

## INSTITUTIONAL SNAPSHOT

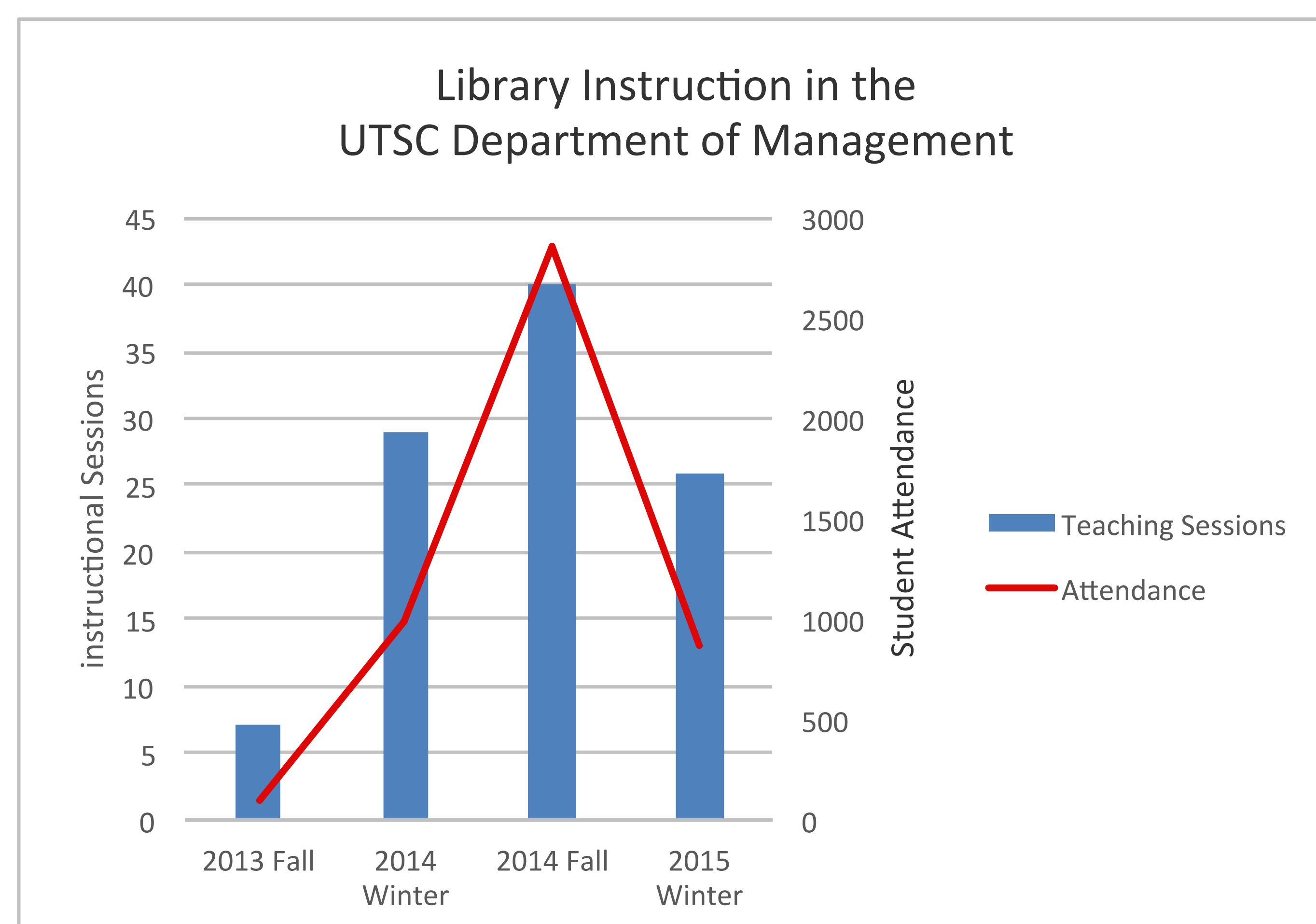
- One of two suburban campuses of the University of Toronto
- 13,000 students
- Primarily undergraduate
- BBA co-op program is very competitive & has a high percentage of international students

## UTSC LIAISON LIBRARIAN PROGRAM

- Began in 2011; twelve liaison librarians
- Two librarians embedded in the Department of Management

## STRATEGIC CAMPUS PARTNERSHIPS

### Instruction Statistics



### Partners

- Course instructor & administrator
- UTSC Writing Centre
- Teaching Assistants

## FOUNDATIONS OF BUSINESS MANAGEMENT (MGTA05)

- Required 1st year course
- Enrollment of approximately 400 students
- In partnership with the course instructor, developed assignment #2, including:
  - all learning outcomes
  - mandatory 90-min workshops
  - assessments (quiz & paper)
- Course guide: [uoft.me/mgta05](http://uoft.me/mgta05)

## ASSESSMENT

### Information Literacy Workshops

- 90-minute workshops were developed & delivered by the liaison librarians
- Learning outcomes:
  - citation
  - summary/paraphrase
  - peer-review
  - critical evaluation of sources
  - thesis statement

### Assessment Methods

- Blackboard quiz: seven questions directly testing the workshop outcomes
- Annotated bibliography: minimum of five sources from a pre-determined list
- Recommendation paper: 1,000 words addressing the pros and cons of fracking

## THE GRADING RUBRIC

### Recommendation Paper

- Grammar & Spelling 10%
  - Grammar, spelling & syntax

- Quality of Prose 10%
  - Uses academic or professional language, avoids the use of slang or jargon
  - Generally well-written
- Recommendation/Thesis Statement 15%
  - Argument is clear, specific and unambiguous
  - Acknowledges an opposing argument
  - Answers 'why' and 'how'
- Structure 20%
  - Good organization of argument
  - Good transitions and logical flow
  - Introduction clearly states how the subject will be approached
  - Conclusions follow clearly from the arguments presented
- Quality of the Argument 30%
  - Offers evidence (quantitative or qualitative) to support the argument
  - Displays strong evidence of original thinking
  - Demonstrates strong grasp of subject and terms
- Citation 15%
  - Uses APA Style correctly
  - Avoids too many long direct quotations
  - Uses references for summarized, quoted and paraphrased ideas

## PRACTICAL IMPLICATIONS

### Successes

- Student grades improved 21% from assignment #1

### Lessons Learned

- Too many learning outcomes for a 90-minute workshop
- Blackboard test tools can be temperamental
- Academic integrity remains a challenge

### Next Steps

- Add tutorial time in order to effectively teach the learning outcomes over several weeks
- Develop expertise in best online pedagogical practices & create online modules for the 'easy' learning outcomes
- Leverage peer assessment to allow for multiple writing assignments while managing the amount of grading required