

WML Information Literacy Instruction Assessment 2017-18  
Classroom Activity Report

Faculty Librarian: Kevin Norris

Semester: Fall 2017

Course Number and Name: WRTG 105: College Writing I (EP/ADP)

Course Instructor (Last Name): Lartz

Date(s) of Guest Information Literacy Instruction: 11/15/2017

Time(s) of Guest Information Literacy Instruction: 10:00-10:50am

Location: WML 306

Number of Students Registered in Course: 13

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Summary of research assignment or task

Students were working on two assignments. First was comparing magazines and journals. Second was moving from a question about a topic, through preliminary research, up to creating a thesis statement for a research paper that would be in Spring 2018 in WRTG 106: College Writing II.

Student learning outcomes for the guest information literacy instruction (at least one, no more than three)

As a result of this guest information literacy instruction, students will recognize popular magazines and scholarly journals, and will know when to use which type of periodical.

As a result of this guest information literacy instruction, students will learn how to choose a topic, do preliminary research, and move toward forming a thesis statement for a research paper.

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

Although students did not have time to thoroughly complete both assignments, I was able to quickly review each of their worksheets and guide them, particularly their choice of topics.

Based on your experience teaching this session 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 had already had the other section of Prof. Law's WRTG 105 in three library sessions with Prof. Walsh for EDUC 113: Reading Research. Therefore, they were familiar with me and I could work from the material I had already covered. This made that session described in a separate report more effective.

This section, however, had not had any library instruction in EDUC 113, so I had to spend time determining what they knew and didn't know about research. This made the instruction less effective. If possible, it would be helpful to coordinate the instruction of the EDUC 113 and the WRTG 105 classes.

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### WML Information Literacy Program Student Learning Outcomes this information literacy instruction supports

SLO2: Students will gain insight and understanding about diverse sources of information in order to evaluate and use resources appropriate to their information needs.

SLO3: 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.

SLO4: Students will articulate the key elements in their research questions in order to develop and execute a search strategy.