

ENGL 102 Library Instruction Component

Fall 2014

Student Learning Outcomes

As a result of the library instruction, students will be able to:

1. Select the appropriate level of information sources for their information need.
2. Critically apply information found to their topic/thesis statement.
3. Evaluate information sources for authority and relevancy.
4. Blog their responses on the blog post set up for their class section.

In-person Research Workshop (75 min)

Introduce ENGL 102 research guide & how to get help

Steps in the Research Process

- 1) Picking out a topic
 - ask if they've already chosen their topic; if not, discuss a few strategies for picking a topic - there is a tutorial on the research guide
 - Sample example topic: What effect texting has on the development of literacy skills.
- 2) Picking an appropriate database
 - general (Academic Search Complete) vs. subject specific (talk about differences/reasons)
 - can use discovery tool as opposed to Academic Search Complete
- 3) Selecting keywords
 - Keywords/synonyms for the topic
 - **SmartBoard Activity (optional)**
 - BRIEF demo of Academic Search Complete OR SmartSearch (**if needed**)
- 4) Evaluating articles
 - CAARP Test (Currency, Authority, Accuracy, Relevancy, Purpose)
- 5) Citing sources
 - Can point out resources on the "Citing Sources" page - but they learn MLA in class

*Remind students that research builds upon what you have already done & is NOT an isolated event (they can ask questions & talk to librarians, instructors, classmates)

Explanation of Blog Post Assignment [Please confirm due date with GTA]

- Go over instructions on student handout & LibGuide -- make sure they understand they will have to post a response with their answers **and** respond to a classmate's post
- Explain that this assignment is worth **10 points** and will help them find the first article for their Analytical Comparison Essay. The questions they answer will be the types of things they need to talk about in the essay. By responding to another student's post, they can learn that research is not an isolated act.
- Let students work on assignment for remainder of session (**30 or so min**)

Blog Post Assignment

Grading

Two graders will grade the assignments using the rubric and will average the scores for the final grade. These will be forwarded to the GTA.

Providing Feedback

Even if you are not grading the assignment, please feel free to provide feedback to the students in order to keep them engaged and as a way to let them know how they did on the assignments (even though we won't post their grades online).

To provide feedback, click on the blue "Reply" button underneath the student's answers. You can type in your response and hit "Post Comment" to submit the reply.

If you need help or have any questions about the rubric/student responses, just let the Instruction Coordinator know.