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

Faculty Librarian: Donna Witek

Semester: Fall 2018

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

Course Instructor (Last Name): Giarrusso

Date(s) of Information Literacy Instruction: 10/15/2018

Time(s) of Information Literacy Instruction: 9:00-9:50am, 11:00-11:50am, and 12:00-12:50pm

Location: WML 306

Number of Students Registered in Course: 14, 18, and 18

Summary of research assignment or task

The students were tasked with writing a 6-8 page paper that responds to the article "Have Smartphones Destroyed a Generation?" by Dr. Jean Twenge, and uses 4-6 reliable sources as evidence in developing their position in response to the article. This article by Dr. Twenge was shared and incorporated into writing assignments across all sections of the First-Year Writing Program in the 2018-2019 academic year as part of a program-wide assessment project for the First-Year Writing Program.

Prof. Giarrusso's approach to teaching research through student engagement with this shared article had an explicit focus on two information literacy conceptual frames: Research as Inquiry and Scholarship as Conversation. Prof. Giarrusso consulted with me in Spring 2018 to more deeply integrate these two concepts into her research assignment, so being invited to teach information literacy in support of this revised research assignment was a gratifying experience.

For this lesson, as with all other WRTG 107 lessons in the past few years, I used my guided worksheet "Research as Inquiry: Using the Search Process to Strategically Explore your Topic" and customized it to meet the needs of Prof. Giarrusso's assignment and course.

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 analyze their topics of interest in order to generate initial search terms.

SLO2: As a result of this information literacy instruction, students will practice searching for a variety of source types in order to inform themselves about their topics of interest.

SLO3: As a result of this information literacy instruction, students will organize the sources they find in order to prepare to use them as evidence in their own contribution to the scholarly conversation about their topics.

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

SLO1: Quadrant activity facilitated by my "Research as Inquiry" worksheet

SLO2: Searching activities facilitated by my "Research as Inquiry" worksheet and students' use of sources in their papers as assessed by the course instructor

SLO3: Students' use of their selected sources within their papers including successful citing and attribution practices 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?

Prof. Giarrusso left the University after the Fall 2018 semester in which I taught this lesson in her course. However, should I ever need to adapt this lesson to another WRTG 107 class or assignment, some observations I made upon reflecting on my teaching this lesson three times in a row for three sections of the course include the fact that preparing a search in advance helped keep me on track in terms of time management. These were 50-minute class sessions with a lot to cover, so managing the time and creating opportunities for active learning remain the biggest challenges when it comes to delivering this lesson.

I also observed that facilitating the quadrant activity in this lesson using my "Research as Inquiry" worksheet was the most successful it has ever gone, and this was because I built in time for the students to discuss their own draft quadrant activities with their neighbors in order to deepen their recorded brainstorming in conversation with their peers. The fact that the students' topics were all developed in response to the same article set up this think-pair-share approach to the quadrant activity to go successfully, and is something I'd like to aim to incorporate into the WRTG 107 lessons I teach for other course instructors in the future.
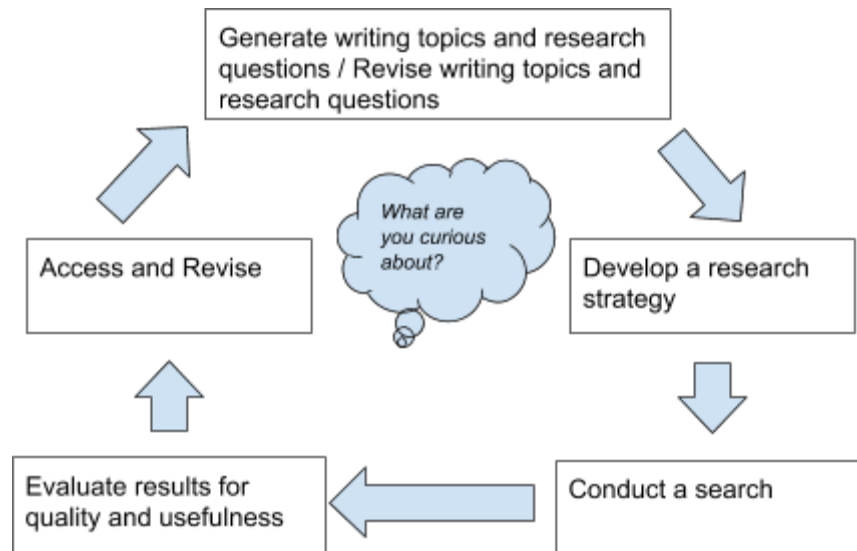
Information Literacy Program Learning Outcomes (PLOs) – at least one, no more than four – this information literacy instruction supports

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.

PLO5: Students will share ideas responsibly in a variety of formats and contexts in order to recognize themselves as knowledge creators.

Research as Inquiry: Using the Search Process to Strategically Explore your Topic

Generate writing topics and research questions / Revise writing topics and research questions

What are you curious about?

Access and Revise

Develop a research strategy

Evaluate results for quality and usefulness

Conduct a search

Student Learning Outcome: Students will analyze their topics of interest in order to generate initial search terms.

Quadrant Activity: To help develop a research question from a broad topic and generate search terms, use the quadrant below. Start with a broad idea and gradually narrow down your focus by answering the following questions:

What?	**Who?**
What is your topic? What other issues/events are similar or related to your topic?	Who is affected by your topic? Who is involved?
How?	**Why?**
How does your topic impact society, culture, politics, and/or economics?	Why does this topic matter to you? Why should it matter to others?

Quadrant Activity adapted from University Libraries, University of Maryland

Student Learning Outcome: Students will practice searching for a variety of source types in order to inform themselves about their topics of interest.

Searching for Books and Videos: Use the Library catalog to search for books and videos about your topic.

Library Catalog: www.scranton.edu/library OR My.Scranton.edu "Library" tab

Using your answers to the Quadrant Activity, what **broad search terms** could you use to search for books and videos about your topic? Write them down here:

     To limit results to Print Books you can use the _____ filter.

     To limit results to Electronic Books you can use the _____ filter.

     To limit results to Streaming Video you can use the _____ filter.

     To limit results to DVDs & Videos in our Media Resources Collection you can use the _____ filter.

Find one possible book or video about your topic and write down the title, location, and call number here:
It if is an Electronic Book or a Streaming Video, note that here in lieu of location and call number.

Searching for Articles:

Databases in the "General Topics" list: ProQuest Central and Academic Search Elite (EBSCO)

Using your answers to the Quadrant Activity, what **focused search terms** could you use to search for articles about your topic? Write them down here:

     What are three useful filters you can use on the database results screen to narrow your search?

1. _____ 2. _____ 3. _____

How to access articles: Full-Text in database → if not available Full-Text, Check Article Linker for Full-Text in another database → if not available in another database, place an Interlibrary Loan Request

Organizing and Citing What You Find:

Student Learning Outcome: Students will organize the sources they find in order to prepare to use them as evidence in their own contribution to the scholarly conversation about their topics.

Organizing Your Research: Create a log where you list the source you plan to use and then immediately beneath it answer the questions, "What new information does this source provide for me? What did I learn from it? Which parts of the source gave me this new information?"

Citing Techniques:
- Database "Cite" tool
- Email article + citation to yourself
- CiteThisForMe: https://www.citethisforme.com/
- OWL at Purdue (Google "OWL MLA" or "OWL APA")

For more Citation Help:

Library Home Page →

Research Services →

Citation Help OR Ask a Librarian