Sep 25th, 1:30 PM - 2:45 PM

Active Scholarship: Integrating Research and Writing in the Extensible Classroom

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Active Scholarship: Integrating Research and Writing in the eXtensible Classroom

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Why Active Scholarship?

RON BALTHAZOR

**LEAD DEVELOPER FOR THE
<EMMA> PROJECT,
UNIVERSITY OF GEORGIA**

Active Scholarship

- Supports student engagement through projects that emphasize:
  - Critical thinking and problem solving
  - Research
  - Writing

- Integrates best pedagogical practices and existing student resources

Integrating Resources

<emma>
eLearning
Commons

Faculty

Peer
Instruction

First-Year
Composition

ASI

Teaching
Assistants

CTL

Writing
Centers

Librarians

Praxis

ASI Projects Include:

- Complex and engaging problems
- Focused bibliographies and research instruction
- In- and/or out-of-class workshops
  - Writing (i.e. thesis statements, organization)
  - Research
- Low-Stakes assignments
- Process composition

Praxis

ASI Projects Include:

- Peer Review
- Asynchronous instruction and feedback
- Writing interventions
  - Instructor-initiated
  - Student-initiated
- Reflection
- Assessment

Pedagogical and Technical Development

SARA STEGER

AND

ROBIN WHARTON

<emma> as the eXtensible Classroom

- <emma> is a learning management system designed by writing instructors for use in the writing intensive classroom.

- We developed <emma> to create a community of scholars, which could include instructors, instruction librarians, and students.

- By enabling asynchronous participation in a common workspace, <emma> connects the classroom to the other places where learning occurs on and off campus.

Community of Scholars

- Peer Review
- Forums
  - Research forum
  - Forums to facilitate class discussion
- Portfolios

Template-Guided Evaluation and Assessment

English 1101-Balthazor

Project One, Stage One

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1 You have clearly done some good research. As a whole, the paper needs a more specific thesis. What do you think or want to say about the topic you've chosen? At the moment, this is more like a report that a thesis/argument-driven essay.

2 As this develops into an argument, you will be able to determine what your main points are and then organize your paragraphs around those main points.

Community of Scholars

- Peer Review

Portfolios

Project-Oriented Pedagogy

- Low/High Stakes Writing
- Information Literacy and Research
- Self-Evaluation and Reflection

Low Stakes Writing

Forums

Staged Drafting and Writing

<emma>

<emma> Home
Jane Austen ▼
Manage Course
Course Home
Projects
Materials
My Documents
Class Docs by Name

Projects :: Final Essay :: Class Documents by Name

Notes on this page:

Short Essay One | Short Essay Two | Final Essay

Pre-Write

👤 📄 Final Paper - Annotated Bibliography

Download (10:51 AM, 2009-0

Draft 1

👥 📄 Final Essay - Peer Review Draft

Download (12:11 AM, 2009-0

Draft 2

👤 📄 Peer Review Allen

Download (05:47 PM, 2009-0

👤 📄 Peer Review Allen

Download (02:43 PM, 2009-0

Final

👤 📄 Final Paper

Download (05:04 AM, 2009-0

built with

cocoon

PostgreSQL POWERED

OpenOffice.org

Project-Oriented Pedagogy

- Low/High Stakes Writing
- Self-Evaluation and Reflection
- Information Literacy and Research

Self-Evaluation and Reflection

Projected-Oriented Pedagogy

- Low/High Stakes Writing
- Self-Evaluation and Reflection
- Information Literacy and Research

The Classroom Experience

LAURA ADAMS WEAVER

INSTRUCTOR, DEPARTMENT OF ENGLISH AND INSTITUTE OF NATIVE AMERICAN STUDIES UNIVERSITY OF GEORGIA, ATHENS

Writing Assignments

- ## Assignment #1: Deconstructed Essay
  - Required research into cultural and/or historical context and author's tribal connections

- ## Assignment #2 & 3: Traditional Short Essay
  - Research not required

- ## Assignment #4: 15-20 page Researched Essay
  - Explained a common thread among multiple primary texts

  - Incorporated secondary sources as support

Online Discussion Forum

- Contributed twice weekly to an online discussion
  - At least one post had to respond to someone else's thread
  - To encourage reading all the posts, no credit was given for "me, too!" responses or posting something already said by another

Online Discussion Forum

Uncegila: Females Upset Balance by _____ 10:47 AM, 2009-02-06

I really enjoyed reading the monster story about Uncegila and her seventh spot. The action was riveting and plot somewhat reminded me of a tale from the Arabian Nights. As I continued along in the story I was amused by the role of women in the story.

The women always seem to upset the balance in life. Uncegila wreaked havoc on peaceful existance, and Ugly Old Woman turned Pretty Young Woman (boy, was that funny in itself) helped change the current situation back to peaceful. The brothers were only instruments of women throughout the story, following orders or falling into a trap weaved by women through either their sexuality or their wickedness. The female characters in the story were either evil, witches, or promiscuous women sneaking in and out of the brothers' tents.

While the story was slightly demeaning by the roles it assigned to women, it was still interesting that it inadvertently gave women as much power as it did, since women were the ones who changed the status quo for better or worse.

> **re: Uncegila: Females Upset Balance** by _____ 2:00 PM, 2009-02-06
>
> That is an interesting point. And I agree that women settle the score in a way, balance each other out. But the twins do take the initiative to go fight this monster and the "power" (hunting skills, charm, etc.) does belong to them.
>
> I don't know if it's just the culture we've grown up in or what, but I feel like a lot of the discussions have been focused on feminist, or anti-feminist, views. I think it's important to remember the culture from which the literature comes. These people have a deep, deep respect for the women in their lives. Just because one female figure is a monster or another is sexually desirable doesn't mean that the story is debasing the worth of women.

Reply

Witchcraft by _____ 10:03 AM, 2009-02-06

When listening to Heather's presentation on withcraft on Wednesday, I found it very interesting how differently our culture views witches as opposed to the Indians. Witches instill a sense of fear within both groups, but the Indians tend to be much more cautious in their dealings with witches. Instead of confronting them, they simply avoid angering the witches and go on with their daily lives. However, in Western culture, the dealings with witches tend to be much more violent. For example, the Salem Witch trials were gruesome in their attmepts to eradicate "evil spirits." I just find it fascinating to consider how differently both cultures react to the same fear. The Indians tend to take a much more passive approach than the aggressive actions in the past of whites. Any thoughts as to why?

Online Discussion Forum

- Rationale
  - Writers can begin to put ideas into writing without worrying about form or style.

  - Peers respond to writers' ideas rather than focus on mechanics

Collaborative Research Project

- ## Research Presentations

  - Students gave short oral presentations on a topic raised in that week's reading or in the previous week's forum

  - From their research, they added 2 annotated bibliographic entries to a collaborative research forum

Collaborative Research Project

Use this forum to post your contributions to the class's annotated bibliography. Once during the semester, you'll be responsible for adding 2 annotated bibliography entries that provide historical or cultural context for some aspect of that week's reading. The goal is to build an annotated bibliography for the class. Provide complete information about your source. See the specific instructions on the Assignments page on the course website for more.

Everyone is responsible for reading the new posts at the beginning of each week.

by   10:41 AM, 2009-04-24

Ewers, John C. Plains Indian History and Culture: Essays on Continuity and Change. Norman, Oklahoma: The University of Oklahoma Press, 1997.
This book has a large amount of information about various customs and cultures of different Plains Native American tribes. It has sections about the religion, art, history, clothing, and many other cultural aspects of these peoples' lives. Ewers also uses the book to explain how trading and historical contact with Europeans influenced the cultures of some of the Plains Indians. It should help me in my essay because it explains various aspects about Indian culture and religion and how they relate to each other. By comparing these old customs with modern ones, this source should help me become more knowledgeable about the subject matter.

Volo, James M., and Dorothy Denneen Volo. Family Life in Native America. Westport, CT: Greenwood Press, 2007.
This book explores how the family unit developed and thrived among various Native American tribes, both past and present. The book's topics are wide, and include such subjects as child rearing, ceremonies and rituals, warfare, and many other customs that the family unit became involved with. The section of the book on kinship systems provides much insight into some foundations on which many aspects of Native American culture are based. It should help me in my essay by explaining some of these cultural aspects which I can then incorporate into the subject of the overall essay.

The Classics of Western Spirituality. Native North American Spirituality of the Eastern Woodlands. Ed. Elisabeth Tooker. New York, NY: Paulist Press, 1979.

This book explains various religious beliefs of Native Americans living on the Eastern side of the United States and Canada. It is comprised of many Native American texts that have been translated into English. It emphasizes how the spiritual world of Native Americans is so drastically different from the beliefs of European settlers. Focusing on the ceremonies of various Native tribes, the book explains factual knowledge about native customs while interpreting what Native ceremonies represented.
This source should help me develop my paper by providing me with information about Native religions and ceremonies. It will help me understand how Native beliefs influence historical and modern customs.

Collaborative Research Project

- ## Research Presentations: Rationale

  - Familiarizes students with library resources early in the term

  - Stresses evaluation of the usefulness and biases of source material

  - Results in a shared list of sources, specifically related to the course material, that can be used in the final project

Writing Instruction

- Forums targeted at developing writing skills

  - Posted a working thesis for Paper 2 to a special topics forum. Peers and a tutor in the writing clinic responded to the content (the argument) and form (the language).

  - Posted a developed paragraph for Paper 3, marking main claim, evidence, and commentary. Peers responded to the use of evidence.

Writing Instruction

Paper #2 Thesis Forum (Created: 10:34 AM, 2009-02-23)

Before 9 am Friday 2/27: Post Working Thesis here

Tutors from the Writing Center will respond by 5:00p.m. on Monday to thesis statements posted by 9:00am. See the course calendar for instructions on the peer review portion of this assignnment.

1. In the P#2 Thesis forum, post your working thesis for paper #2. [This doesn't have to be the thesis. Just your working thesis.]

2. Below the thesis, write a short explanation--no more than 4 sentences—of where you're going with your argument. What question are you trying to answer for your readers about your text(s)?

Discussion Forum for Week 7 (Feb 23-27) (Created: 10:28 AM, 2009-02-23)

Discussion Forum for Week 7 (Feb 23-27).
As usual, 2 minimum posts to the discussion forum before Friday. At least one needs to respond to someone else's thread.

Writing

Instruction

A work-in-progress... by ⬛⬛⬛⬛ 10:13 PM, 2009-02-26

So far, this is what I have for my thesis:

Howe shows that, among these people, it is the female population that is shown to have the greatest resilience and strength to transform an entire nation and its destiny.

I plan on showing how the women of the Choctaw tribe seek revenge on the spirits that try to destroy them and their families. Shakbatina, a woman who dies for the life of her daughter, is seen throughout the whole novel, including the more present-day story, and I want to show how her infulence eventually gets revenge on the spirit that haunts the Choctaw tribe of past and present.

re: A work-in-progress... by ⬛⬛⬛⬛ 11:57 AM, 2009-03-04

Hey Christa. I'm one of your peer reviewers. In reading your thesis statement, I noticed a couple things. In the beginning, you refer to the Choctaw tribe as "these people." You might want to be a bit more specific: tell your readers exactly what you will be talking about. Also, as Christina and the writing tutor mentioned, you might want to avoid making generalizations. While Shell Shaker is a Choctaw story, it isn't the story (to steal a phrase from Dr. Weaver). Make sure you tell your readers this. Also, as Christina said, what is the significance of female strength in the novel? It is pretty undebatable that it's there, but why is it important? Other than these few things, I think you've got a pretty interesting topic. It will be fun to see what you do with it :)

~Ginny

re: A work-in-progress... by Writing Center Tutor 08:53 AM, 2009-03-03

Christina made some solid observations about the need to keep your thesis a bit more focused. As a reader, I, too, would like to know whether you want to talk about all Choctaw women, specific characters, etc. Also, be cautious about making a sweeping generalization regarding women's strength; it would be easy to do this if you don't keep your argument grounded in the text. It might help to focus on Shakbatina since you seem to be particularly interested in her role. You also mention her need to protect her family -- is there some way you can tie this relationship to her (or another woman's) interest in the Choctaw tribe as a whole? Good luck! SW

re: A work-in-progress... by Christina Gifford 01:31 PM, 2009-02-28

Hi, I'm one of your reviewers.

I agree that the novel has a very strong female influence. But I think you have to take it a step farther. Yes, the females are strong, but what is the significance of that? Is this a Choctaw trait, a family trait? Does Howe just enjoy writing dynamic heroines? My only problem with your current thesis is that I feel it's almost undebatable. Also, is the focus going to be on the strength of individual characters or the strength of women in general? Is this a novel about a family of strong women or is this a novel about society's need for female leadership?

I hope this helps and good luck writing your paper!

~Christina

Writing Instruction

Paragraph Development by S 11:27 AM, 2009-04-01

Thesis: The ongoing present tense narrative unifies both stories, removing the time barrier and exposing the role of women within this Choctaw nation, as well as the persistent influence that the past has on the Billy women.

Background: I focused on the present tense narrative in Shell Shaker and how it erases time to reveal Choctaw history's power and influence on the Billy women and the role of women within the Choctaw nation.

The unchanging verb tense also compares the eighteenth century Billy women to those of the twentieth century and emphasizes the Billy women's struggle to maintain their Choctaw heritage while living in a modern world that threatens its existence. This struggle is illustrated during Auda's lecture on Choctaw history to the Oklahoma Historical Society. When she is challenged to defend the Choctaw people, she retorts, "…Adair and I were just about to hold an auction and relinquish a memento from our childhood, our family's allotment deed" (47). This comic yet aggressive response illustrates Auda's struggle in meshing her past with that of non-Natives. Like Auda, Tema also struggles to balance living outside of the tribe. This conflict is seen while she is on stage and hears a spirit: "A bodiless voice calls to her in Choctaw and the sound resonates in he rears. She can't move" (32). This meshing of her heritage with her modern world illustrates the tension it creates in her life. This struggle also affects Adair, as she is suspected of knowing what stocks to buy or sell in advance: "Because Wall Street is very superstitious, people believed she had the ability to predict the future. They assumed it was her Native upbringing" (40). Even though she has moved away from her tribe, she is still affected by her identity. That the lives of Auda, Tema, and Adair are all affected by their Choctaw identity demonstrates the power of their heritage. Because the novel is written in present tense, these Billy women are not very distanced from the eighteenth century Billy women, and just as both are told in present tense, both generations of women are affected by their Choctaw heritage.

re: Paragraph Development by ey 11:52 PM, 2009-04-01

I agree with John about the nice mixing of evidence and comentary. Two things that might be improved for the future:

1) The first half of your topic sentence is not used or mentioned clearly at all the rest of the paragraph and was kind of confusing since I was looking for verb tense to be mentioned but it wasn't until written as almost an afterthought at the end by trying to tie in eighteenth century Billy women seemingly randomly. Maybe it was mentioned clearer in a previous paragraph? With just the information her, it does not make as much sense as it could.

2) Your commentary seems like it could have been fleshed out a bit more. The best example is your third commentary section. How, exactly does it illustrate the tension in her life? Is her Hoppy making her wish she could see him spend more time with her family? Does she want to marry the non-indian man against their traditions making her tense and scared? Is she being pulled away from the modern life she has built for herself and her son by a ghost from the past? Any one of these would be valid and give more life to the quote instead of letting the reader make all sorts of conclusions you might not want them to make.

Hope this helps for next time!

Writing Instruction

- ## Writing Forums: Rationale

  - Review exercises are short and specifically targeted

  - Minimal time spent on writing instruction (15-25 minutes for each exercise)

  - Gives peers a shared vocabulary and specific criteria with which to evaluate each others' work

Process Assignments

- Assignments leading up to researched essay

  - Annotated Bibliography

  - Evidence-Commentary Charts (peer reviewed)

  - Thesis statement (peer reviewed)

  - Paragraph development exercise (peer reviewed)

  - Postwrite

Process Assignments

- Rationale

  - Reviewing thesis and paragraph development draw on previously learned skills

  - Annotated bibliography encourages an early start for the research process

  - Evidence-Commentary chart encourages analysis rather than simple inclusion of evidence

  - Postwrite requires metaprocessing and gives responsibility for tracking process assignments to the students

Incorporation of Information Literacy

CAROLINE CASON BARRATT

Reference & Instruction Librarian and Instruction, Programs & Services Coordinator

University of Georgia Libraries

Miller Learning Center

Library Research Instruction at UGA

- Busy Instruction Program – 2009 Statistics
  - 570 Classes
  - 403 Research Conferences
  - 3 Credit-bearing courses

Embedded Librarians

- **Existing Relationships**
  - Honors Program
  - UNIV1120 – Creative Research Project (combining computer and information literacy)
  - Others in Social Science, Science and Humanities

- **Methods**
  - Online course management systems (WebCT)
  - In-person as a co-instructor
  - Required research conferences

ENGL4860

- Librarian's Role
  - Short research sources orientation
  - Research Forum – Pre-workshop
  - Hands-on Workshop
  - Research Forum – Post-workshop

Research Forum

I want to look at *The Truth About Stories, From the Glittering World*, and either *Shall Shaker* or *Black Eagle Child*. In all these stories, a major theme is how the characters negotiate a balance between their tribal identities and values and those of the Western world. I feel that this negotiation and balance is reflected in the storytelling style of the works themselves, and that by reclaiming and combining the traditions of each the authors are creating a dynamic balance and laying claim to both worlds. I also want to focus on the modern and traditional roles within the tribe and how they are also a blend.

What I really want to know more about is how American Indians navigate and integrate the two cultures that they are a part of. I want to look more into traditional storytelling, and look specifically at how those forms are mirrored and reformed in the novels. I want to look more at the gender roles, leadership roles, and how teachings are passed on, and how that is affected by the oral tradition/ Western culture. I want to look more at the Native colleges and schools, and how they integrate both approaches, how kinship works now opposed to traditionally in the specific tribes from the stories.

American Indian / Native American/ Choctaw/Navajo with:

gender

gender roles

leadership

spiritualism

integration

storytelling

oral tradition

religion

education

Hello,

If I am reading correctly it sounds like you have two interests, both related to teaching. One is about how social roles are developed and indoctrinated and the other how formal education is presented within tribes (and on the reservation?). Anthropological or sociological journals might best serve the former (check out JSTOR and Project Muse), with an education index like ERIC for the latter.

Sociological Abstracts - www.galileo.usg.edu/express

ERIC - www.galileo.usg.edu/express

We will do some exploring in class to see what lines seem strongest.

I also came across this book in our library that looked promising. There are likely to be more, but this one might be good place to get started. White man's club : schools, race, and the struggle of Indian acculturation / Jacqueline Fear-Segal. Location: Main 4th floor Call Number: E97 .F43 2007

See you tomorrow!

Caroline Barratt

Librarian Perspective – Lessons Learned

- Big commitment = Big rewards
- Asynchronous instruction enhances in-person workshops
- Authentic participation and long-term investment
- Creating a community of scholars

Thanks!

FOR MORE INFORMATION ABOUT
<EMMA>, PLEASE VISIT
WWW.EMMA.UGA.EDU