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Course number: DISC 1313-042-1182

Course name: Discernment and Discourse Inquiry Seminar: Leadership and Text Mining

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

The course assignments invite students to explore the concept of leadership in multiple contexts, showing students that authority is constructed and contextual. The course readings from The Harvard Business Review, which describes shortcomings of strengths based pigeon-holing, and Carol Dweck, which describes growth mindset, encourage students to first take ownership of their classroom content and engage with unfamiliar discourse practices as they consider how much of leadership is actually inherent, and how much is environmental. The assignments encourage students to reevaluate their disposition towards people who are different from them. This way, students have an opportunity to practice developing intellectual empathy with collaborators who may consume or produce information in different ways. The course also teaches students the value of code-switching as a strategic method for successful interdisciplinary collaboration. Information literacy assignments in this course help students gain experience in adapting their use of language to suit their own diverse rhetorical purposes as well as the needs of various audiences.

Please describe your assignment and/or learning activities.

Our class's second major assignment asks students to develop a lexicon of leadership related terms that may be employed differently in the contexts of different discourse communities. This lexicon then may be used in RStudio to text-mine the works of specific authors in the Gutenberg database, or a corpus of articles from the Associated Press, or the Hansard Database of Parliamentary speeches. Students will choose a corpus on which to try out their own leadership lexicon, to find out who in literature, news, or politics are associated with these qualities. For example, what are the top leadership qualities of Arthur Conan Doyle's Sherlock Holmes? In which years was "courage" most frequently discussed in journalistic or legislative discourse. Students then develop a research question to explore using their lexicon. The third assignment builds on the second assignment asking students to use their lexicons to consider the strengths or values of a leader they admire based on the corpus of their work. Students then each evaluate the "information ecosystem: of a leader he or she admires; that is, students consider the historical moment and environmental conditions that made a particular leader the appropriate person who resonated with their audience about a particular goal. Students will answer the question, "What is leadership in this

context?” Research for this paper explores history, psychology, and sociology sources that are relevant to understanding the leader’s personality in the context of his or her environment. Students will find a primary document describing the leader’s moment as well as a secondary source. Students may choose their topic from a list of leaders, or may propose a different leader not on the list. In a low-stakes free-write invention activity, students posit what their leader might say about a world event, drawn from a hat. Students will point to evidence from their primary document and/or secondary source to support their thesis.

How do you intend to collaborate with your department's liaison librarian?

Collaborations with librarians help students apply their growth-mindset to hone their information literacy skills. The English librarian, Rebecca E. Graff, provides an in-class research and lexicography workshop that gives students hands-on practice with consulting academic journals from various academic disciplines and discourse communities. Rebecca Graff also guides students in using their lexicons to identify language trends in digital corpora using RStudio. The DISC librarian, Jonathan McMichael, facilitates a research workshop and counsels students as in finding and incorporating reliable source information on historical contexts. Jonathan McMichael also facilitates an in-class workshop on SMU’s film-making platform, One Button Studio.

Please describe your plan for assessing the information literacy learning outcomes.

The four major student papers will be assessed based on the 1313 DISC Rubric with especial emphasis on the elements that coincide with the information literacy objectives of that assignment. For example, the Ted Talk Video assignment emphasizes skills related to crafting sentence-level communication. The assignment will be graded on the appropriateness of the writer’s tone and diction for the addressed audience. Successful videos demonstrate audience-awareness and careful deployment of discourse conventions in addition to a solid thesis and supporting evidence. Excellent videos demonstrate the writer/filmmaker’s behavioral and affective and consideration for the audience’s unique needs and expectations. The course concludes with a student portfolio submission that includes a reflective self-assessment of the semester’s progress toward their individual information literacy goals, as defined at the outset of the course. Students will have low-stakes reflective writing opportunities throughout the semester to echo-locate their progress with respect to these goals.