Information Literacy in Effective Public Speaking

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WHAT WE LEARNED: from observation, pre/post tests, written comments

• A greater percent of students now use library databases; a smaller percent of students now use general Web sites.
• Students are confident in their ability to analyze Web sites for their research.
• Students better understand plagiarism and proper citation, written and spoken.
• Written feedback through eCampus should be replaced with personal conferencing with the librarian.
• This project can adapt to Honors ENGL 102, next year.

GOALS OF OUR COLLABORATION

• to promote greater student use of library databases for academic research
• to help students carefully evaluate resources
• to eliminate plagiarism through accurate citation
• to see if SPA 270 activities could also be used in English 102 class as part of its research training

METHODOLOGY

• added rejected sources to their bibliography assignments to reinforce critical evaluation
• pre-test and post-test via eCampus
• short oral citation/plagiarism exercise
• LIBRARY WEEK:
  • Information Day: workshop on evaluating sources and using databases
  • Library Day: class in library doing research
• bibliographies submitted before speech day
• Refresher Day (cancelled due to snow)

STUDENT REFLECTIONS

The study of information literacy “helps you get the best information for the topic you are researching... teaches you how to choose information that is accurate and trustworthy.”

“...people make plagiarism mistakes because they do not know the proper way to cite. Ms. Bane was very clear and helpful when explaining how to cite our sources properly.”

Literacy? I used a library database to research my speech on the history of the guitar. Before this class, I never would have known to look there.