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Course number: ANTH 3310
Course name: Gender and Sex Roles: A Cross-Cultural Perspective
What are the student learning outcomes related to information literacy for the assignment?
1. Articulate how knowledge is produced on a popular, participatory online platform (Wikipedia). Information Literacy Frame: Authority is Constructed and Contextual. Knowledge Practice: understand increasingly social nature of the information ecosystem where authorities actively connect with one another and sources develop over time. Knowledge Practice: learners acknowledge they are developing their own authoritative voices in a particular area and recognize the responsibilities this entails, including seeing accuracy and reliability, respecting intellectual property, and participating in communities of practice.

2. Write collaboratively with others, both in person and in a digital space. This includes giving and receiving feedback in a productive and respectful manner. Information Literacy Frame: Scholarship as Conversation. Knowledge Practice: critically evaluate contributions made by others in participatory information environments. Knowledge Practice: Cite the contributing work of others in their own information production.

3. Locate relevant and trustworthy sources of information, both through the SMU library and online. Information Literacy Frame: Authority is Constructed and Contextual. Knowledge Practice: use research tools and indicators of authority to determine the credibility of sources, understanding the elements that may temper this credibility. Information Literacy Frame: Searching as Strategic Exploration. Knowledge Practice: match information needs and search strategies to appropriate search tools. Knowledge Practice: use divergent and convergent thinking when searching. Knowledge Practice: use different types of searching language appropriately.

4. Write in accordance to style guide and informational framework of a specialized platform. Information Literacy Frame: Information Creation as Process. Knowledge Practice: develop, in their own creation processes, an understanding that their choices impact the purposes for which the information product will be used and the message it conveys.

5. Define and recognize bias in information and remove it from their research and writing. Information Literacy Frame: Information has Value. Knowledge Practice: understand how and why some individuals or groups of individuals may be underrepresented or systematically marginalized within the systems that produce and disseminate information (the topics of gender and the Global South are underrepresented in Wikipedia).

6. Identify when a piece of writing does not adequately address issues of gender and/or sexuality. Information Literacy Frame: Research as Inquiry. Knowledge Practice: formulate questions for research based on information gaps or on reexamination of existing, possibly conflicting, information. Information Literacy Frame: Authority is Constructed and Contextual. Knowledge Practice: use research tools and indicators of authority to determine the credibility of sources,

understanding the elements that might temper this credibility. Knowledge Practice: understand that many disciplines have acknowledged authorities in the sense of well-known scholars and publications that are widely considered "standard," and yet, even in those situations, some scholars would challenge the authority of those sources.

Please describe your assignment and/or learning activities. (500 word limit):
Wikipedia Editing Project: Students will participate in online knowledge production by contributing to the popular, collaborative online encyclopedia, Wikipedia. They will complete a series of assignments and attend two talks with Jennifer Sullivan, the Fondren Library Science Librarian, to develop a section of a Wikipedia page on gender or sexuality. This process will expose them to the Knowledge Practices listed above and work toward the stated Student Learning Outcomes.
Assignment #1: Getting Oriented Students will read and discuss articles introducing the central question of the assignment: "How is knowledge produced and consumed online? What biases exist in that space - individual and cultural?"
Librarian Visit #1: What is a reliable source and how do I find it?
Assignment #2: Explore Wikipedia and Find Your Page Students will start at the anthropology portal - the homepage listing topics in anthropology - to learn how Wikipedia organizes information. If students find a page they would like to work on, they can submit that link to the professor for approval. Students can also choose from a list of pre-approved pages that need a section or more added to them. (For pages that require extensive additions, students will work in pairs.) Students will select their top choices, and the professor will ensure everyone has their own page to work on.
Librarian Visit #2: How to Use Wikipedia
Assignment #3: Peer Edits Students will compose one or more sections of a Wikipedia page, and will likely need to edit existing text on the page (I will refer to this work as their "draft" throughout). Students will also keep an annotated bibliography, which will include why utilized sources are reliable and how they are using them in their draft. Students will bring a hard copy of their drafts and at least one entry in their annotated bibliography to class. Students will be paired and complete a peer edit worksheet (based on Wikipedia's standards for evaluating articles) for a classmate. Students will continue work on their articles based on peer feedback.
Assignment #4: Submit Draft to Professor for Approval Students submit a revised copy of their draft to the professor, along with drafts of their annotated bibliography and copies of any discussions they have had on Wikipedia (talk pages). The professor will mark what parts of the draft can be made live on Wikipedia and which need more work. The student will make approved changes live on Wikipedia and continue work on other sections. Students will periodically check in on relevant talk pages to engage with feedback from other Wikipedia editors about their live edits.
Assignment #5: Turn in Final Project Students will turn in a final portfolio of their Wikipedia editing project. The package will include documentation of the work they have done in Assignments #2 - #4 and a short reflection paper, where they will respond to the prompt: "What have you learned about knowledge production on Wikipedia? What perspectives were missing from the page you worked on? What did you learn in the process of editing a page?"

How do you intend to collaborate with your department's liaison librarian? (100 word limit): I worked closely with Jennifer Sullivan to conceptualize this project. Jennifer will visit

the class two times during the semester. On the first visit, she will teach how to find and recognize a reliable source (online and at the SMU library) and introduce the concept of an annotated bibliography. On the second visit, she will help students set up Wikipedia accounts, teach them how to work in Wikipedia, and demonstrate what makes a good Wikipedia page. Jennifer and I will hold two help hours during the semester to support students as they have questions or problems working with Wikipedia.

Please describe your plan for assessing the information literacy learning outcomes. (250 word limit):
Student completes readings on online knowledge production and discusses them in class (Assignment #1; SLO #1): Student attends talk on locating good sources (Librarian Visit #1; SLO #3).
Student learns what a good Wikipedia page is and how to improve pages (Assignment #2, Librarian Visit #2): Student successfully chooses article to edit (SLO #6).
Annotated Bibliography (Assignment #4, #5): Includes a variety of sources (SLO #3). Articulates why sources are reliable (or not reliable) (SLO #3). Identifies bias in their sources (SLO #5; SLO #3).
Peer-Editing Experience (Assignment #3, #4): Arrives in class with a complete draft (SLO #4, #6). Gives written feedback to someone's draft, employing the Wikipedia style guide (SLO #2, #4). Successfully incorporates peer edit feedback into next draft of article (SLO #2).
Submitting changes to Wikipedia (Assignment #4): Makes approved changes live to Wikipedia with correct citations (SLO #4, #5). Participates in talk pages as Wikipedia editors respond to her/his work (SLO #2).
Final draft of Wikipedia section (Assignment #5): Student contributes to the page in a meaningful way: composed text, included relevant links in text, added missing content (SLO #4, #5). Student's work matches Wikipedia guidelines (SLO #4). Student utilizes reliable sources and cites them properly (SLO #3, #4).
Reflection Essay (Assignment #5): Demonstrates understanding of online knowledge production (SLO #1). Contextualizes their experience in larger framework of knowledge production (SLO #1). Identifies that sources often ignore issues of gender and/or sexuality (SLO #5, #6).