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# Curriculum Development Grant Application

Name Linda Kunce Year of tenure-track appointment 1995

Type of Grant Sought:

Individual

Group – please list additional member(s)

Stephanie Davis-Kahl (tenured 2009)

Course(s): Psychology 335: Counseling & Psychotherapy

Please complete the following checklist by placing a check mark against each item to ensure that your application is complete. Incomplete applications will be returned to the applicant without further consideration.

- 1. Narrative (Not to exceed 3 pages, single space, Times Roman 12 point)
- 2. CD Budget Page
- 3. CD Grant Supervisor's Form

If your proposal is funded, would you be willing for the Mellon Center to use it as an exemplary submission in the online *Handbook*?  Yes  No

Signature Stephanie Davis-Kahl Date 5/2/2011

Linda Kunce 5/2/2011

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### Curriculum Development Grant Budget

1. Estimated expenses (make sure to include a description of each of the expenses in the 2-3 page narrative). If you are requesting books or videos, please provide titles and approximate costs.

Item	Amount
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
<b>Total</b>	<u>0.00</u>

2. Stipend requested (see above text for specific requirements):

Name	Amount
<u>Linda Kunce</u>	<u>1,000.00</u>
<u>Stephanie Davis-Kahl</u>	<u>1,000.00</u>
_____	_____
_____	_____
<b>Total</b>	<u>2,000.00</u>

3. Total amount requested: 2,000.00

Please note: Materials purchased with CD and ID grant funds, including, for example, software, CDs, and DVDs, are subject to all applicable copyright laws. Faculty members are responsible for upholding these laws. Materials for use in the library collection should be purchased through The Ames Library with allotted departmental funds. For details about copyright issues, please go to <http://www2.iwu.edu/library/services/copyright>, or contact University Librarian Karen Schmidt or your department's liaison librarian.

**Writing Program Course Revision Grant Proposal:  
Formal Incorporation of Information Literacy Skills in Psychology 335**

Proposal Title: Revision of Psychology 335 to Incorporate Information Literacy Skills

Faculty: Stephanie Davis-Kahl, Ames Library, & Linda Kunce, Department of Psychology

**Overview**

We, Stephanie and Linda, propose to work together to formally incorporate information literacy skills into Psychology 335: Counseling and Psychotherapy. This course provides a historical and contemporary survey of counseling theory and methods, and is taught with both *Intellectual Traditions* and *Writing Intensive* General Education credit. The course is designed for upper-level students who have typically completed Research Methods in Psychology (Psychology 300; the core research/writing methodology course for psychology).

**Rationale**

Our efforts should strengthen Psychology 335 as an Intellectual Traditions (IT) and Writing Intensive (WI) course. As an IT course, students are repeatedly asked to critically evaluate ideas, texts, and practices in both their current context and their development across time. As a WI course, students (1) write reaction papers to course readings, (2) write an APA style literature review, (3) participate in five "Writing Workshops", and (4) document their progress toward their writing goals in a writing portfolio. For most of these IT and WI activities, information literacy skills are fundamental to students' successful development and performance. While information literacy skills have been integrated into course content in the past, *this grant will support our collaborative work and aid us in teaching psychology-relevant information literacy skills in a more structured, explicit, and thoughtful manner.*

Further, we believe that improving the instruction of information literacy skills in Psychology 335 will be valuable for the following broader reasons:

- Disciplinary Perspective. Psychology provides fertile ground for strengthening information literacy skills. The psychological literature spans a wide spectrum—from popular self help books to rigorous empirical research—allowing students multiple opportunities to evaluate sources, consider targeted audiences, and reflect on psychology's impact across settings (e.g., education, popular culture, government policy).
- Developmental Perspective. *Students' development as thinkers and writers in psychology is inextricably connected to their development of information literacy skills.* This effort will allow upper-level students to build on the writing and information literacy concepts covered in Psychology 300 (Research Methods) by giving them an opportunity to apply that learning in a specific area of psychology. Further, although advanced psychology students usually have an intellectual understanding of the forward motion of psychological literature (i.e., how today's theory and empirical research builds on the work of the past), they often fail to grasp that they can be part of that progress through their own research and writing. Addition of an explicit information literacy component to the course may help students gain a greater sense of their own agency in contributing to the scholarly discourse.

- Institutional Perspective. This grant-supported work would expand ongoing efforts in both the library and the psychology department. From a library perspective, the work will support efforts to gain a better understanding of student research practices from a disciplinary perspective. Further, this grant will be a testing ground for the recent Psychology Information Literacy Standards adopted by the Association for College and Research Libraries and thus has potential for broader impact. Our work will also enhance ongoing departmental efforts to assess student learning in the psychology major—especially with regard to students’ (intertwined) writing and information literacy outcomes. Currently, there is no one rubric in psychology for assessing student progress toward these goals, and faculty can easily be overwhelmed attempting to choose between the multiple available guidelines (listed in following section). One of our goals will be to explore effective methods for assessing student progress toward writing and information literacy goals, especially with regard to closing the assessment loop by providing students with feedback on their progress. If awarded, the grant would support us in piloting strategies that could then be shared with other psychology faculty.

### **Plan**

The course content will be consistent with how the course has generally been taught in prior years and is not the focus of this proposal. The major learning activities that are relevant to the current proposal are: (a) reaction papers to assigned readings (including the course text and primary sources), (b) an APA style literature review of empirical research, and (c) student participation in “writing” workshops and maintenance of a writing portfolio.

The main focus of our collaborative work will be to find a way to *explicitly incorporate* information literacy learning goals into the course in a way that can be shared with other psychology faculty. Our work will involve the following.

- *Summer 2011*: We will examine existing guidelines relevant to information literacy and writing outcomes for psychology students. These include the
  - Psychology Information Literacy Standards adopted by the Association of College and Research Libraries in 2010
  - IWU Writing Intensive Flag Goals
  - IWU Information Literacy Outcomes for the Writing Program
  - IWU Psychology Department Adaptation of the American Psychological Association Learning Outcomes for Psychology Majors
  - IWU Writing Rubric
  - Departmental writing rubric(s) developed to assess scientific writing in the major (as of May 1, 2011, this rubric is in its initial stages;)

- *Summer 2011:* We will synthesize the reviewed guidelines (above) to identify key information literacy goals for the course, especially as they relate to writing goals. *These goals will be incorporated into the course syllabus and used to guide instruction and student assessment when the course is taught in Spring 2012.*
- *Summer 2011:* We will review and revise existing learning activities to ensure that they will help students meet the identified information literacy goals for the course.
  - Our beginning work on this can be found in the Appendix (see “Initial Consideration of how Course Activities Meet Information Literacy and Writing Standards”). Based on this work, we believe that we will be able to integrate the Information Literacy work into the current course structure .
  - More specifically, we will explicitly identify instructional strategies and formative assessment methods that will help students work toward the Information Literacy/Writing Goals in the context of the major course assignments
    - Reading Reaction papers (e.g., increase focus on evaluating claims in readings based on source/types of evidence)
    - Literature Review (e.g., building on existing structure for this assignment with a focus on finding more effective ways to use Stephanie’s expertise and skills )
    - Writing Workshops/Portfolio (e.g., build in more explicit opportunities for students to reflect on and self-assess their information literacy skills )
- *Academic Year 2011-2012:* We hope that our work condensing the guidelines for the course will help us identify information literacy elements that can be incorporated into the science writing rubric under development in psychology. Kunce will share the identified elements with psychology faculty in Fall 2011 and solicit feedback, in hopes that it will inform broader departmental assessment efforts.
- *Spring 2012.* When the course is taught, we will collaborate as appropriate to carry out the planned learning activities. As the instructor of record, Linda will be responsible for all grading. However, both of us will meet with students to conference about the development of their writing and information literacy skills. In the course of meeting with students and reviewing assignments, the faculty members will track overall patterns of strengths and weaknesses in student papers to provide feedback to students as well as to hone in on effective information literacy elements to add to the departmental science writing rubric.
- *Spring 2012/Fall 2012.* We will present our findings to the faculty in the Ames Library and the Psychology Department as appropriate either at the end of the Spring semester 2012 or early Fall 2012. In addition, we may share findings with the general faculty at a Non-Org in Fall 2012.



*Initial Consideration of how Course Activities Meet Information Literacy & Writing Standards p. 1 of 2*

<b>Sample Course Activity</b>	<b>Psychology Information Literacy Standards</b>	<b>IWU Information Literacy Outcome</b>	<b>Writing Intensive Flag Goal</b>
<p>Selecting and refining topic for literature review through initial search for sources. [Course instructor will discuss range of topics; Library faculty will provide information on resources]</p>	<p><i>Standard 1: Student determines the nature and extent of the information needed</i></p>	<p><i>Outcome 1: Students value research as a discovery process that requires both creativity and persistence.</i></p>	<p><i>Goal 2: Focus on writing as a process, with opportunities for revision.</i></p> <p><i>Goal 3: Enable students to understand that writing varies according to purpose and audience.</i></p>
<p>Student will collect specified number and types of resources (e.g., literature review, meta-analysis, empirical articles, chapters, web resource) for literature review using a variety of strategies (e.g., PsycINFO, shelf search, Table of Contents review). Student will document search strategies and develop an annotated bibliography/detailed outline based on initial review of those sources</p>	<p><i>Standard 1: Student determines the nature and extent of the information needed</i></p> <p><i>Standard 2: Student accesses needed information effectively and efficiently.</i></p>	<p><i>Outcome 1: Students value research as a discovery process that requires both creativity and persistence.</i></p> <p><i>Outcome 2: Students locate, evaluate and synthesize diverse information in order to develop a body of evidence that supports the project's purpose.</i></p>	<p><i>Goal 2: Focus on writing as a process, with opportunities for revision.</i></p>
<p>Students will create a critical literature review using APA Style with multiple drafts &amp; revision. The literature review assignment will connect students with empirical research, both in the research/reading process and in the writing process.</p>	<p><i>Standard 3: Student evaluates information and its sources critically and incorporates selected information into her or his knowledge base.</i></p> <p><i>Standard 4: Student uses information effectively to accomplish a specific purpose.</i></p>	<p><i>Outcome 2: Students locate, evaluate and synthesize diverse information in order to develop a body of evidence that supports the project's purpose.</i></p> <p><i>Outcome 3: Students demonstrate critical thinking and sound reasoning in their writing through the integration of credible, authoritative sources.</i></p> <p><i>Outcome 4: Students utilize systems of documentation and acknowledgement in order to use information in an appropriate legal and ethical manner.</i></p>	<p><i>Goal 1: Give students significant practice in writing.</i></p> <p><i>Goal 2: Focus on writing as a process, with opportunities for revision.</i></p> <p><i>Goal 3: Enable students to understand that writing varies according to purpose and audience.</i></p>
<p>Students will conference with faculty regarding the progress of their literature review, both in regards to their research process and writing process.</p>	<p><i>Standard 2: Student accesses needed information effectively and efficiently.</i></p> <p><i>Standard 3: Student evaluates information and its sources critically and incorporates selected information into her or his knowledge base.</i></p>	<p><i>Outcome 2: Students locate, evaluate and synthesize diverse information in order to develop a body of evidence that supports the project's purpose.</i></p>	<p><i>Goal 2: Focus on writing as a process, with opportunities for revision.</i></p>

<i>Sample Course Activity</i>	<i>Psychology Information Literacy Standards</i>	<i>IWU Information Literacy Outcome</i>	<i>Writing Intensive Flag Goal</i>
<p>Reaction Papers: Students will be asked to connect ideas across assigned readings selected to underscore the wide variety of literature available on psychotherapy (course text, writings by leading figures in the field, journal articles, popular press). As part of their reflection on their readings students will be asked to evaluate the nature of evidence underlying claims made within these sources.</p>	<p><i>Standard 3: Student evaluates information and its sources critically and incorporates selected information into her or his knowledge base.</i></p> <p><i>Standard 4: Student uses information effectively to accomplish a specific purpose.</i></p>	<p><i>Outcome 3: Students demonstrate critical thinking and sound reasoning in their writing through the integration of credible, authoritative sources.</i></p>	<p><i>Goal 1: Give students significant practice in writing.</i></p> <p><i>Goal 3: Enable students to understand that writing varies according to purpose and audience.</i></p> <p><i>Goal 4: Give student opportunities to use writing as a tool for invention and discovery.</i></p>
<p>Students will give brief (5 – 10 minute) information presentations on their literature reviews to other students? , In addition, students will reflect on the research/writing process during and after the completion of the literature review (e.g., in writing workshops, in writing portfolio)</p>	<p><i>Standard 4: The information literate psychology student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.</i></p>	<p><i>Outcome 4: Students utilize systems of documentation and acknowledgement in order to use information in an appropriate legal and ethical manner.</i></p>	<p><i>Goal 4: Give student opportunities to use writing as a tool for invention and discovery.</i></p>



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## Curriculum Development Grant Supervisor's Form

Name of Applicant(s) Stephanie Davis-Kahl  
Linda Kunce

Category of Grant:

Individual  
 Group

Please provide the information requested below, and return this form and your letter to the applicant(s).

- Is/are the proposed course(s)  new to the IWU curriculum?  
 substantial revision(s) of existing course(s)?

Please Comment This revision adds substantial information literacy components to the course, shifting the focus to identifying and building upon students' abilities to think critically about scholarly resources.

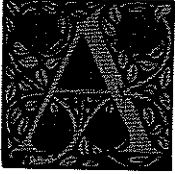
- How frequently will the proposed course(s) be offered? \_\_\_\_\_

- Please attach a brief statement of support addressing the significance and desirability of the proposed course(s) to your department or program's curricular offerings, as well as the applicant(s)' qualifications to develop the course(s).

Signature of Supervisor Karen Schmidt Date 5.2.11



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2 May 2011

Mary Ann Bushman  
Director, IWU Writing Program  
11 Mellon Center  
Stevenson Hall

Dear Mary Ann,

I write in support of the Writing Program Curriculum Development Grant proposal to substantially revise Psychology 335, submitted by my Library faculty colleague, Stephanie Davis-Kahl and Psychology Professor Linda Kuncie. Their proposal calls for the enhanced and focused incorporation of information literacy skills to this course. This is both a WI and an IT course, well-suited to integrate a more structured approach to critically evaluating and using scholarly resources in research.

This proposal correlates closely with the work in which the Library faculty is engaged to define and build a commonly-accepted set of learning outcomes for liberal arts, and to develop information literacy practices that are appropriate to various disciplines. The proposed course revision will enable Stephanie to engage on a regular basis in educating students about psychology resources in higher level research, and to work closely with Linda in developing assignments that incorporate information literacy goals. The opportunity to assess how these skills impact critical thinking and writing skills within a discipline will not only support the goals of this course, but also provide important information regarding the development of information literacy practices at IWU.

I am fully supportive of this proposal and am eager to see the outcomes and assessment from this course revision. Stephanie's knowledge and ability to partner in this substantial revision of Psychology 335 is exceptional, and I look forward to a highly successful collaboration.

Sincerely,

*Karen Schmidt*

Karen Schmidt, Ph.D.  
University Librarian

