

**WML Information Literacy Instruction Assessment 2017-18
Classroom Activity Report**

Faculty Librarian: Kevin Norris

Semester: Fall 2017

Course Number and Name: WRTG 107: Composition (EP)

Course Instructor (Last Name): Glover

Date(s) of Guest Information Literacy Instruction: 9/21/2017

Time(s) of Guest Information Literacy Instruction: 2:30-3:45pm

Location: HYL 204

Number of Students Registered in Course: 14

Summary of research assignment or task

10 page research paper

Student learning outcomes for the guest information literacy instruction (at least one, no more than three)

As a result of this guest information literacy instruction students will learn how to find books.

As a result of this guest information literacy instruction students will learn how to find periodical articles.

As a result of this guest information literacy instruction students will learn how to broaden and/or narrow their research strategies.

How will you know how students are doing as they work toward meeting these outcomes?

45 minutes of the class were devoted to lecture and database demonstration. 30 minutes were devoted to a one-on-one consultation with each student as he/she researched his/her topic. This allowed me to gauge their progress and understanding of the research process.

Based on your experience teaching this session and any assessment of student work you were able to do, what can you change next time to improve how you teach it? Or, what was successful that you want to be sure to do again the next time you teach it?

I think the lab part with the one-on-one as they did their research was more beneficial than demonstrating databases and lecturing.

WML Information Literacy Program Student Learning Outcomes this information literacy instruction supports

SLO2: Students will gain insight and understanding about diverse sources of information in order to evaluate and use resources appropriately for their information needs.

SLO3: Students will identify the appropriate level of scholarship among publication types (scholarly journals, trade publications, magazines, websites, etc.) in order to critically evaluate the usefulness of the information for their research need.

SLO4: Students will articulate the key elements in their research questions in order to develop and execute a search strategy.

SLO6: Students will properly distinguish between their own ideas and the intellectual property of others in order to ethically use information and demonstrate academic integrity.