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**Course number:** HIST 3319  
**Course name:** Texas History

**What are the student learning outcomes related to information literacy for the assignment?:**

There are three student learning outcomes connected to information literacy for this assignment, which requires students to identify and carefully read eight issues of two historical Texas newspapers, write a multi-part briefing which describes the content of those newspapers, and write a summary thesis which makes an argument about the content therein and interacts with secondary scholarship. Each student learning outcome associated with this assignment is derived from the Framework for Information Literacy for Higher Education, developed by the Association of College and Research Libraries. 1) Searching as Strategic Exploration – Students will learn through practice that searching for information is often nonlinear and iterative, which will require them to be creative and flexible. Students will practice this in their search for and identification of their historical newspapers (primary sources) and academic books and articles which illuminate their understanding of these newspapers (secondary sources). 2) Authority is Constructed and Contextual – Students will read, analyze, and assess the information and narratives provided by both historical newspapers (primary sources) and academic books and articles (secondary sources). Students will develop both a sense of skepticism and self-awareness as they examine sources, and will learn to search for and assess authoritative sources on any given subject. 3) Scholarship as Conversation – This assignment embeds the principle of all scholarship as conversation rather than settled fact. Students will engage explicitly with secondary sources that address the issues addressed in their historical newspapers. By doing so, they will enter into an ongoing scholarly conversation about a historical moment.

**Please describe your assignment and/or learning activities. (500 word limit):**

"Engaging with Historical Texas Newspapers" The assignment requires students to: 1) Identify two historical Texas newspapers from the years 1850 to 1877. Students will select four issues of each newspaper to read. The individual issues of each newspaper should be spaced at least one week apart, and all eight issues must have been published within the same four-month period. 2) Identify four topics (two from each newspaper) which stand out to them, and write a brief of 250-350 words which describes the topic, how the newspaper covered the topic, and historical context (from the newspaper or from secondary sources) which helps the reader understand the topic. 3) Write a summary analysis of 750-1000 words for the full project. This analysis can revolve around a subject(s) of the student's choice (a briefing topic to explore deeper; an analysis of a newspaper's methods; a compare/contrast of the two newspapers, etc.). The analysis must contain: a thesis argument, explicit reference to or dialogue with at least four secondary sources, and a bibliography of sources consulted.

**How do you intend to collaborate with your department's liaison librarian? (100 word limit):**

I will collaborate with Rafia Marza, the SMU Humanities Librarian, to offer one or two workshop sessions that introduce students to: 1) Digital newspapers, especially those accessible through SMU Library databases and third-party databases. 2) Search strategies for academic secondary sources

**Please describe your plan for assessing the information literacy learning outcomes. (250 word limit):**

Students will turn in this assignment in three parts: 1) Bibliography: Submit citation information on the two historical newspapers which you plan to examine, including the dates of the eight issues you have chosen. Also submit an annotated bibliography of three to five academic secondary sources which you might use moving forward. My rubric for this assignment will explicitly assess the student's attention to "Searching as Strategic Exploration" as they explain their process for locating both primary and secondary sources. 2) First Draft - Complete one briefing (250-300 words). This should examine one topic of the student's choosing, including presentation of the information presented by the newspaper, historical context, and analysis of the author's perspective or angle. My rubric for this assignment will explicitly assess students' attention to "Authority is Constructed and Contextual" as they analyze the varying perspectives of the newspaper and its writers. 3) Final Draft – Complete all four briefings (250-300 words each), and complete a summary analysis (750-1000 words) which makes an argument based on newspaper analysis and secondary research. My rubric for the final assignment will assess student's engagement with all three information literacy learning outcomes outlined above, with special attention to "Scholarship as Conversation." Students will be required to explicitly dialogue with at least three works of secondary scholarship as part of their summary analysis.