

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

Faculty Librarian: Frank Conserette

Semester: Spring 2019

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

Course Instructor (Last Name): Glover

Date(s) of Information Literacy Instruction: 3/6/2019

Time(s) of Information Literacy Instruction: 5:00-6:15pm

Location: CLP 224

Number of Students Registered in Course: 17

Summary of research assignment or task

Students write several different types of papers throughout the semester.

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

SLO 1: As a result of this information literacy instruction, students will be introduced to library resources.

SLO 2: As a result of this information literacy instruction, students will discover Research as Inquiry and Searching as Strategic Exploration.

SLO 3: As a result of this information literacy instruction, students will understand their position as knowledge creators and that their work should share information responsibly by evaluating sources and citing the works of others.

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

Dr. Glover is always excited to discuss the progress and work of her students with me throughout the semester. In addition, one of her students submitted a research project to the Bonnie W. Oldham Library Research Prize for the 2018-2019 year. This student received an honorable mention for her project in this WRTG 107 course, which demonstrates an understanding of how to use the library and its resources to achieve success in research.

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?

This class is difficult to teach the way I would like when limited to a 50-minute session, but having 75 minutes creates opportunities for group work and student sharing, especially when covering exploration of databases and evaluating sources. Dr. Glover always chimes in to reinforce the main points of the information literacy instruction session, which helps solidify my key takeaways for students. I definitely think that Dr. Glover's objective to impart lifelong wisdom opens students' eyes to the importance of conducting great research and understanding that the information they encounter in life needs to be evaluated. This was evident in the questions and attentiveness of the students throughout the information literacy class session.

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.

PLO2: Students will gain insight and understanding about diverse sources of information in order to evaluate and use resources appropriately for their information needs.

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.