

# LIBR 205: Co-Inquiry on Learning

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## General Information

Library 205: Co-Inquiry on Learning examines the relationship between multiple academic literacies: research, writing, speaking, and listening. Together we will explore the value of dialogue as a form of research. The primary goal is to determine the connection between research on learning through sustained discourse.

One of the guiding frameworks for information literacy is “scholarship as conversation.” As defined by the Association of College and Research Libraries (2016), learners should recognize the importance of discourse as a form of research that provides “new insights and discoveries occurring over time as a result of varied perspectives and interpretations.” In order to apply the shared strategies and skills gained from the weekly classroom discussions related to the concept of scholarship as conversation, students are required to participate in Western Libraries’ Teaching-Learning Academy dialogue forum.

### **Learning Outcomes**

By the end of this course, students will be able to:

- Identify the three distinctive modes of communication in fostering discourse (debate, discussion, dialogue)
- Compose effective inquiry questions to foster dialogue and conduct research
- Demonstrate the processes and skills needed to critically analyze and use dialogue, a form of conversational scholarship, as research
- Demonstrate intercultural sensitivity when translating shared lived experiences in research

# Expectations & Policies

## Inclusive Teaching & Learning Environment

Individuals of all backgrounds are welcomed and I will work to create an inclusive learning environment for all students regardless of age, race, ethnicity, culture, gender, sexuality, (dis)abilities, legal status, or religion. Courtesy and sensitivity are important to the success of this course, thus, I also ask all students to provide the same respect for their peers.

When requested, I will gladly honor alternate names or gender pronouns. Please advise me at the start of the quarter of your preferred name and preferred pronouns.

## Academic Honesty

Western Washington University students are urged to participate in this course with integrity. Please take some time to review the Western Coalition for Integrity's webpage: <http://www.wwu.edu/integrity>.

## Reasonable Accommodation Policy

It is the policy of Western Washington University to provide reasonable accommodation to the known physical, sensory, or mental limitations of qualified individuals except where such accommodation would impose undue hardship on the institution. To request accommodation, students must contact WWU disability Resources for Students at 360.650.3844 or [www.wwu.edu/depts/drs](http://www.wwu.edu/depts/drs).

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## Assignments & Participation

Completion of all assignments in a timely manner is required to pass this class. Late assignments are penalized by 5% each day; late assignments will not be accepted after five days have elapsed.

## Grading Criteria

The following scale will be used to determine final grades:

A	96-100%	A-	91-95%	B+	88-90%
B	84-87%	B-	80-83%	C+	75-79%
C	78-75%	C-	74-70%	D+	69-65%

Questions - contact [Shevell.Thibou@gmail.com](mailto:Shevell.Thibou@gmail.com) or [Shevell.Thibou@wwu.edu](mailto:Shevell.Thibou@wwu.edu)

D 64-60%

D- 59-55%

F 54-0%

## Assignments

Below are the assignments required for this course. Listed in parentheses is the weight that each assignment carries out of a 100%.

**Analytical Research Paper and Presentation (40%):** The purpose of an analytical research paper is to analyze different perspectives related to a particular subject matter. You will select a teaching and learning topic that relates to the TLA's dialogue theme for the quarter. The goal of this paper is to demonstrate how one uses conversations as a form of research, as well as how to use additional sources (e.g. peer reviewed articles, blog posts, books) in analyzing different viewpoints. Final papers should include a strong thesis, a positionality statement, a literature review, and discussion section. A detailed assignment sheet and rubric can be found on the Canvas site for this course.

At the end of the quarter, you will provide a 10-minute presentation on your research process and findings. The rubric for this presentation can also be found on the Canvas site.

**Critical Analysis Posts (30%):** For a total of three weeks, an array of readings and or videos (e.g. blog posts, newspaper articles, journal articles) will be posted related to a selected topic. You are required to review the assigned readings/videos and respond to the following questions:

- What perspectives were shared within the selected readings/videos?
- What claims or arguments did you find particularly convincing and why?
- What voices or arguments were missing?
- What are your thoughts on this conversation and the topic?

The goal of this assignment is to provide practice for how one might critically analyze multiple perspectives in a conversation, but also to determine how your thoughts and opinions fit into this form of conversation. The following class session we will further discuss the views shared by you and your learning colleagues related to the selected topic.

You can find an assignment sheet on Canvas detailing how points will be allotted for each post, due dates, and other expectations. An example post can also be found on the assignment sheet.

**Participation (15%):** Your participation in the class discussions and the Teaching-Learning Academy dialogues are essential to the success of this course. Participation includes completing

the required assignments and also partaking in the face-to-face discussions in a thoughtful and analytical manner.

**Class discussions** will be focused each week on a specific topic related to composing a strong research paper or conversation as a form of scholarship. The goal of these discussions is to provide a space for the class to explore the intersections between the following academic literacies: research, writing, speaking, and listening.

**The Teaching-Learning Academy's (TLA)** central mission is to create a community of scholars working to better understand and enhance the teaching and learning culture at Western Washington University (WWU) and beyond. The goals of each dialogue session consist of sharing well-rounded views related to teaching and learning while encouraging the following:

- the ability to manage conflict and navigate difficult conversations
- promoting open mindedness and mutual respect for diverse perspectives
- encouraging individuals to partake in meaningful dialogue (versus debate)

Every other week (total of 5 sessions) students from this course will be assigned to participate in the TLA dialogues. This is also an opportunity to observe and gather stories and lived experiences shared at the dialogue forum related to your particular research topic.

**Dialogue Reflections (15%):** These reflections should provide an opportunity to ponder what was shared by participants during the TLA dialogues each week as well as determine what components might best support your research. The following questions should be addressed within your reflections:

- What perspectives were shared that could support your research, if applicable?
- Who seemed to have the strongest voice in the conversation? And how might that have impacted the results of the conversation and/or your research?
- How did you involve yourself in the conversation?
- Were the conversations useful in supporting your research? Why or why not?

Each journal entry should range between 300-500 words and are due by 11:59 p.m. of the next class day.

## Course Schedule

Week/Topic	Assignments Due
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<b>Week 1</b>	Classes begin at WWU. No assignments or readings due.
<b>Week 2</b> Getting Started	<b>TLA Dialogue</b>
<b>Week 3</b> The Role of Dialogue in Research	TLA Dialogue Reflection Complete assigned readings available on Canvas
<b>Week 4</b> Selecting an Inquiry Question	Come with a topic and draft inquiry question for your analytical paper Critical Analysis Post due before class <b>TLA Dialogue</b>
<b>Week 5</b> The Art to Asking Questions & Addressing Researcher Bias	Submit draft inquiry questions and sub-questions used to guide your research TLA Dialogue Reflection Complete assigned readings available on Canvas
<b>Week 6</b> Finding & Using Sources	Bring refined inquiry question and sub-questions Critical Analysis Post due before class <b>TLA Dialogue</b>
<b>Week 7 (Nov 5)</b> Intercultural Sensitivity	TLA Dialogue Reflection Complete assigned readings available on Canvas

**Thank you!**

I am very happy to have you as a member of this class and I look forward to learning with you. I hope you find this course to be useful as you complete your current academic journey and achieve your professional goals.

Questions - contact [Shevell.Thibou@gmail.com](mailto:Shevell.Thibou@gmail.com) or [Shevell.Thibou@wwu.edu](mailto:Shevell.Thibou@wwu.edu)