

DCI 191: Conventions of Scholarship: Past, Present, and Future

Professor Mary Abdoney | abdoneym@wlu.edu | Telford Science Library A302A

Time: TBD | Location: Special Collections Classroom (Leyburn Library)

Office Hours: Thursdays 1-3 p.m. | <https://wlu.zoom.us/my/maryabdoney> or in person

Description

What is scholarship? Who controls it? Who is left out of scholarly conversations? In the first six weeks of this course, students will explore how various information stakeholders define scholarship, from academics to government bodies. We will primarily explore how academic inquiry differs from personal inquiry; what conventions people observe within the social sciences, humanities, fine arts, and STEM; and the problem of gatekeeping in academic scholarship, and how certain populations are marginalized. Students will learn how to identify quality scholarship, while remembering that quality is subjective and fluid. The second half of the course will leave behind the classroom in favor of an experiential learning lab in the University Library. Students will help their peers not only find information and scholarship to satisfy their own academic inquiry, but will also learn how libraries organize that material and make it discoverable.

Learning Objectives

By the end of the term, students will feel confident:

1. Defining scholarship, and differentiating between scholarship and information;
2. Evaluating scholarship for a particular need as well as accuracy, quality, and relevance;
3. Describing the problem of marginalized populations in the scholarly conversation, and developing ways to fight it; and
4. Helping peers (W&L students) find, evaluate, and incorporate various types of scholarship in many disciplines through experiential learning in the University Library.

Required Course Materials

All students must bring a laptop to each class and lab session.

All articles and book chapters are available via the University Library website or posted to Canvas.

Class Expectations

- All readings and assignments on the schedule must be completed and/or submitted before class starts. Completing all assignments is required to pass the course.
- All viewpoints are welcome in the classroom. In turn, using threatening language or gestures to argue viewpoints are not be permitted, and students may be asked to leave the room if necessary.
- If you find it difficult to complete your coursework because of precarious housing or finances, food insecurity, or threatening relationships, feel free to contact me immediately. This will be confidential and I will help you. Alternatively, note the Student Support menu in the sidebar of the course website and make use of them.

Engagement

What is "engagement"?

- Asking/answering questions during class discussions
- Coming to office hours
- Coming to scheduled lab shifts

This discussion-based class requires active engagement from all class members, which includes attendance. **Students may miss one class session with no explanation;** after that, absences require explanation. Excessive unexcused absences will result in a failing grade.

*Religious Holidays: Students are encouraged to observe religious holidays of their practiced faith. Please let Professor Abdoney know **within the first 2 weeks of class** if you will need to miss class in order to observe a religious holiday. **This will not affect your grade in any way**, but we are required to create a plan to complete coursework in a timely manner.*

If you have concerns about the Engagement part of your grade, please contact Professor Abdoney.

Late Work

Work submitted after the due date/time will result in a **grade reduction**.

Plagiarism

Students are expected to observe Washington and Lee University's Honor System. W&L defines plagiarism as "the use of another's words or ideas without proper acknowledgment." Familiarize yourself with what constitutes plagiarism and how to avoid it. For assistance, see the resources available on the [library website](#) and/or contact Professor Abdoney.

Disability Accommodations

Washington and Lee University makes reasonable academic accommodations for qualified students with disabilities. All undergraduate accommodations must be approved through the Title IX Coordinator and Director of Disability Resources, Elrod Commons 212 (540) 458-4055. Students requesting accommodations for this course should present an official accommodation letter *within the first two weeks of the term* and schedule a meeting outside of class time to discuss accommodations. It is the student's responsibility to present this paperwork in a timely fashion and to follow up about accommodation arrangements. Accommodations for test taking must be arranged with the professor at least a week before the date of the test or exam, including finals.

Grading Scale

93-100 points	A	80-82 points	B-	67-69 points	D+
90-92 points	A-	77-79 points	C+	63-66 points	D
87-89 points	B+	73-76 points	C	60-62 points	D-
83-86 points	B	70-72 points	C-	0-59 points	F

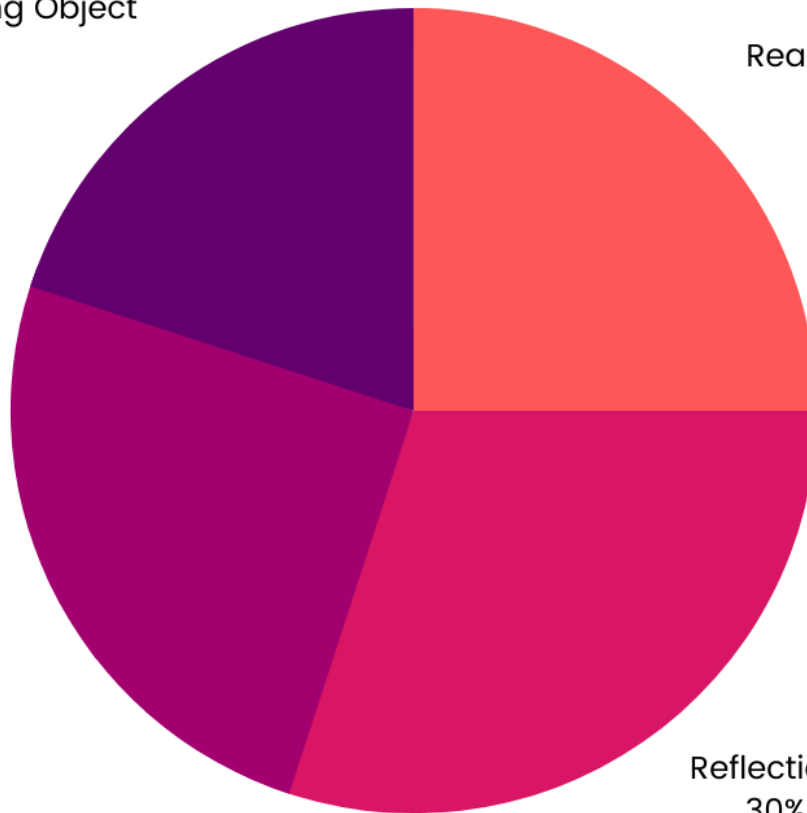
Grade Breakdown

Digital Learning Object
20%

Reading Worksheets
25%

Engagement
25%

Reflections
30%



Week	Content for Discussion	Assignment(s) & Activities
Sep 13 & 15: What is Scholarship?	<ul style="list-style-type: none"> National Science Foundation. 1953. "What is Basic Research?" <i>The Third Annual Report of the National Science Foundation: Year Ending June 30, 1953</i>. Washington, DC: US Government Printing Office. Glassick, C. E. "Boyer's Expanded Definitions of Scholarship, the Standards for Assessing Scholarship, and the Elusiveness of the Scholarship of Teaching." <i>Academic Medicine: Journal of the Association of American Medical Colleges</i>, vol. 75, no. 9, Sept. 2000, pp. 877–80. Ander, Douglas S., and Jeffrey N. Love. "The Evolving Definition of Education Scholarship: What the Clinician Educator Needs to Know." <i>Western Journal of Emergency Medicine</i>, vol. 18, no. 1, Jan. 2017, pp. 1–3. 	In Class: <ul style="list-style-type: none"> Definitions Format Technology
Sep 20 & 22: Conventions of Scholarship	<ul style="list-style-type: none"> Robinson, William R. "The Inquiry Wheel, an Alternative to the Scientific Method. A View of the Science Education Research Literature." <i>Journal of Chemical Education</i>, vol. 81, no. 6, American Chemical Society, June 2004, p. 791. Bhattacharjee, Anol. <i>Social Science Research: Principles, Methods, and Practices</i>. Chapters 1-4. 2nd edition, CreateSpace Independent Publishing Platform, 2012. Sidler, Michelle. "Open Science and the Three Cultures: Expanding Open Science to All Domains of Knowledge Creation." <i>Opening Science: The Evolving Guide on How the Internet Is Changing Research, Collaboration and Scholarly Publishing</i>, edited by Sönke Bartling and Sascha Friesike, Springer International Publishing, 2014, pp. 81–85. 	In Class: <ul style="list-style-type: none"> Research Methods Guest from Library: Introduction to the Library and Search Strategies Due: <ul style="list-style-type: none"> Reading worksheet due before class
Sep 27 & 29: Scholarly Communication	<ul style="list-style-type: none"> Gerber, Alexander. "Science Caught Flat-Footed: How Academia Struggles with Open Science Communication." <i>Opening Science: The Evolving Guide on How the Internet Is Changing Research, Collaboration and Scholarly Publishing</i>, edited by Sönke Bartling and Sascha Friesike, Springer International Publishing, 2014, pp. 73–80. Sidler, Michelle. "Open Science and the Three Cultures: Expanding Open Science to All Domains of Knowledge Creation." <i>Opening Science: The Evolving Guide on How the Internet Is Changing Research, Collaboration and Scholarly Publishing</i>, edited by Sönke Bartling and Sascha Friesike, Springer International Publishing, 2014, pp. 81–85. 	In Class: <ul style="list-style-type: none"> COVID-19 case study Due: <ul style="list-style-type: none"> Reading worksheet due before class

	<ul style="list-style-type: none"> Jensen, Eric A., and Alexander Gerber. "Evidence-Based Science Communication." <i>Frontiers in Communication</i>, vol. 4, Frontiers, 2020. 	
Oct 4 & 6: Gatekeeping and Representation	<ul style="list-style-type: none"> Roh, Charlotte, and Vanessa Gabler. "Systemic Barriers and Allyship in Library Publishing: A Case Study Reminder That No One Is Safe from Racism." <i>College & Research Libraries News</i>, vol. 81, no. 3, Mar. 2020, p. 141. Raju, Reggie. "Predatory Publishing from a Global South Perspective." <i>LPC Fellows Journal</i>, Feb. 2018, Flaherty, Colleen. "Is Retraction the New Rebuttal?" <i>Inside Higher Ed</i>, 19 Sept. 2017, Battista, Andrew, et al. "Seeking Social Justice in the ACRL Framework." <i>Communications in Information Literacy</i>, vol. 9, no. 2, Dec. 2015, 	In Class: <ul style="list-style-type: none"> Develop a plan for more inclusive scholarly conversations Due: <ul style="list-style-type: none"> Reading worksheet due before class
Oct 11 & 13: Quality	<ul style="list-style-type: none"> Johnson, Jessica L., et al. "A Review of the Quality Indicators of Rigor in Qualitative Research." <i>American Journal of Pharmaceutical Education</i>, vol. 84, no. 1, Jan. 2020, p. 7120. Bauder, Julia, and Catherine Rod. "Crossing Thresholds: Critical Information Literacy Pedagogy and the ACRL Framework." <i>College & Undergraduate Libraries</i>, vol. 23, no. 3, Routledge, July 2016, pp. 252–64. McGrew, Sarah, et al. "Can Students Evaluate Online Sources? Learning From Assessments of Civic Online Reasoning." <i>Theory & Research in Social Education</i>, vol. 46, no. 2, Routledge, Apr. 2018, pp. 165–93. 	In Class: <ul style="list-style-type: none"> Guest from Library: Evaluating Scholarly and Popular Sources Due: <ul style="list-style-type: none"> Reading worksheet due before class
Oct 18 & 20: Future of Scholarship	<ul style="list-style-type: none"> Skorinko, Jeanine L. M. "Scholarship of Discovery and Beyond: Thinking About Multiple Forms of Scholarship and Elements of Project-Based Learning to Engage Undergraduates in Publishable Research." <i>Frontiers in Psychology</i>, vol. 10, 2019, p. 917. Binfield, Peter. "Novel Scholarly Journal Concepts." <i>Opening Science: The Evolving Guide on How the Internet Is Changing Research, Collaboration and Scholarly Publishing</i>, edited by Sönke Bartling and Sascha Friesike, Springer International Publishing, 2014, pp. 155–63. 	In Class: <ul style="list-style-type: none"> Scholarship in real time Due: <ul style="list-style-type: none"> Reading worksheet due before class

Oct 25-29: Lab	<ul style="list-style-type: none"> • Caulfield, Mike. <i>Web Literacy for Student Fact-Checkers</i>. Self-published, 2017. webliteracy.pressbooks.com, https://webliteracy.pressbooks.com/. • Fenner, Martin, et al. "Reference Management." <i>Opening Science: The Evolving Guide on How the Internet Is Changing Research, Collaboration and Scholarly Publishing</i>, edited by Sönke Bartling and Sascha Friesike, Springer International Publishing, 2014, pp. 125–37. 	<p>In Lab:</p> <ul style="list-style-type: none"> • Special Collections visit • Students will spend scheduled time helping peers with research questions at both the Research Help Desk and on a chat platform. <p>Due every week:</p> <ul style="list-style-type: none"> • Reflection (~500 words) on the week's questions, interactions, and trends. Special detail paid to new information gathered.
Nov 1-5: Lab		
Nov 8-12: Lab		
Nov 15-19: Lab		
Nov 29-Dec 3: Lab		
Dec 6-10: Lab		
Final Learning Object due Friday, December 17 @ noon		