## Session 1
### Research Objectives: An Overview

**Preparing Students for an Information Literacy Experience**

At the end of the integrated research series students will understand and be able to:

- define Information Literacy
- create a Research Journal
- generate ideas for a topic
- plan a search strategy
- identify sources
- locate materials
- evaluate materials
- synthesize the research
- organize the research
- apply the research
- review the Research Process

### What more do students want to know?

- The embedded librarian invited student feedback at the end of Sessions 2, 3 & 4. The successes, challenges and short-fallings of the sessions were recorded to determine what could be added or subtracted from the integrated IL sessions for the purpose of developing a framework and strategy for:
  
  a) integrating a multi-session IL component into other first year English courses;
  
  and/or

  b) exploring the potential of a for-credit College Research/Writing 101 course in collaboration with other departments and services (English Department, the Library, and the Student Success Centre).

### What we discovered:

**Possible additional skills sessions**

Based on student feedback, the research sessions were beneficial and appreciated by the majority of students. Additional feedback suggested that integrated study skills would also be beneficial to students.

Using a collaborative team approach the following parties would be involved in providing a more fully integrated College Research/Writing 101 course:

**Collaborative team**

- **English Instructor=ENG**
- **Librarian=LIB**
- **Student Success Centre=SSC**
- **Counseling Services=CS**

### Session 2
### Essay I

**Narrative forms - definitions**

- Write a definitional essay using a dictionary of literary terms
- Provide at least three sources for further information on the term
- Show how literary terminology can help you to understand a literary text

**Research Outcomes**

At the end of this session students (working in pairs) will be able to:

- locate literary terminology resources using online catalogue
- identify literary terms from a variety of sources
- compare and evaluate definitions from a variety of sources
- apply the definition in relation to the literary work
- avoid the plagiarism monster by using MLA style (brief introduction)

**What more do students want to know?**

- What is the best way to organize the information I have retrieved?
- How do I start an essay?
- How can I write five pages on one literary definition?
- How do I decide on which definition to use?
- Why can’t I use Wikipedia?
- I would like more time on citing using MLA.

**Possible additional skills sessions**

- **Note-taking**
- **Essay construction**
  - 1-Getting ready to write
  - 2-Writing the first draft
  - 3-Revising the draft
- **Critical Thinking Skills** addressed as an Information Literacy competency.
- **Critical Thinking Skills**
- **Citation Management & MLA**
### SESSION 3

**Essay II**

**Terminology and a Narrative**

Literary terminology applied to one of two narratives.

- Students will explore the meaning of a literary term (as in the definitional essay #1).
- Students will scour one of the two narratives for representative examples of the author’s use of that technique.
- They will pull together the definitions and the textual examples into an analytical essay about writer X’s use of literary technique Y in book Z.

**Research Outcomes**

At the end of this session students will be able to:

- review the Research Process
- as in Session 2, locate, evaluate, and define a literary term relevant to one of two narratives in literature.
- review the use of the online catalogue and retrieve possible literary criticism
- use online databases to retrieve relevant literary criticism
- synthesize, organize and apply the definition and the textual examples of the author’s use of that technique
- review MLA Style

**What more do students want to know?**

- What is the best way to keep track of my research?
- I have so many other courses – how can I fit all this reading in?
- What is the best way to take notes for a novel study?
- You mean I have to read the whole book over again and identify literary terms relevant to this book?
- You mean I should have taken notes and marked the book?
- MLA style is confusing, especially online databases, I would like a longer session on citing sources embedded into the curriculum.

**Possible additional skills sessions**

- Citation management
- Time Management
- Note-taking
- Busting Plagiarism

### SESSION 4

**Essay III**

**Literary Work and Film Adaptation**

**TOPIC (examples)**

- Write a comparative analysis of one book and film.
- Write an analytical essay that shows the purpose of the “experimental self” in one book and film.

**Research Outcomes**

At the end of this session students will:

- have reviewed the Research Process & the embedded approach (its advantages and short-fallings (group discussion))
- be able to independently locate literary criticism in relevant online databases for the completion of information gathering for this essay. (hands-on in lab)
- be able to cite in MLA style those works retrieved

**What more do students want to know?**

- I would like to know how to organize the information I have gathered for this comparative essay.
- I would like to have a full session on MLA citations.
- Online tutorials vs. embedded librarian (discussion) BOTH would be great!

**Possible additional skills sessions**

- Essay Construction
- Note-taking
- Graphic Organizers
- Mind-mapping
- Busting Plagiarism
- Learning Styles Inventory

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Student feedback revealed that the 4-shot integrated Information Literacy component provided a foundation of transferable research skills. Feedback also revealed that students would benefit from the following additional integrated sessions.

- Learning Style Inventory CS
- Time Management CS
- Note-taking SSC
- Essay construction session SSC
- Busting Plagiarism LIB