**SUGGESTED MODEL**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Elements of Assignment** | **Example approach** | **IL and Writing Composition Threshold Concepts** | | **Possible**  **Emphasis of Writing Instruction** | **Possible IL topics** |
| Assignment One:  **Who are you and what do you owe the world?** | 3-4 narrative pages, revised | Read narrative pieces that model values exploration (Ex.: “This I Believe”) | Authority is constructed and contextual | Writing enacts and creates identities and ideologies | Grammar, sentence completeness, paragraphing, spelling. | Paraphrasing  Source Evaluation  Source Types: Popular Sources  Primary/Secondary |
| Assignment Two**:**  **Looking at a social issue from many perspectives**. | 3-4 narrative pages using quoted evidence from readings,  revised  Class uses three common sources about an issue | Select an issue. Give students three articles espousing various views on the issue. Illustrate how sources “speak” to one another in an academic context. | Information Creation is a Process  Scholarship is Conversation  Information has Value | Writing Speaks to Situations Through Recognizable Forms  Writing is a Social and Rhetorical Activity | Using signal phrases to introduce quotations. How to think through many facets of an idea. Close reading of texts for use in academic papers. Academic tone.  Finding powerful evidence | Scholarly Sources  Catalog Searching  Citations / Plagiarism  Close Reading /  Annotating  Concept Mapping |
| Assignment Three:  **How could justice be accomplished**? | 3-4 pages  Research-based  Similar to Signature Assignment | Develop an Annotated Bibliography;  Develop a strong thesis | Research as Inquiry:(iterative process)  Searching is Strategic Exploration | All Writers Have More to Learn (Revision is central to developing writing)  Writing is always a Cognitive Activity | Selecting and using peer-reviewed research. Developing a strong thesis. Organizing research ; transition phrases | Research Process  Database Searching  Search Strategies  Thesis Statement  Annotated Bibliography  Public Speaking |

Kassner, Linda Adler and Elizabeth Wardle. *Naming What We Know: Threshold Concepts of Writing Studies*. Utah State University Press, 2015.

"Framework for Information Literacy for Higher Education", American Library Association, February 9, 2015.http://www.ala.org/acrl/standards/ilframework (Accessed July 31, 2018)Document ID: b910a6c4-6c8a-0d44-7dbc-a5dcbd509e3f