

WILU 2008 Lightning Strike Session

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May, 2008

THE EMBEDDED LIBRARIAN: Venturing beyond the one-shot research session.

A grassroots approach to integrating a four-shot information literacy component into an English curriculum for the purpose of exploring *how we can enhance the first year research and writing experience.*

ENGLISH COURSE SESSION 1	EMBEDDED LIBRARIAN SESSION 1	STUDENT FEEDBACK	RECOMMENDATIONS											
<p><u>Course Objectives: An Overview</u></p> <p>English Instructor English 153 Narratives in Literature</p> <ul style="list-style-type: none"> •to read, think and write critically; •to understand complex texts; •to understand the definitions & conventions of narrative; •to write essays on literature and film adaptations of literature; •to research and document using the MLA Style. 	<p><u>Research Objectives: An Overview</u></p> <p>Preparing Students for an Information Literacy Experience</p> <p>At the end of the integrated research series students will understand and be able to:</p> <ul style="list-style-type: none"> •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 	<p><u>What more do students want to know?</u></p> <p>The embedded librarian invited student feedback at the end of Sessions 2, 3 & 4. The <u>successes</u>, <u>challenges</u> and <u>short-fallings</u> 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:</p> <p>a) integrating a multi-session IL component into other first year English courses;</p> <p style="text-align: center;">and/or</p> <p>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).</p>	<p><u>What we discovered:</u> <u>Possible additional skills sessions</u></p> <p>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.</p> <p>Using a collaborative team approach the following parties would be involved in providing a more fully integrated College Research/Writing 101 course:</p> <p><u>Collaborative team</u> English Instructor=ENG Librarian=LIB Student Success Centre=SSC Counseling Services=CS</p>											
<p>SESSION 2 <u>Essay I</u></p> <p>Narrative forms - definitions</p> <ul style="list-style-type: none"> •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 	<p>SESSION 2 <u>Research Outcomes</u></p> <p>At the end of this session students (working in pairs) will be able to:</p> <ul style="list-style-type: none"> •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) 	<p>SESSION 2 <u>What more do students want to know?</u></p> <ul style="list-style-type: none"> •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. <p>NB. English instructor will cover essay construction</p>	<p>SESSION 2 <u>Possible additional skills sessions</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">→Note-taking</td> <td style="text-align: right; padding: 5px;">SSC</td> </tr> <tr> <td style="padding: 5px;">→Essay construction 1-Getting ready to write 2-Writing the first draft 3-Revising the draft *(Ellis, 241)</td> <td style="text-align: right; padding: 5px;">ENG SSC</td> </tr> <tr> <td style="padding: 5px;">→Critical Thinking Skills addressed as an Information Literacy competency.</td> <td style="text-align: right; padding: 5px;">LIB</td> </tr> <tr> <td style="padding: 5px;">→Critical Thinking Skills</td> <td style="text-align: right; padding: 5px;">LIB</td> </tr> <tr> <td style="padding: 5px;">→Citation Management & MLA</td> <td style="text-align: right; padding: 5px;">LIB</td> </tr> </table>		→Note-taking	SSC	→Essay construction 1-Getting ready to write 2-Writing the first draft 3-Revising the draft *(Ellis, 241)	ENG SSC	→Critical Thinking Skills addressed as an Information Literacy competency.	LIB	→Critical Thinking Skills	LIB	→Citation Management & MLA	LIB
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<p>Essay II Terminology and a Narrative Literary terminology applied to one of two narratives.</p> <p>Students will explore the meaning of a literary term (as in the definitional essay #1).</p> <p>Students will scour one of the two narratives for representative examples of the author's use of that technique.</p> <p>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.</p>	<p>Research Outcomes</p> <p>At the end of this session students will be able to:</p> <ul style="list-style-type: none"> •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 	<p>What more do students want to know?</p> <ul style="list-style-type: none"> •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. 	<p>Possible additional skills sessions</p> <table border="1"> <tr> <td data-bbox="1562 250 1948 279">→ Citation management</td> <td data-bbox="1957 250 2018 279">LIB</td> </tr> <tr> <td data-bbox="1562 331 1948 360">→ Time Management</td> <td data-bbox="1957 331 2018 360">CS</td> </tr> <tr> <td data-bbox="1562 412 1948 441">→ Note-taking</td> <td data-bbox="1957 412 2018 441">SSC</td> </tr> <tr> <td data-bbox="1562 493 1948 522">→ Note-taking</td> <td data-bbox="1957 493 2018 522">SSC</td> </tr> <tr> <td data-bbox="1562 574 1948 604">→ Note-taking</td> <td data-bbox="1957 574 2018 604">SSC</td> </tr> <tr> <td data-bbox="1562 656 1948 685">→ Busting Plagiarism</td> <td data-bbox="1957 656 2018 685">LIB</td> </tr> </table>		→ Citation management	LIB	→ Time Management	CS	→ Note-taking	SSC	→ Note-taking	SSC	→ Note-taking	SSC	→ Busting Plagiarism	LIB
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<p>Essay III Literary Work and Film Adaptation</p> <p>TOPIC (examples)</p> <p>Write a comparative analysis of one book and film.</p> <p>Write an analytical essay that shows the purpose of the “experimental self” in one book and film.</p>	<p>Research Outcomes</p> <p>At the end of this session students will:</p> <ul style="list-style-type: none"> •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 	<p>What more do students want to know?</p> <ul style="list-style-type: none"> • 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! 	<p>Possible additional skills sessions</p> <table border="1"> <tr> <td data-bbox="1562 889 1948 919">→ Essay Construction</td> <td data-bbox="1957 889 2018 919">SSC</td> </tr> <tr> <td data-bbox="1562 922 1948 951">→ Note-taking</td> <td data-bbox="1957 922 2018 951">SSC</td> </tr> <tr> <td data-bbox="1562 954 1948 984">•Graphic Organizers</td> <td data-bbox="1957 954 2018 984">LIB</td> </tr> <tr> <td data-bbox="1562 987 1948 1016">•Mind-mapping</td> <td data-bbox="1957 987 2018 1016">LIB</td> </tr> <tr> <td data-bbox="1562 1026 1948 1055">→ Busting Plagiarism</td> <td data-bbox="1957 1026 2018 1055">LIB</td> </tr> <tr> <td data-bbox="1562 1107 1948 1136">→ Learning Styles Inventory</td> <td data-bbox="1957 1107 2018 1136">CS</td> </tr> </table>		→ Essay Construction	SSC	→ Note-taking	SSC	•Graphic Organizers	LIB	•Mind-mapping	LIB	→ Busting Plagiarism	LIB	→ Learning Styles Inventory	CS
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<p>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.</p> <ul style="list-style-type: none"> •Learning Style Inventory CS •Time Management CS •Note-taking SSC •Essay construction session SSC •Busting Plagiarism LIB <p>*Ellis, David. <u>Becoming a Master Student: Tools, Techniques, Hints, Ideas, Illustrations, Examples, Methods, Procedures, Processes, Skills, Resources, and Suggestions for Success</u>. 10th ed. Boston: Houghton Mifflin, 2003.</p>																