Overview
This project uses selected sections of the third Eloquentia Perfecta course (EP3) to enhance the information literacy and research skills of FCRH students. In addition to the learning objectives defined below, we seek to develop an approach that will advance the development of an inquiry-led curriculum, a more profound engagement with the values of the liberal arts, and an increased appreciation for and enjoyment of the process of research. In support of the University’s mission, we also aim to promote a sense of ethical responsibility, encouraging students to draw connections between the production and consumption of knowledge and the call to service in the world.

Core Learning Objectives
These sections of the EP3 course aim to promote the following abilities:
1. To formulate a viable and engaging research question and explain the significance of a research problem.
2. To articulate a clear thesis and to relate it to relevant and/or competing intellectual arguments.
3. To compile information and evaluate diverse sources critically.
4. To design and conduct a multistep research process that includes collaborative learning.
5. To conduct research and to use information ethically and legally.

Exercises and Implementation
During the courses, faculty will integrate specific exercises intended to promote the core learning objectives into the structure of their courses. The nature of the specific exercises will vary from section to section, depending on the instructor and the field of study. The goal will be to conduct these in such a way that they are incorporated into the existing EP3 requirements regarding writing and oral presentation instead of adding new expectations for workload and grading.

Assessment
Student progress will be assessed in two ways:

1. At the start of the course and the end of the course, students will be asked to evaluate a scholarly article or a small set of scholarly articles that present competing interpretations and perspectives. In this exercise, students will be asked to:
   - Identify the essential research question of an article or articles.
   - Explain the significance of the research question, and why it is worth asking.
   - Define the thesis of the article(s).
   - Position the thesis in relation to competing interpretations or arguments.
   - Critically analyze the diverse sources used in the article(s), their credibility, the advantages and disadvantages involved in relying on them, and the challenges in interpretation they present.
Faculty will evaluate student performance on this pre-course and post-course exercise using the following rubric.

**Rubric for Initial and Final Assessments**

Can the student identify the essential research question of the article(s)?
Rate: 4 (with sophistication); 3 (acceptably); 2 (at very basic level); 1 (not at all).

Can the student explain the broader significance of the research question?
Rate: 4 (with sophistication); 3 (acceptably); 2 (at very basic level); 1 (not at all).

Can the student define the thesis of the article(s)?
Rate: 4 (with sophistication); 3 (acceptably); 2 (at very basic level); 1 (not at all).

Can the student position the thesis in relation to competing interpretations or arguments?
Rate: 4 (with sophistication); 3 (acceptably); 2 (at very basic level); 1 (not at all).

Can the student critically analyze the various sources used in the article(s) and discuss their credibility, the advantages and disadvantages involved in relying on them, and the challenges in interpretation they present.
Rate: 4 (with sophistication); 3 (acceptably); 2 (at very basic level); 1 (not at all).

2. At the close of the course, faculty will collect and evaluate the most significant piece of research that students have completed during the course and the methods used to complete it, using a rubric intended to assess the five learning objectives defined above.

One option for such a rubric, adapted from one in use at St. John’s University ([http://www.stjohns.edu/academics/provost/assessment_materials/assessment_tools/rubrics.stj](http://www.stjohns.edu/academics/provost/assessment_materials/assessment_tools/rubrics.stj)) appears on the following page.
<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>LEVEL 5</th>
<th>LEVEL 4</th>
<th>LEVEL 3</th>
<th>LEVEL 2</th>
<th>LEVEL 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formulates viable research question and explains its significance</td>
<td>Original, focused, research question and explains its significance fully.</td>
<td>Focused research question and explains significance well.</td>
<td>Adequate research question with some discussion of significance.</td>
<td>Research question unfocused and fails to explain significance of it.</td>
<td>Fails to develop research question.</td>
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<tr>
<td>Articulates clear thesis and relates it to competing arguments</td>
<td>Articulates clear thesis, relates to competing arguments, and uses research to raise new questions</td>
<td>Articulates clear thesis and relates to competing arguments.</td>
<td>Articulates clear thesis, but only partially relates to competing arguments.</td>
<td>Articulates thesis, but it lacks clarity and fails to relate to competing arguments.</td>
<td>Fails to articulate clear thesis.</td>
</tr>
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<td>Fails to articulate clear thesis.</td>
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<tr>
<td>Analyzes diverse sources critically</td>
<td>Sophisticated use and evaluation of sources</td>
<td>Above average use and evaluation of sources</td>
<td>Effective use and evaluation of sources, including strengths and weaknesses</td>
<td>Adequate use and evaluation of sources</td>
<td>Uses sources without discrimination</td>
</tr>
<tr>
<td>Designs and conducts multistep research process including collaborative learning</td>
<td>Sophisticated research design and follow through, including consultation with Library Staff</td>
<td>Above average research design and follow through, including consultation with Library Staff</td>
<td>Effective research design and follow through, including consultation with Library Staff</td>
<td>Basic research design, but poor follow through</td>
<td>Project lacks research design</td>
</tr>
<tr>
<td>Conducts research and uses information ethically and legally</td>
<td>Follows laws, regulations, and policies and demonstrates clear understanding of them.</td>
<td>Same as Level 5</td>
<td>Same as Level 5</td>
<td>Lacks adequate knowledge of laws regulations and policies, unintentional plagiarism</td>
<td>Lacks knowledge of laws, regulations, and policies, evidence of willful plagiarism</td>
</tr>
</tbody>
</table>