

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

**Faculty Librarian:** Donna Witek

**Semester:** Spring 2019

**Course Number and Name:** WRTG 107: Composition (EP)

**Course Instructor (Last Name):** Zera

**Date(s) of Information Literacy Instruction:** 2/13/2019

**Time(s) of Information Literacy Instruction:** 9:00-9:50am and 10:00-10:50am

**Location:** WML 306

**Number of Students Registered in Course:** 18 and 18

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**Summary of research assignment or task**

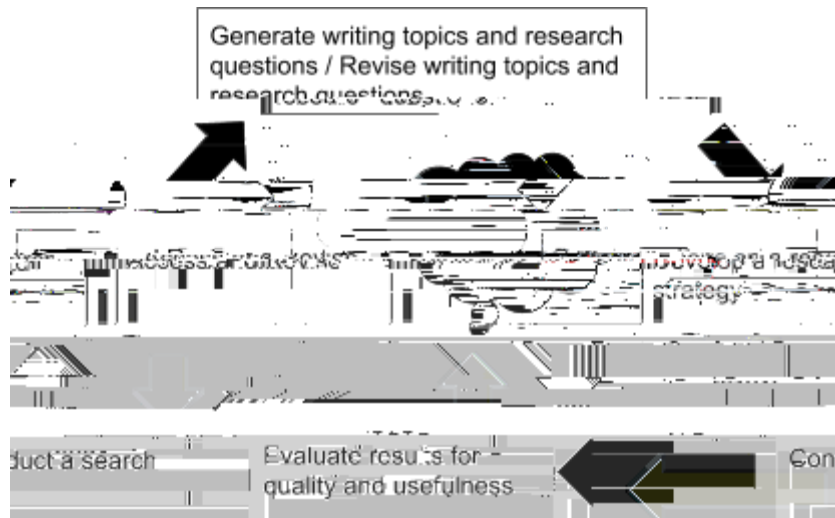
This information literacy lesson supports a writing assignment called Formal Paper 1 in which



One idea for improving this lesson is to consider “flipping” some of the content about the research process using an online research guide that introduces the basics of getting started with research using the Library’s databases. This would relieve the pressure to try to “cover” so much material in the 50-minute class session and leave more time for active learning and application of techniques and concepts.

Across two sections of the course, 33 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?” Aspects of the research process that students identified in response to this question include using the Library’s databases over Google for finding reliable information, the importance of brainstorming keywords before searching, techniques for filtering and narrowing results in the databases, and the importance of reading the full article before using

## Research as Inquiry: Using the Search Process to Strategically Explore your Topic



*Student Learning Outcome: You will analyze your research topic (i.e., a national or international issue) in order to brainstorm initial search terms.*

**Quadrant Activity:** To help develop a research question from a broad topic and generate search terms, use the quadrant below. Start with a broad idea and gradually narrow down your focus by answering the following questions:

<p><b>What?</b></p> <p><u>What is your topic?</u></p> <p><u>What other issues/events are similar or related to your topic?</u></p>	<p><b>Who?</b></p> <p><u>Who is affected by your topic? Who is involved?</u></p>
<p><b>How?</b></p> <p><u>How does your topic impact society, culture, politics, and/or economics?</u></p>	<p><b>Why?</b></p> <p><u>Why does this topic matter to you?</u></p> <p><u>Why should it matter to others?</u></p>

*Quadrant Activity adapted from University Libraries, University of Maryland*

## Searching for Articles:

*Student Learning Outcome: You will practice searching for articles in the Library's databases in order to better inform yourself about your topic (i.e., a national or international issue).*

**Databases in the "General Topics" list:** ProQuest Central and Academic Search Elite (EBSCO)

Using your answers to the Quadrant Activity, what **focused search terms** could you use to search for articles about your topic? Write them down here:

What are three useful filters you can use on the database results screen to narrow your search?

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

**How to access articles:** Full-Text in database if not available Full-Text, Check Article Linker for Full-Text in another database if not available in another database, place an Interlibrary Loan Request

## Critically Evaluate the Sources You Find:

*Student Learning Outcome: You will apply the Five Ws of Source Evaluation in order to select reliable information sources appropriate for your topic (i.e., a national or international issue) and build a case for its importance.*

## The Five Ws of Source Evaluation

## 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!

take them

### **WHO created the source?**

What expertise does the author/organization have to write 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?**

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

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

Who is the intended audience for the source?

### **WHERE does the information in the source come from?**

Are there references within or at the end of the source? What types of other sources are cited?

Is the author writing from their own experience? How can you tell?

Did the author interview anyone in the source? If so, who?

### **WHEN was the source published?**

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

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

If no date is provided how might this impact the reliability or