

## EUE Proposal

**Project ID#**

**Project Title**


Project Director	ID Number	Telephone	Email

Department	Campus Box	School College

**Course or Program**


Project Co-Director	ID	Department	Email

Student Impact:	
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Priority Rating (If Submitting Multiple Proposals):	
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**Project Budget**

Salary	Wages	Travel	Equip.	Comm	CServ	Auto	Tele	Awards	Total

**Cost-Sharing**

Salary	Wages	Travel	Equip.	Comm	CServ	Auto	Tele	Awards	Total

**Prior EUE Support**

Project Director	Project Number	Award Amount	Project Dates

## **Section 1: General Information**

*Project Title:*

First-year Writing Critical Media Literacy Project

*Project Director:*

Elizabeth Kamper  
Instruction Librarian & Assistant Professor  
Library and Information Services  
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618-650-2697

*Project Co-Director:*

Matthew S. S. Johnson  
Director of First-Year Writing & Professor  
Department of English Language and Literature  
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## **Section 2: Project Narrative**

### **Summary**

The overall goal for this proposal is to create and integrate into first-semester, first-year writing courses (ENG 101) essential units on media literacy – in essence to motivate students to recognize and critically think about the phenomena of “fake news,” “junk science,” and “alternative facts,” phenomena which threaten scientific and academic progress and degrade the health and well-being of our very democracy, a claim that is in no way overstated. The fact that we have come to accept “fake news” (which, by definition, isn’t news) and “alternative fact” (which, by definition, isn’t factual) as commonly-accepted phrases should give us pause. The project would consist of discussions with first-year writing teachers about the media literacy problem as we see it manifesting in our first-semester students; location of a variety of potential sources for integration into 101 courses; development of pedagogical materials for 101 teachers to incorporate into their classes; assessments of those materials with 101 teachers; a limited pilot of the unit in select ENG 101 sessions during the Spring 2020 semester; assessment of the pilot;

development of a future plan, based on assessed outcomes, of addressing this cultural condition for SIUE students in their first years of university study.

The library portion of the media literacy unit will be designed to challenge students' understanding of the information ecosystem by examining information environments as they pertain to *searching* as strategic exploration of research topics for first-year writing. When students come to the library, they will work in teams to assess the integrity of sources, examine their own conformation biases, and identify different types of authority and authoritative construction in various media (books, scholarly journal articles, blogs, news, etc.). This focus would support the library curriculum currently being taught to ENG 102 students, but would directly address source assessment, reliability, and authenticity issues more conceptually and more generally as applied to our culture and life of the everyday, as opposed to scholarly work. One of the key learning outcomes of these ENG 101 sessions will be for students to develop a sense of self-awareness, to see themselves as consumers *and producers* of information – information that is then distributed for others to consume. Part of this consumption occurs through research and writing in first-year writing classes, a result of the decision-making that happens between information from authorities to be trusted and that which has been manufactured (by the constant creation and circulation of information). This unit will focus on the following elements from the [Association of Academic and College Library's Framework for Information Literacy in Higher Education](#):

- authority is constructed and contextual,
- information creation as a process, and
- information has value.

## Narrative

### *Current Situation*

Between 2015 and 2016, the Stanford History Education Group<sup>1</sup> “prototyped, field tested, and validated a bank of assessments that tap civic online reasoning – the ability to judge the credibility of information that floods young people’s smartphones, tablets, and computers.” The assumption is that “young people are fluent in social media [and] they are equally savvy about what they find there,” except that SHEG’s “work shows the opposite” and researchers reported being “shocked ... into reality.” The only shocking part, given my twenty years working with first-year college students, is that SHEG was shocked. Continually, college-aged students have shown either a lack of ability or an *unwillingness* to assess the media they consume – and then reproduce for others, often inattentively. Yet this is neither a problem relegated to youth or social media, nor is it a new phenomenon: just for instance, AIDS dissent (politically-motivated, non-scientific questions asked – despite overwhelming scientific evidence to the contrary – in the 1990s about HIV’s relationship to AIDS which lead to a denial of essential treatment to those suffering from AIDS) was neither spread via Facebook nor perpetuated by eighteen-year-olds. However, the rapid distribution of information via social media (and other online portals), its accessibility, and changing reading habits has certainly exacerbated these problems exponentially.

While a declared objective of ENG 102 (the *second* of SIUE’s two-course, first-year writing sequence) is that “Students will learn about and engage in ethical academic research,” a goal that involves reliable and peer-reviewed source location, integration, and assessment, it has been made clear (through our First-Year Writing Program assessment, as well as anecdotal data

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<sup>1</sup> “Evaluating Information: The Cornerstone of Civic Online Reasoning” (Executive Summary), Stanford History Education Group, 22 November 2016 <<https://sheg.stanford.edu/>>

and outside research) that additional attention to media literacy is essential to introduce to our already-packed curricula, and earlier than the majority of teachers and programs do currently.

Despite widespread media coverage and academic research on the topics of “fake news,” “junk science,” and “alternative facts,” as a culture we have become accustomed to (a condition that should *also* give us pause) non-partisan factchecking being a standard and essential part of any political utterance, Tweets masquerading as policy, and reported speculation/opinion posing as *fait accompli*. We hope to address this cultural ailment as best we can for all SIUE students.

The project will serve ENG 101 students in six sections of 101 over the course of two semesters (approximately 120 students each semester); if successful, and elements from the pilot program are eventually integrated into all ENG 101 classes, then the student population to be served will be all 101 students (approximately 1000 students every fall and 500 every spring). If indeed the pilots are successful, no additional support will be necessary, as it will be integrated into the courses themselves (that is, will fall into place under already contracted responsibilities of 101 teachers).

### *Proposed Project*

We propose to:

- Meet with six 101 teachers (Professors, Instructors, and Teaching Assistants) to discuss the media literacy problem and to gain insight from teachers about how to best address this program need.
- Develop a media literacy unit for ENG 101 – course materials, source texts, and integrated English and Library instruction.

- Develop and implement pedagogical training for the six ENG 101 teachers to integrate the unit into their courses.
- Conduct a limited pilot of the unit with these six teachers/101 sections.
- Assess the unit's effectiveness (degree to which students are engaging various media with consciousness and healthy skepticism) in collaboration with the six pilot teachers.
- Based on the outcomes (determined through formal discussion and anonymous online assessment tools), determine a future plan (for instance, the possibility of a mandatory integration of the unit in all ENG 101s, making available the course materials as an option for teachers, revision of materials, integration of these concepts into 101 as a greater whole over the course of a full semester – as opposed to an isolated unit, etc.)

We anticipate needing six separate meetings that would run according to the following schedule:

1. Session 1 (early Fall 2019): A preliminary meeting held to discuss our proposal and get input from teachers about what they feel will need to go into the pedagogical materials that we develop.
2. Session 2 (mid Fall 2019): After we develop and distribute our pedagogical materials and a sample of potential sources to integrate into the 101 curriculum, we would meet again to get feedback before the pilot.
3. Session 3 (late Fall 2019): A professional development workshop that would model pedagogical practices for our materials and the integration of English and Library instruction, to be integrated into a Spring 2020 pilot.
4. Session 4 (mid Spring 2020): A session to be held after the pilot to gather qualitative feedback (benchmark written work collected by teachers, exchange of experiences in the

classroom – student performance, etc.); in addition, we would distribute an online survey to gather quantitative evidence (participation in the survey, which would include gathering data on students' work).

5. Session 5 (late Spring 2020): A professional development workshop for our revised pedagogical materials for integration into a Fall 2020 ENG 101 course pilot.
6. Session 6 (late Fall 2020): A second assessment session, so that we can determine a plan for potential future integration.

### *Evaluation and Dissemination*

As outlined above, two assessment sessions will be arranged for the gathering of qualitative feedback: classroom experiences and anecdotes, and a discussion of teacher and student performance, as well as a conversation about student work. In addition, for qualitative data, the Co-Directors will design and implement an online survey. We will be looking for evidence of changed attitudes towards various information distributed via different media and changed approach to that information in classroom writing. Ultimately, to what extent has our instruction better-enabled students to change their reading behaviors in a conscious, productive way, and eventually their research processes. Based on the results of the assessment, we may decide (and not necessarily in an “all or nothing” way) to integrate sources and pedagogical materials into the “standard” ENG 101 syllabus, essentially meaning that all ENG 101 students will be exposed to these lessons at least in part, and teachers will integrate them into their first-semester writing courses (flexibly, each according to their strengths). It will become part of the first-year writing program practice, and would also, then, be merged into the professional development that is already done for the Graduate Teaching Assistants being trained to teach 101.

### *Budget and Budget Justification*

Our funding needs are modest, but necessary: to be effective, our proposed program requires others' involvement in the form of

- attending information-gathering/discussion sessions,
- participating in professional development workshops and pedagogical training,
- and collecting qualitative and quantitative feedback and data for assessment purposes.

This extra time needs to be compensated in the form of a stipend for participants. Participants will include six 101 teachers at the Professor, Instructor, and Graduate Teaching Assistant ranks who would represent teachers of standard ENG 101, ENG 101 for non-native speakers of English, and ENG 101 for Basic Writers. Specific individuals will be invited and are to be determined. Altogether, we would involve eight individuals in the project (Director of First-Year Writing, Instruction Librarian, and six ENG 101 teachers).

We anticipate that for preliminary meetings (Fall 2019), two pilots (Spring 2020 and Fall 2020), and assessments of each of the pilot sessions to require, per individual participating, approximately 18-20 hours of additional work (12 hours for the face-to-face meetings/workshops – combined, and an additional 8 hours for email discussion, course integration, class-planning, and the completion of online assessment tools). (The project co-directors are not requesting additional funding or salary for the development of the project as a whole.)

We believe that \$300 compensation for participation is reasonable, even modest; it is primarily for the outside-of-the-classroom participation in our required discussion and workshop sessions (see above). While there will be some additional work involved in classroom planning and pedagogical discussions, such activities would *replace* what otherwise would have been the “usual” activities associated with teaching a regular class; thus, we feel that this work is part of

their/our normal contractually obligated duties. What's more, this modest sum is distributed over the course of *two* semesters – preliminary planning sessions and the first pilot semester; the schedule is necessitated purely by the normal academic calendar and likely teacher availability (the fall for planning, spring for a pilot and its assessment, the following fall for a pilot and its assessment). Thus:

**8 participants x \$300 = \$2400**

### *Biographical Sketches*

**Elizabeth Kamper** is Instruction Librarian and Assistant Professor at Southern Illinois University Edwardsville. She has been teaching information literacy instruction in libraries for the past six years at three different institutions. Elizabeth specializes in teaching first-year student research skills to ENG 101 and 102 students. She also creates library-based learning objects and sessions that focus on building students' knowledge of the threshold concepts in the ACRL Framework for Information Literacy in Higher Education – such as source authority, information production and consumption, and evaluating content delivery media for the purposes of student research.

Since her start at SIUE in June 2018, Elizabeth has taught forty-eight one-shot library instruction sessions to undergraduate students resulting in fifteen post-session research consultations. She has collaborated with instructors and TAs in the First-Year Writing Program to craft specialized library instruction sessions based on the specific research needs of the classes.

As a member of the First Semester Transition Committee at SIUE, Elizabeth has collaborated with a team of faculty members to remix an Open Educational Resource that focuses on first-semester freshmen and their understanding of information literacy themes. She hopes that the learning outcomes from that literacy unit will act as a starting point for information literacy units in the First-Year Writing Program.

Elizabeth serves on the library's Marketing Committee, the First-Year Writing Program Committee, and the Gateway Library Instruction Conference Planning Committee.

**Matthew S. S. Johnson** is Professor of English and the Director of First-Year Writing at Southern Illinois University Edwardsville. He specializes in rhetoric and composition, writing pedagogy, digital/electronic literacies, and videogame studies/ludology. He serves as the Reviews Editor for the *Journal of Gaming and Virtual Worlds*. His scholarship often focuses on the dismantling of the boundaries between work and play.

He has taught seventy-one classes at SIUE, consisting of thirty-two different courses. He teaches writing and rhetoric at all levels, and writing pedagogy in the Teaching of Writing Masters

program, and pedagogical methods courses to English majors specializing in secondary education. Of particular relevance to this proposal, he has taught extensively in the First-Year Writing Program and trains the English Graduate Teaching Assistants to teach first-year composition. He also designed SIUE's new Basic Writing program, and has substantially revised writing curricula at all levels, including the creation of a Rhetoric and Writing Minor. He participated in the creation of the rhetoric course for the Honors Program, as part of honors students' first-year, two-sequence course on rhetoric/critical analysis.

In 2013, he published, with Richard Colby and Rebekah Shultz Colby (both of Denver University) a writing pedagogy collection titled *Rhetoric/Composition/Play through Video Games: Reshaping Theory and Practice of Writing*. The trio is currently working on another manuscript, *Playing with the Rules: The Ethics of Playing, Researching, and Teaching Games in the Writing Classroom*. He has been publishing in various venues and media about rhetoric and writing pedagogy as they relate to ludology since 2007, and presenting at major conferences about these subjects since 2003. He was recently invited to speak at the "Future of Composition Studies" conference to be held this April.

His service at SIUE has been extensive. Since 2006, he has served on the Rhetoric and Writing (formerly the Teaching of Writing) Committee, the First-Year Writing (formerly Expository Writing) Committee, the English Education Committee, the English Department's Executive Committee, and the English Proficiency Exam Committee. In 2013, he began directing SIUE's writing program. He has chaired seventeen Teaching of Writing Masters exit projects, and served as reader for an additional nine for English Masters candidates.

### **Section 3: Support Statement from Chair and Dean**

Memos from Chair and Deans (attached to application)

### **Section 4: Results from Prior EUE Support (if applicable)**

No EUE funds awarded in the last five years.

SOUTHERN ILLINOIS UNIVERSITY  
EDWARDSVILLE

Date: March 15, 2019  
To: Excellence in Undergraduate Education Review Committee  
From: Lydia Jackson,  Interim Dean, Library and Information Services (LIS)  
Subject: Memo to Support Assistant Professor Elizabeth Kamper, Instruction Librarian

I write to express my strong support for Assistant Professor Elizabeth Kamper's application for an Excellence in Undergraduate Education proposal titled "*First-year Writing Critical Media Literacy Project.*"

Professor Kamper and her colleague, Dr. Matthew Johnson, have proposed a comprehensive and innovative research project that will contribute to both Lovejoy Library and the College of Arts and Sciences. This proposal supports retention and the University's mission of preparing 21<sup>st</sup> century students. As written, the proposal goes further in enhancing the entire undergraduate experience of all freshmen by integrating an active research plan into all English 101 experiences.

I am highly supportive of their efforts as outlined in this proposal. I believe this proposal will benefit the long term goals of the LIS Information Literacy Program. Assistant Professor Kamper is uniquely positioned as Instruction Librarian to perform this project because she is fully immersed in the Information Literacy Framework. I foresee that the growth resulting from this grant proposal will propel the research of the investigators to new levels of productivity and discovery.

LIS has designated existing resources such as Instruction Classroom space that is already in use. The E.U.E. grant will allow Assistant Professor Kamper to build into her daily workload time for research to better enhance her pedagogy and further assess the LIS curriculum. Her expertise in using the *Framework for Information Literacy for Higher Education* will also assist in the professional development of those teaching English 101 information literacy sessions. Equipment that is currently in our facility may now be used to support this research in order to accomplish the objectives of this proposal.

I applaud Assistant Professor Kamper's desire to make information literacy more inclusive and diverse by reaching students in a more engaged format as this aligns with the core values of SIUE, CAS, and Lovejoy Library. I wholeheartedly support this initiative.

SOUTHERN ILLINOIS UNIVERSITY  
**EDWARDSVILLE**

COLLEGE OF ARTS AND SCIENCES, OFFICE OF THE DEAN

**To:** Excellence in Undergraduate Education

**From:** Greg Budzban, Dean, College of Arts and Sciences



**Subject:** Dean's Memo of Support

**Date:** 12 March, 2018

The College of Arts and Sciences strongly supports the application of Elizabeth Kamper and Dr. Matthew Johnson for an EUE grant to support development of media literacy components for ENG 101. The proposal makes a clear case for the importance of addressing media literacy earlier in the curriculum and the particular suitability of ENG 101 for imbedding a media literacy component. The project involves faculty who are currently involved with ENG 101 instruction and there is a plan for evaluating the effect of the component on media literacy is included. ENG 101 course serves several hundred of students a year, and as a Foundations course is a key part of general education. The potential student impact of the project is significant, and relates to an EUE priority of course redesign.

The proposal budget is very modest, minimally compensating involved faculty for additional time in the development and evaluation of the media literacy component, in particular considering the potential for improving media literacy among SIUE students and better preparing students for future coursework.

# SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

March 12<sup>th</sup>, 2019

This memo offers the strongest support for the accompanying Excellence in Undergraduate Education proposal, “First-year Writing Critical Media Literacy Project.” Elizabeth Kamper (Instruction Librarian) and Matthew Johnson are proposing a large curriculum-development project connected with ENG 101, an essential course in the university’s general education program. The project seeks to develop students’ critical media literacy, an increasingly important issue in an age of deep conflict over the nature of ‘truth’ and the role of media in a democracy. Along with improvements to ENG 101, the project will also involve professional development of instructors, which is always welcome.

Sincerely,



Dr. Joel C. Hardman  
Professor and Chair  
Department of English Language and Literature  
Southern Illinois University Edwardsville