Want Greater Success in Students' Research Efforts?

Let's Recap R.E.S.P.E.C.T.

help students to:
- do original analysis (identify author's claims, arguments, evidence, etc.)
- synthesize readings to create one's own ideas, perspectives, or opinions
- develop critical thinking skills, especially in evaluating evidence
- maintain academic integrity, avoid plagiarism
- support ideas through evidence
- foster active learning

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- maintain academic integrity, avoid plagiarism
- support ideas through evidence
- foster active learning

What are the 5 criteria?

accuracy, authority, objectivity, currency, coverage
Want Greater Success in Students' Research Efforts? . . .
Get a Little R.E.S.P.E.C.T!
Please turn on your speakers! :)


Do any of these problems ring a bell?
Students don't know how to conduct research for the assignment?
Solution:
REQUEST an Information Literacy Library Class.
Requesting Library Instruction in 3 Easy Steps

1. Contact the library and tell us about the assignment your students will be working on & when you want instruction.

2. A librarian will discuss the content of the instruction based on the assignment.

3. Your students receive library instruction.
Use this form!

Request for Information Literacy (IL) Class Form

In order to effectively prepare a customized Information Literacy class, the Library requests that the course instructor complete PART 1 of the form and return it to the assigned Librarian followed by an in-person consultation with the Librarian to discuss and complete PARTS 2 & 3.

PART 1 – Course Information

<table>
<thead>
<tr>
<th>Assigned Librarians:</th>
<th>Dan Calandro and Pam Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Instructors:</td>
<td>Swan Janes</td>
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<td>Course Instructors:</td>
<td>Gwen Jones</td>
</tr>
<tr>
<td></td>
<td>Katie Budris</td>
</tr>
<tr>
<td>Course Code &amp; Title:</td>
<td>ENG102 English Composition II</td>
</tr>
<tr>
<td>Date/time – Tuesday, 3/29/11, 6:00-7:15 p.m</td>
<td>3 classes to give online students option to attend ONE class (can repeat a class); each class 1 hour, 15 minutes; students from (2) ENG102 online courses will attend</td>
</tr>
<tr>
<td>Date/time - Saturday, 4/2/11, 2:00-3:15 p.m</td>
<td># of students: 25 (approx.) each course</td>
</tr>
<tr>
<td>Date/time - Wednesday, 4/6/11, 9:30 a.m.-10:45 a.m</td>
<td>Note: The Information Literacy class is designed for hands-on computer practice for students. If the scheduled class does not have student computers, we will reserve the Information Literacy Classroom (LB106).</td>
</tr>
<tr>
<td>Class Room: Library Computer Lab, LB106</td>
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Does the room have computers for all students? Yes or No (Need computer lab)

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PART 1 – Information Literacy Needs Assessment

1. What type of Information Literacy class are you requesting? (Please check-off one box.)

   - General Library orientation, not tied to a specific assignment.
   - Instruction in preparing to write an essay or short paper that does not require extensive research and sources.
   - If an essay, type of essay: X
   - Instruction in preparing to write a long essay or research paper that requires extensive research and sources.

2. If the Information Literacy class is related to a course research assignment (short or long), please complete the following questions:

   Describe the research assignment. (Please attach a copy of the students’ research assignment and scoring rubric, if available.) What is/are the research topic(s)? What is/are the research questions? What are the goals of the research assignment? Is the research assignment in response to an essay or other text? If yes, please identify.

   Please see attachments for detailed information on the Research Paper:

   - ENG102 Research Paper Learning Objectives (aligned with the Information Literacy Progression Standards-Introductory Skills)
   - ENG102 Research Paper Requirements and Guidelines.
   - ENG102 Research Grading Rubric
   - Library Class – Student Research Worksheet
   - Sample Research Worksheet for Students and Library Class – Research Scenario for Library Instructor Demonstrations and Students’ Guided Hands-on Practice
Sample Student Worksheet for Library Class (Scenario)

EDU102 English Composition II – Spring Semester, 2011

Library Information Literacy Class/Lab for Research Paper
THEME: Tolerance/Intolerance

Student’s Name: Mary Smith

Date of Library Class: 3/29/11 @ 6:00 p.m.
PHASE I OF THE RESEARCH PROCESS – SAMPLE RESEARCH WORKSHEET (SCENARIO)

Instructions: Complete #1 & #2 prior to Library Class. Complete #3 during (or post) Library Class in preparation for the Research Proposal.

1. Write your research topic and selected readings in the spaces below from the approved list of “Research Topics and Readings” on Tolerance/Intolerance.
   Note: The (2) selected readings must have been read prior to the Library class.


   Required Core Reading: Raisin in the Sun by Lorraine Hansberry

   Selected 2nd Reading: “A Modest Proposal” by Jonathan Swift

2. Write one or more research questions in the spaces below that relate to your research topic that ties into the theme of Tolerance/Intolerance.

   Research Question #1: Did these laws oppress the targeted ethnic group? If so, how?

   Research Question #2: How did the literary core forms (Drama and Satire) illustrate the effect of these laws on the targeted ethnic groups?

   Research Question #3: Did the historical times play a role in the plight of either ethnic group?

3. Identify two sources in the spaces provided that are directly relevant to your research topic/questions. (TO BE COMPLETED IN THE LIBRARY INFORMATION LITERACY CLASS)

   Source 1 (author, title of article, database title, volume and number of pages, date):

   Source 2: (author, title of article, database title, volume and number of pages, date)
For our "virtual" students, we also offer Information Literacy "online tutorials" to prepare them for their research project . . .
Welcome to the MCCC Library

Greetings! This tutorial is designed to introduce you to some of the resources available from the MCCC Library.

The entire tutorial (5 units and the wrap-up) should take about 45 minutes to complete.

Use the links in the left column to move through this tutorial.

After completing the five (5) units, go to the Wrap-up to complete this tutorial.

If your class is scheduled for a library instruction session, please complete this tutorial prior to the library class as the librarian instructor will assume that you are familiar with the material in this tutorial.

You do not have to complete all five units at one time. However, you will need to complete all of the units before going to the Wrap-up.

After completing the five units and the Wrap-up, you will be given a certificate of completion that you may print out and show to your instructor.

http://www.mccc.edu/~crabtrem/mccc-library-intro
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A Modest Raisin in the Sun

- A Raisin in the Sun — Lorraine Hansberry
- African Americans
- United States
- Race
- Segregation
- Drama
- A Modest Proposal — Jonathan Swift
- Irish
- Poverty
- Children
- Oppression
- Satire
Do any of these problems ring a bell?
Students plagiarize?
Solution: convey ETHICAL considerations and practices.
THICAL consideration.

GOT ETHICS?
to promote academic integrity, students need to understand:

- How does intellectual property, copyright, and fair use affect my research, notetaking, and writing of paper?
- What are ways I might be guilty of plagiarizing?
- How do I properly paraphrase, quote, and/or summarize a source and give credit?
- How do I properly document my sources?
For more information, see:
The Purdue Online Writing Lab (OWL), http://owl.english.purdue.edu/
and 'Bibme' bibliography maker, http://www.bibme.org/
Do any of these problems ring a bell?
Paper lacks sufficient information support?
Solutions require...
Solution: require SOURCES that meet academic criteria.
What are the 5 criteria?
• How does intellectual property, copyright, and fair use influence my research, notetaking, and writing of paper?
• What are ways I might be guilty of plagiarizing?
• How do I properly paraphrase, quote, and/or summarize a source and give credit?
• How do I properly document my sources?

accuracy, authority, objectivity, currency, coverage . . .
For more information, see: Cornell University's Library
http://olinuris.library.cornell.edu/ref/research/webcrit.html
Do any of these problems ring a bell?
Students seem to think the paper looks like it was done overnight?
Solution: teach research as a PROCESS with multiple stages.
RESEARCH STAGES

Stage 1
- Identify the research topic.
- Construct the research question(s).

Stage 2
- Attend a Library Information Literacy class &/or complete the online tutorials.
- Identify two academic sources related to the research topic.

Stage 3
- Complete a proposal including research topic, research question(s), and a thesis statement (or hypothesis).
- Cite two academic sources in a bibliography following MLA or APA guidelines.

Stage 4
- Prepare the research outline.
- Document all sources for research paper in a bibliography following MLA or APA guidelines.

Stage 5
- Complete the research paper following guidelines.
- Include in-text citations and bibliography.
Do any of these problems ring a bell?
Students seem clueless.
Solution: clearly communicate EXPECTATIONS.
RESEARCH STAGES

- **Stage 1**: Identify the research topic. Construct the research question(s).
- **Stage 2**: Attend a Library Information Literacy class &/or complete the online tutorials. Identify two academic sources related to the research topic.
- **Stage 3**: Complete a proposal including research topic, research question(s), and a thesis statement (or hypothesis). Cite two academic sources in a bibliography following MLA or APA guidelines.
- **Stage 4**: Prepare the research outline. Document all sources for research paper in a bibliography following MLA or APA guidelines.
- **Stage 5**: Complete the research paper following guidelines. Include in-text citations and bibliography.

RESEARCH PAPER SCORING RUBRIC
Do any of these problems ring a bell?
Students don't know how to construct new meaning?

Students seem clueless.

Solution: clearly communicate the purpose and its purpose of the research process.
Solution: integrate CRITICAL thinking.
THINK OUTSIDE THE BOX
help students to:

• do rhetorical analysis (identify author's thesis, argument, purpose, etc.)
• synthesize readings to create new ideas, perspectives, or opinions
• defend thinking with evidence, generating individual insights of texts and issues
Do any of these problems ring a bell?
Paper lacks focus?
Solution:
help students to craft a strong THESIS statement (or hypothesis) and understand its purpose in the research process.
Refer students to MCCC's Learning Centers at WWC and JKC &/or online tutoring in crafting a thesis statement or hypothesis.
Let's Recap R.E.S.P.E.C.T...
Let’s Recap R.E.S.P.E.C.T!

- Request a Library Information Literacy Class and/or online tutorials.
- Convey Ethical considerations & practices.
- Require Sources that meet academic criteria.
- Teach research as a Process with multiple stages.
- Clearly communicate Expectations.
- Integrate Critical thinking.
- Help students to craft a strong Thesis statement (or hypothesis) and understand its purpose in the research process.
- Request a Librarian tutorial.
- Convey Ethics
- Require Sources
- Teach research and
  communicate
- Integrate Critical Thinking
- Help students to create hypotheses and processes
Please turn on your speakers and dance! :}

YouTube