

WML Information Literacy Instruction Assessment 2019-20
Classroom Activity Report – Individual

Faculty Librarian: Donna Witek

Semester: Fall 2019

Course Number and Name: ENLT 140: English Inquiry

Course Instructor (Last Name): Engel

Date(s) of Information Literacy Instruction: 10/17/2019

Time(s) of Information Literacy Instruction: 8:30-9:45am

Location: WML 306

Number of Students Registered in Course: 11

Summary of research assignment or task

Students are assigned to write an Essay on Poetry which includes a Topic Development Worksheet assigned by Dr. Engel, 2-4 secondary literary sources about their chosen poems cited in MLA format, and copies of all secondary sources included with their paper submissions. Students also need to complete for Dr. Engel an Information Literacy worksheet with targeted questions about literary resources Dr. Engel would like to be sure they are familiar with, and around which I structure parts of my lesson content; Sections A-D of this worksheet are due to Dr. Engel before the information literacy class session with me, and Sections E and F are due after.

To guide students through what is likely their first introduction to resources and techniques for literary research, I developed my own worksheet that utilizes “fill in the blanks” so that students can take structured notes throughout my lesson; this worksheet is not handed in and instead is kept by students as a record of the class session and what they learned. The worksheet also incorporates an active learning exercise called the “Subject Heading Challenge” where students are given the name of a poem and tasked with searching the MLA International Bibliography database by subject heading for articles about the poem. I also distribute the Five Ws of Source Evaluation worksheet as a framework for making decisions about source selections for their papers.

The materials I distribute 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 become familiar with online search tools for literary research in order to find secondary sources about their chosen poems.

SLO2: As a result of this information literacy instruction, students will be introduced to strategies for reading, selecting, evaluating, and organizing literary sources.

SLO3: As a result of this information literacy instruction, students will understand research and writing with secondary sources as entering responsibly the scholarly conversation about their chosen poem.

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

SLO1: Sources found and used in students' Essay on Poetry paper submissions, successful completion of Sections E and F of Dr. Engel's Information Literacy worksheet assignment, and successful completion of my worksheet during the information literacy class session, are all potential sources of evidence of students meeting this outcome.

SLO2: Successful completion of the practice exercises during the information literacy class session is a potential source of evidence of students meeting this outcome.

SLO3: This student learning outcome is hard to assess, but my observation of class discussion after reading the Kenneth Burke parlor quote about research and writing as a scholarly conversation, which is included at the top of my worksheet, is one possible source of evidence of student understanding of this concept.

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?

By this semester I had taught this version of my lesson twice (once in Fall 2018 and this time in Fall 2019). Dr. Engel is an excellent collaborator who develops scaffolded tasks for students that reinforce the information, ideas, resources, and techniques I introduce to them in the context of library research about their poems.

All 11 students completed the anonymous First-Year Library Instruction Survey that asks students, "After today's session, what is something that you will change when doing research?" Five responses indicated they will use the databases to conduct secondary research in the future; five responses stated they would utilize focused search techniques including targeting metadata fields like subject heading, title, author, etc. in the future; and three responses indicate a more complex understanding of the research process was reached by the student.

For example, one student wrote, "I will be more specific and cautious when doing research. I will be more patient with looking for search results and having time for starting my research."

And another student wrote, “I will definitely make use of the MLA International Bibliography with Full Text. I never used this source before but the ability to delineate between primary subjects amid a vault of other articles is very helpful and I can't wait to use it.” These responses are evidence that I had success at developing students’ understandings of the concepts, techniques, and resources I aimed to introduce in this lesson.

If I were to teach this lesson again in the future, I would work on smoothing out my classroom management around the “Subject Heading Challenge” learning activity. I would also consider how I could revise my lesson outline to allow time for the students to begin searching for articles about their own poets and poems about which they are researching and writing, though this is dependent on their having a research focus on the day of my information literacy class session in order for the techniques I am teaching to land and make sense.

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.

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

Researching and Writing with Secondary Sources — *Your Paper as Burke's Parlor:*

"Imagine that you enter a parlor. You come late. When you arrive, others have long preceded you, and they are engaged in a heated discussion, a discussion too heated for them to pause and tell you exactly what it is about. In fact, the discussion had already begun long before any of them got there, so that no one present is qualified to retrace for you all the steps that had gone before. You listen for a while, until you decide that you have caught the tenor of the argument; then you put in your oar. Someone answers; you answer him; another comes to your defense; another aligns himself against you, to either the embarrassment or gratification of your opponent, depending upon the quality of your ally's assistance. However, the discussion is interminable. The hour grows late, you must depart. And you do depart, with the discussion still vigorously in progress."

Burke, Kenneth. *The Philosophy of Literary Forms*. Berkeley: University of California Press, 1941, 110-111.

Online Electronic Search Tools for Literary Research:

Three search tools you can use to search for secondary literary sources that are available online through the Library's website are:

1. _____

To find works **BY** an author I use the _____ search field.

To find works **ABOUT** an author I use the _____ search field.

2. _____

Subject Heading Challenge — My Poem + Author: _____

Does my poem have a "Primary Work" subject heading? Yes No How many results are about my poem? _____

3. _____

Reading, Selecting, and Evaluating Literary Sources:

List three reading techniques you can use to initially determine if a secondary source will be a good fit for your literary research:

1. _____

2. _____

3. _____

Organizing Sources:

SOURCE LOG: What is the source? What part of (quote from) the source helps you understand the common thread between your two poems? Why is this quote useful in understanding the common thread between your two poems?

Citing Techniques:

- Database "Cite" tool
- Email article + citation to yourself
- CiteThisForMe: <https://www.citethisforme.com/>
- MLA Manual (at Research Services desk)

For more Citation Help:

- Library Home Page www.scranton.edu/library →
- Research Services →
- Citation Help OR Ask a Librarian

Librarians as your Guides and Resource: 2nd Floor Research Services desk — 24/7 Ask a Librarian chat

*****AT THE END OF CLASS VISIT:** <https://www.surveymonkey.com/r/scrantonIL> & answer the 4-question survey***

Evaluating Sources with the Five Ws

Often finding information is less of a problem than figuring out whether that information will be appropriate for your project.

One way to decide whether a source is “good” for your project or not is to begin by asking some questions about the source.

Remember! **Evaluation is a holistic process.** One of these questions isn’t enough to determine a source’s usefulness. You need to take them all into account.

WHO created the source?

- † What expertise does the author/organization have to present on this topic?

- † What are their credentials? How are they connected to the field they are writing about?

- † Are they affiliated with any specific organizations? Which ones? Could this impact their reliability?

WHAT is the purpose of the source?

- ① What is the source saying about your topic? What points or argument is it making?

- ① What type of source is the article published in? Scholarly/academic journal? Newspaper? Magazine? Trade journal/publication? Report? Something else?

- ① Who is the intended audience?

WHERE does the information in the source come from?

- 🌐 How does the source use evidence to support its claims?

- 🌐 Are there any references? If so, are they appropriate to the topic and source?

- 🌐 Is the source presenting fact or opinion? How can you tell?

WHEN was the source published?

- ① Does your topic require very recent information, or will older sources be acceptable or even preferred?

- ① Is a date given for when the information was published?

- ① Are there any historical events connected to your topic? When was the source published in relation to those events?

WHY is this source useful to you?

- ✍ Is the information at an appropriate level for your needs (i.e. not too simplistic/not too advanced)?

- ✍ Does the information help to answer your research question or develop your argument?

- ✍ How does this information inform your research? How will you use this information in your project?