

WML Information Literacy Instruction Assessment 2018-19
Classroom Activity Report – Individual

Faculty Librarian: Donna Witek

Semester: Fall 2018

Course Number and Name: SOC 224: Race and Ethnic Relations

Course Instructor (Last Name): Rich

Date(s) of Information Literacy Instruction: 10/18/2018

Time(s) of Information Literacy Instruction: 1:00-2:15pm

Location: WML 305

Number of Students Registered in Course: 36

Summary of research assignment or task

In Fall 2018, students in this course were formed into groups that selected a racial/ethnic group to research for this two-part assignment that included both a final paper and an oral report, and which focused on racial/ethnic group experiences in the United States. They were tasked with finding at least 5 scholarly sources outside their course texts that can be used as evidence to relate how social, political, and economic factors affected their racial/ethnic group's experiences historically and today. Special emphasis is placed on how well the students synthesize evidence they find in their sources, including their appropriate use of either the ASA or APA citation style for both in-text and reference list citations.

I met with Dr. Rich as part of my preparation for teaching this lesson, and I also developed an online research guide as well as a customized guided handout for this hands-on information literacy workshop. Note that liaison responsibilities for Sociology were transferred to another librarian in 2019, at which time the online research guide for the course was developed further and changed to support a revised version of this research assignment.

The materials I distributed for this lesson can be found attached.

Classroom Student Learning Outcomes (SLOs) – at least one, no more than three

SLO1: As a result of this information literacy instruction, students will understand how search systems organize knowledge and information in order to brainstorm effective search terms about their racial/ethnic groups.

SLO2: As a result of this information literacy instruction, students will become familiar with relevant search tools and resources in order to practice searching and revising their searches.

SLO3: As a result of this information literacy instruction, students will use guiding research prompts to search for and organize the information and evidence they find in order to synthesize and cite responsibly in their papers.

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

SLO1: Successful use and completion of my custom guided handout for this assignment and information literacy lesson (not collected)

SLO2: Successful use and completion of my custom guided handout for this assignment and information literacy lesson (not collected) as well as my observation of group research work in the lab portion of the class session

SLO3: Successful use and completion of my custom guided handout for this assignment and information literacy lesson (not collected) as well as successful synthesis, citing, and attribution practices in their submitted papers as assessed by the course instructor

Based on your experience teaching this class 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?

Based on my observation in class the day I taught, this hands-on research workshop went really well, in large part due to the guided handout students worked through together as I taught them the fundamentals of conducting sociological research using the Library's resources.

Because in 2019 liaison responsibilities for Sociology were transferred to another librarian and the research assignment in this course was significantly revised, it is likely I won't ever need to deliver this exact lesson again in the future. However, the pedagogical design of the guided handout, particularly in how it prompts students to record evidence from their sources, synthesize that evidence into their developing understanding, and connect that evidence to the citation for the source from where it came, is a pedagogical approach I can adapt in other upper-level disciplinary courses in my current liaison subject areas.

Information Literacy Program Learning Outcomes (PLOs) – at least one, no more than four – this information literacy instruction supports

PLO1: Students will investigate differing viewpoints that they encounter in their strategic exploration of topics in order to be able to develop their own informed arguments or hypotheses.

PLO4: Students will articulate the key elements in their research questions in order to develop and execute a search strategy.

PLO6: Students will properly distinguish between their own ideas and the intellectual property of others in order to ethically use information and demonstrate academic integrity.

SOC 224: Race and Ethnic Relations, Dr. Meghan Rich
Information Literacy Workshop — Librarian Donna Witek (donna.witek@scranton.edu)

Research Guide URL: guides.library.scranton.edu/sociology/rich-soc224

Student Name _____

The racial/ethnic group I am researching for this project is:

My fellow group members are:

Brainstorming Search Terms

Part 1: What are other ways my racial/ethnic group may be referred to? Discuss with your group and record here any terms you come up with.

Note: As you begin searching for sources, you may discover these as you go. When you encounter a term or phrase that is describing your racial/ethnic group or some aspect of their experience, write it down here.

Part 2: What are other terms from the assignment sheet guidelines for this project that I can use in my searches for scholarly sources that will provide evidence I can use in my paper? Write them down here.

Organizing and Using Evidence from my Sources

For each heading, write down what you find through your research *as well as the source and page number on which you found it*. This will help you outline and write your paper responsibly and effectively.

SOCIAL FACTORS that affected my racial/ethnic group’s experiences in the United States historically and today:

Source?

POLITICAL FACTORS that affected my racial/ethnic group’s experiences in the United States historically and today:

Source?

ECONOMIC FACTORS that affected my racial/ethnic group’s experiences in the United States historically and today:

Source?

What factors “pushed” and “pulled” them to immigrate to the U.S.?

Source?

What were their experiences once they settled in the U.S.?

Source?

Where did they settle geographically? Why did they settle there?

Source?

What type of work did they do?

Source?

How did racial/ethnic discrimination and/or racism affect them?

Source?

What about women's experiences in relation or contrast to men's? What roles did gender play in this group's experiences?

Source?

Finally, what is the *current* status/experience of this racial/ethnic group?

Source?