethics and responsibility. Then develop a four or five paragraph description for it such as you might find on Wikipedia. For example: you might choose to focus on the ethics a student must possess to be successful in college.   As a student, what is your responsibility to the college? If you are majoring in psychology, what are your responsibilities to your clients? What ethics are involved in the student-teacher relationship? What responsibility does Ivy Tech have toward your education?

    Remember: Even Wikipedia gives sources for reference at the bottom of its contents. You do the same – reference the sources that you used as you are the wiki!

Reflection: A Recipe for Success

    If you enjoy cooking, try this. If you were putting together a "recipe" for the classes that you, as an experienced student, would recommend to incoming students in order to give them the maximum benefit from the college experience, what would you recommend? Not only classes, but offer a few other "ingredients" which they might want to include in their college experience in order to find a balanced and well-rounded educational experience.

    For your "recipe" include at least five classes that you would call crucial to the educational process and then other activities/experiences in which you would like to see them involved in order to receive the maximum benefit from their college experience. And let your mind play with how the ingredients in school are parallel to the ingredients in a good recipe. Bon appétit!

Creative: Mirror, Mirror

You finish the phrase "Mirror, mirror on the wall..." Have you ever thought of the connotation of this quote, beyond the fairy tale? Comparison, right? One is compared to another.

For this module, you compare. Through some type of creative outlet – photography, collage, painting, etc. – visually juxtapose (put side-by-side) ten (10) comparisons of ethics and responsibility. One item should show the moral or ideal of the comparison, while the other demonstrates the lack of ethics or responsibility.

Personal Notes:

Political, Social, & Environmental Responsibility Prompts:

Research: Your Talking Points

    With all the political jargon floating around these days, one term you will hear often is that of "talking points." That refers to a series of themes which one side or the other want to focus on in order to get their message across.

    Try this. Assume that you will be called to make a speech to a committee on a political, social or environmental issue within your area of vocational interest. Using statistical data and sound research develop a list of at least five reasons why you feel that this issue needs more attention in your field. Write at least five pages (approximately one page per reason) explaining the nature of the issue, its need for more attention and possible solutions.

Reflection: Letters All Alike

    As some of you might remember from English class, alliteration is the process of starting a series of sentences or providing a list of terms, all of which begin with the same letter. If you are talking about good fruit, you might make a list of alliterative terms such as: "peaches, pears, persimmons, plums," etc. You might also have a sentence such as "Lacy, lilting, leery, losing love, lamenting" (taken from "Suite Judy Blue Eyes," CSN) in describing Judy.

    For this assignment, please set out a series of seven sentences/phrases which start with the SAME letter that is from your name (first, middle or last). Each sentence/phrase should be a statement of something positive that you hope will be used to impact society. If you're majoring in English, you might use your education to write a flattering poem about your home town. So say Paul is your name; you could come up with these phrases: "Pretty poem praising Portland's properties" and/or "Lovely ladies like Lafayette's little idiosyncrasies." Be creative, yet reflect on how you will use your education from Ivy Tech to make a positive impact.

Creative: A la Carte

    For this module you are to be creative in a culinary way. You are to take a menu from a local restaurant compare your college experiences to items on that menu. For example, if you had a really challenging and deep class, you might imagine that to be a filet mignon. You might say that the friends you met were similar to the fine wine that accompanied the meal.

But let your mind play with it. Go out to a restaurant with a pen and paper (or borrow a menu and take it home if they will allow) and find things on that menu that represent parts and pieces of your college experience.

Write up this module by showing the restaurant menu item to the left and then a paragraph or two explaining what it represents to you in your college work. Show me the reason you picked that particular menu item to represent that component of college. Please show a minimum of six comparisons in your module.

Personal Notes:

Diversity Prompts:

Research: The Ivy Tech Melting Pot

In your time here at Ivy Tech, you may have noticed that you are in class with a variety of students. Since we are a community college, you might notice a lack of diversity on campus. For this assignment, you will be asked to write an essay which includes researching an issue and proposing a solution to what you think needs to be done in order for Ivy Tech to be more diversified.

You might consider the following questions: What majors do you think might attract a different type of student that is not currently enrolled in us? What type of students currently attend Ivy Tech (consider age, race, sex, religion, socio-economic status, etc.)? How should Ivy Tech go about recruiting a wider variety of students? How are other community colleges becoming more diverse? Why would bringing a range of students into Ivy Tech be beneficial? Have you noticed that some of your fellow classmates still have racist or bigoted ideologies?

Once you've decided what your plan of action is going to be, detail your plans in two to five pages, including in-text sources for support. For example, you might notice a lack of Asian students at your local campus. You read up on some research that 63% of Asian students major in some sort of engineering program. That statistic could be used to support your thesis which would be that Ivy Tech needs to start marketing engineering classes and majors to Asian students. The marketing might consist of posters at Ball State University and surrounding areas which would be more likely to have a wider ethnic base. Be thorough and concise in stating your issue and resolution.

Reflection: Ages, Stages, and Faces

For this module, you are asked to interview five (5) people from various ages of life. In all cases, interview people who are older than you or come from a different cultural background. Interview some who went to college, others who did not, and perhaps a person who is currently with you in the closing phase of your college experience. Ask them these kinds of questions with the intention of seeing how school was both helpful and not so helpful in their lives.

1) If they had it to do over, would they have gone to school as long as they did?

2) Do they believe college is a detour on the way of life or a genuinely helpful segment of life that makes all that follows richer and more meaningful?

3) Who do they remember from their learning days? Why does that person(s) stand out to them?

4) What would they have done differently if they could run through their training again.

Then write at minimum three (3) pages about your discussion with these five people. Reflect on their experiences by asking questions such as these: Was something said that you wish you would have considered? Did you gain a new perspective on why someone may have chosen a different path than you? Whose story impacted you the most?

Creative: Abstract into Concrete

For this module, you are to create either a sculpture or a picture which captures some aspect of diversity as seen within your vocational area. As you put the pieces of your professional life together including experience, book learning, social interactions and reflection, what is that piece of sculpture or art that you can create that tries to tell how you see diversity in the concrete? Take various aesthetic experiences, the range of new insights, and the wonder of diversity and merge them into a meaningful piece of artistry. It is expected that you will spend six or more hours on this project.

Personal Notes:

General Requirements of the MGRP:

Format –
- **Number of modules:** Eight (8) different modules: two (2) from each objective… two (2) research-based, and two (2) reflection. The last four (4) are the student's choice.
- **Page length:** Dependent upon the genres chosen. Make note of chosen genres and add up the required or minimum length here: _____
- **Text Size and Spacing:** 12 point, Times New Roman, font. Double spacing throughout… unless other spacing is appropriate for poems and other creative items.
- **Theme Element:** A theme element creates unity and coherence in a multi-genre project. It also allows the reader to hear the writer's voice and have a string that carries through the entire piece. Using repetend* is like using a thesis to tie a traditional research paper together.   *See page 14 of hand-out for more information.
- **Title page:** ALL projects should include a title page. The title page should be a significant clue about what the paper is about; there is no page number on this page.
- **Table of Contents:** Lists the contents of the Multi-genre Research Project with the corresponding page numbers (or range).
- **Preface:** The paper must have a preface of at least 150 words that clues the reader in to what you are going to be presenting. A preface is similar to an abstract. Essentially the preface summarizes your paper briefly to allow the reader to begin reading with more clarity.
- **Citations:** When outside sources are referenced they should be of a scholarly nature and appropriately sited within the MGRP. The student should choose the citation style appropriate to their major (i.e. a student studying in Psychology would cite using APA guidelines, while a student studying in English would cite using MLA guidelines.) The paper must have a Works Cited page and include in-text citations, where appropriate, throughout the project. This is particularly important for the "research-based" module options.
- **Page numbers:** Follow the parameters of your citation style for how to format the page numbers within the project.
- **Appendices:** If a student chooses to complete any of the "creative" module options for the objectives, an appendix

will need to also be included. Within the appendix, students should include pictures (as many angles as necessary) of the project. This will allow the instructor to evaluate these creative modules without needing the project in hand. Be sure to take high resolution images that are able to be clearly viewed when placed into your Multi-Genre document.

For Modules that involve three-dimensional creativity:
For these modules, please include a summary of the module's problem statement and your intent with the module within the Modules portion (see below). Then reference the creative item as an Appendix item, such as Appendix A.

Example of the minimum requirements:

Item 1: Title Page
Item 2: Table of Contents
Item 3: Preface
Item 4: Multi-genre project modules
        1st – Information Literacy Modules
        2nd – Ethics & Responsibility Modules
        3rd – Political, Social, & Environmental Modules
        4th – Diversity Modules
Item 5: Works Cited Page
Item 6: Appendices: A, B, C, etc. (as appropriate)

Theme Element (repetend):

A theme element creates unity and coherence in a multi-genre project. It also allows the reader to hear the writer's voice and have a string that carries through the entire piece. Using repetend is like using a thesis to tie a traditional research paper together.

- Ideas for creating a theme element (you may think of something different):
  - include the same phrase, sentence, or passage in each genre page as a heading or elsewhere in the text
  - include a description or design in each module (written or graphic), placed strategically for easy recognition
  - include a running commentary from you, the writer, following or preceding each genre piece (taken from previously cited web page)
  - If you feel the most comfortable using expository prose, you may use this as your repetend.
    - Expository Prose: This genre is the typical form that essays are written in. At least one of your sections must take on this form. Exposition typically has a beginning, middle, and an end and it should carry an academic tone.

Classroom Presentation:

Format – Length: 5-7 minutes Content/Order:
- Explain which modules you chose
- Expound upon two modules (may include Module 1) that impacted you the most
- Explore what aspects of this project/class will aid you most in the future
- Presentation should include a clear introduction and conclusion.
  An explicit main point should also be stated.
- Ensure that your presentation organizes your thoughts into a logical sequence.

Delivery:
- Non-verbal skills – student should exhibit good posture, make eye contact with entire audience, use gestures as appropriate, and employ facial expressions.
- Verbal Skills – student should speak clearly and consistently, present topic with enthusiasm, and vary tone of voice as appropriate.
- Professionalism – student should articulate thought and words effectively, dress appropriately (business casual), and promptly respond to audience questions

MGRP Rubric:

<u>Project Assessment</u>:

• Fulfills Assignment - Did the project fulfill the assignment (including number of genres, etc.)? (10 pts.)

• Description - Did the student adequately describe their experiences and growth at Ivy Tech Community College? (10 pts.)

• Course Objectives: Information Literacy - Did the student demonstrate his/her mastery of information literacy? (20 pts.)

• Course Objectives: Political, Social, & Environmental Responsibility - Did the student demonstrate his/her understanding of political, social, and environmental responsibility? (20 pts.)

• Course Objectives: Ethics & Responsibility - Did the student demonstrate his/her ability to identify and perform behaviors that are ethical and responsible? (20 pts.)

• Course Objectives: Diversity - Did the student demonstrate his/her awareness of diversity? (20 pts.)

• MLA/APA Formatting - Did the student use MLA/APA format in the MGRP, as appropriate to their major? Is it followed correctly? (10 pts.)

• Composition - Is the composition well organized? (10 pts.)

• Design/Theme - Does the design of the paper include an effective theme element? (10 pts.)

• Spelling - Was the project free of spelling errors? (20 pts.)

• Grammar - Was the project free of grammatical errors? (20 pts.)

• Creativity - How original and innovative is the student's approach to the assignment? (10 pts.)

• Knowledge - Did the student attempt to relate information gathered to their major and/or career goal? (10 pts.)

• Depth of Study - Does the student appear to have spent a sufficient amount of time on researching and preparing this topic? (10 pts.)

Presentation Assessment:

• Related Non-Verbally - Did the student use appropriate and effective eye contact, gestures, posture, etc.? (10 pts.)

• Vocal Quality - Did the student speak clearly and with enthusiasm? (10 pts.)

• Content/Order - Did the student have a clear introduction & conclusion? Was the MGRP explained thoroughly? (10 pts.)

• Time Frame - Did the student effectively communicate within the suggested time frame? (10 pts.)

• Professionalism - Did the student articulate well, respond to questions, and dress appropriately? (10 pts.)

Proper Submission: 10 point penalty for submitting through non-approved means.
    Did the student submit the work as requested by the instructor?

Submitted On Time: 10 point penalty per day for submitting the project late. No project will be accepted after 5 days.
    Was the project turned in on the day that it was due?

Additional Notes:

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Questions:

HOW TO CONTACT US:

Anna Blankenbaker:
   ablankenbaker2@ivytech.edu
    765-643-5745 x. 1046
   Anderson campus
   Note: Anna will be having a baby in March of 2012, and will be unavailable until
      Fall 2012. If you need assistance during this time, please contact Stephanie.

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INFORMATION LITERACY

Information literacy is the ability to recognize the extent and nature of an information need, then to locate, evaluate, and effectively use the needed information.
(Plattsburgh State Information and Computer Literacy Task Force, 2001)

Research: Letter to Editor

Reflection: Once Upon a Time…

Creative: Introduce Us!

ETHICS & RESPONSIBILITY

Ethics is the discipline dealing with what is good and bad and with moral duty and obligation. **Responsibility** is a moral, legal, or mental accountability.
(Merriam-Webster online, 2011)

Research: You Be the Wiki

Reflection: Recipe for Success

Creative: Mirror, Mirror

Research: Your Talking Points

Reflection: Letters all Alike

Creative: A la Carte

Responsibility is a moral, legal, or mental accountability [with regard to politics, social interactions, and environmental issues]. (Merriam-Webster online, 2011)

POLITICAL, SOCIAL, & ENVIRONMENTAL RESPONSIBILITY

Research: The Ivy Tech Melting Pot

Reflection: Ages & Stages of Life

Creative: Abstract into Concrete

Diversity is the condition of having or being composed of differing elements (variety); especially, the inclusion of different types of people (as people of different races or cultures) in a group or organization. (Merriam-Webster online, 2011)

DIVERSITY