English 102 and Information Literacy

Assignments

**Definition**
Students explore various definitions of abstract concepts within particular contexts.

**Data Analysis**
Students make a summary claim about data and support the claim with tables, graphs, or charts.

**Researched Argument**
Students develop a research question and find a variety of print and electronic resources to argue a claim.

Information literacy concepts reinforced through five quizzes.

**Quizzes**
Based on information literacy video series from Cambridge Educational and available through Films on Demand.

**Course Research Guide:**
Online guide with sections for each assignment.

Designed for:
- Librarian instruction
- Student research outside of class
- Librarian help via email, chat, or appointment
- Embedded Information Literacy Videos

Information Literacy Library Sessions

**Librarians introduce reference sources and keyword search strategies.**
Students practice in class using electronic reference resources.

**Librarians demonstrate resources used to find data sets (American FactFinder, Statistical Abstracts, and Facts on File) then guide students in group work to find data using these resources.**

Before the session, students complete homework requiring them to find expert terms and background information on their topics. Librarians guide students as they use these terms and background information to construct search strategies for the article databases.

Assessment

**Pre and post tests were completed by students the first and last week of class.**
Tests covered the following Information literacy standards:
- Determine the extent of information needed
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into one’s knowledge base
- Use information effectively to accomplish a specific purpose
- Understand the economic, legal, and social issues surrounding the use of information

**Post library session surveys** asked students what they learned in the session, what they were still unclear about, and what they will do differently in the future.

Outcomes

Selected pre and post test results from fall 2012

<table>
<thead>
<tr>
<th>Please indicate your comfort level with the listed techniques?</th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formulating questions based on information needs</td>
<td>67%</td>
<td>91%</td>
</tr>
<tr>
<td>Identifying potential sources of information</td>
<td>61%</td>
<td>100%</td>
</tr>
<tr>
<td>Developing successful search strategies</td>
<td>33%</td>
<td>100%</td>
</tr>
<tr>
<td>Accessing sources of information, including computer-based technologies</td>
<td>72%</td>
<td>91%</td>
</tr>
<tr>
<td>Evaluating information</td>
<td>61%</td>
<td>100%</td>
</tr>
<tr>
<td>Organizing information for practical application</td>
<td>61%</td>
<td>100%</td>
</tr>
<tr>
<td>Integrating new information into an existing body of knowledge</td>
<td>33%</td>
<td>81%</td>
</tr>
</tbody>
</table>

**When conducting research in electronic databases, how often do you use the following searching techniques?**

<table>
<thead>
<tr>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Truncation</td>
<td>18%</td>
</tr>
<tr>
<td>Boolean operator &quot;AND&quot;</td>
<td>92%</td>
</tr>
<tr>
<td>Boolean operator &quot;OR&quot;</td>
<td>47%</td>
</tr>
<tr>
<td>Boolean operator &quot;NOT&quot;</td>
<td>59%</td>
</tr>
<tr>
<td>Limits</td>
<td>51%</td>
</tr>
<tr>
<td>Proximity operators</td>
<td>39%</td>
</tr>
<tr>
<td>Cross and multiple field searching</td>
<td>72%</td>
</tr>
</tbody>
</table>

Where do you go to find information? Please select all that apply.

<table>
<thead>
<tr>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internet search engine</td>
<td>94%</td>
</tr>
<tr>
<td>Library Web page</td>
<td>86%</td>
</tr>
<tr>
<td>Friend</td>
<td>17%</td>
</tr>
<tr>
<td>Professor or GTA</td>
<td>59%</td>
</tr>
<tr>
<td>Faculty course Web site</td>
<td>39%</td>
</tr>
<tr>
<td>Library</td>
<td>96%</td>
</tr>
</tbody>
</table>

Selected responses to post-library session surveys:

- “This library session was actually really helpful and beneficial. Being able to use these databases is really going to help me construct very good research papers.”
- “I’m really glad you have this. I was pretty clueless before I came in here and I’m glad I now know where to find these databases.”
- “The librarians are a more useful resource than I have perceived in the past. Research guides are an effective way to find valuable information for a paper.”

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Course Learning Objectives

- Understand writing as a process
- Argue effectively and persuasively in a variety of contexts
- Explore and evaluate ideas
- Integrate research effectively
  - Develop a research question and find background information.
  - Find a variety of print and electronic resources.
  - Evaluate resources in terms of authority, currency, accuracy, and objectivity.
  - Use a variety of research strategies (primary and secondary sources) to explore, develop, and support arguments.
  - Cite information ethically and accurately.
- Know the rules for effective communication

4 sections across 2 semesters
~22 students per section

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Rhetoric:
A course in writing college-level research papers based on argumentative models. Its purpose is to develop a student’s abilities as a researcher and writer of persuasive texts in academic and civic contexts.

-- WVU Department of English

Films
American FactFinder
Facts on File
Cross and multiple field searching
Proximity operators
Limiters
Boolean operator "OR"
Boolean operator "AND"
Truncation
When conducting research in electronic databases, how often do you use the following searching techniques? Pre Post
Truncation 18% 45%
Boolean operator "AND" 92% 91%
Boolean operator "OR" 47% 80%
Boolean operator "NOT" 59% 72%
Limits 51% 55%
Proximity operators 39% 54%
Cross and multiple field searching 72% 72%

Where do you go to find information? Please select all that apply.

Internet search engine 94% 100%
Library Web page 86% 91%
Friend 17% 9%
Professor or GTA 59% 36%
Faculty course Web site 39% 27%
Library 96% 50%