

WML Information Literacy Instruction Assessment 2021-22
Classroom Activity Report – Individual

Faculty Librarian: Sheli Pratt-McHugh

Semester: Spring 2022

Course Number and Name: WRTG 106: College Writing II (EP)

Course Instructor (Last Name): Lartz

Date(s) of Information Literacy Instruction: 4/6/2022

Time(s) of Information Literacy Instruction: 11:00-11:50am

Location: WML 306

Number of Students Registered in Course: 15

Summary of research assignment or task

From Prof. Lartz: Write a research-informed argument about a controversial issue. Work from looking at the issue as a question to forming a definite thesis statement that consists of a claim and reasons. Research the argument using reliable, academic sources. Minimum of 5 sources required.

She also asked to touch on MLA citations.

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

SLO 1: As a result of this information literacy instruction, students will understand the research process in relationship to the assignment.

SLO 2: As a result of this information literacy instruction, students will practice searching for articles in the Library's databases in order to better inform themselves about their topic (i.e., a national or international issue).

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

I can ask the professor if students were able to include 5-8 academic articles as required by the assignment. I also noticed a number of Prof. Lartz's students submitted to the Bonnie W. Oldham Library Research Prize competition narrating their research process and mentioning their information literacy session with the librarian. I can ask Prof. Lartz if they were from the section I taught in particular.

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?

I think the periodical search confused them, and I would take that out to provide more time to go over the Articles & Databases tab next time. Hopefully that would also give me time to talk to each student about their topic.

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

PLO3: 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.

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