

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

Faculty Librarian: Donna Witek

Semester: Fall 2018

Course Number and Name: SOC 224: Race Time (s) of Information Literacy Instruction: 1:00-

Location: WML 305

Number of Students Registered in Course: 36

Summary of research assignment or task

In Fall 2018, students in this course were formed into groups that selected a racial/ethnic group to research for this twopart assignment that included both a final paper and an oral report, and which focused on racial/ethnic group experiences in the United States. They were tasked with finding at least 5 scholarly sources outside their course texts that can be used as evidence to relate how social, political, and economic factors affected their racial/ethnic group's experiences historically and today. Special emphasis is placed on how well the students synthesize evidence they find in their sources, including their appropriate use of either the ASA or APA citation style for both in-text and reference list citations.

I met with Dr. Rich as part of my preparation for teaching this lesson, and I also developed an online research guide as well as a customized guided handout for this course's information literacy workshop. Note that liaison responsibilities for Sociology were transferred to another librarian in 2019, at which time the online research guide for the course was developed further and changed to support a revised version of this research assignment.

The materials I distributed 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 understand how search systems organize knowledge and information in order to brainstorm effective search

SLO2: As a result of this information literacy instruction, students will become familiar with relevant search tools and resources in order to practice searching and revising their searches.

SLO3: As a result of this information literacy instruction, students will use guiding research prompts to search for and organize the information and evidence they find in order to synthesize and cite responsibly in their papers.

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

SLO1: Successful use and completion of my custom guided handout for this assignment and information literacy lesson (not collected)

SLO2: Successful use and completion of my custom guided handout for this assignment and information literacy lesson (not collected) as well as my observation of group research work in the lab portion of the class session

SLO3: Successful use and completion of my custom guided handout for this assignment and information literacy lesson (not collected) as well as successful synthesis, citing, and attribution practices in t10(r)3(e)4(s)-1(u)l--10(t)-6(n 0 TdD0 Tdmr)3(de)4((O)-2(f)3(o)-10 Tw c2H30(c)4(us2scn /

PLO6: Students will properly distinguish between their own ideas and the intellectual property of others in order to ethically use information and demonstrate academic integrity.

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SOC 224: Race and Ethnic Relations, Dr. Meghan R

Organizing and Using Evidence from my Sources

For each heading, write down what you find through your research *as well as the source answer* ~~g~~

What factors “pushed” and “pulled” them to immigrate to the U.S.?

Source?

What were their experiences once they settled in the U.S.?

Source?

Where did they settle geographically? Why did they settle there?

Source?

What type of work did they do?

Source?

