...Get a Little R.E.S.P.E.C.T

Presented by:
Pamela Price, Library Director, pricep@mccc.edu
Martin Crabtree, Librarian, crabtrem@mccc.edu
Denise Rotger, Instructional Designer, rotgerd@mccc.edu
Mercer County Community College
Presentation created by Denise Rotger
using Prezi, http://prezi.com
Image source: Shutterstock, http://www.shutterstock.com

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

Want Greater Success in Students' Research Efforts? . . .

For our "virtual" students, we also offer Information Literacy "online tutorials" to prepare them for their research project . . .
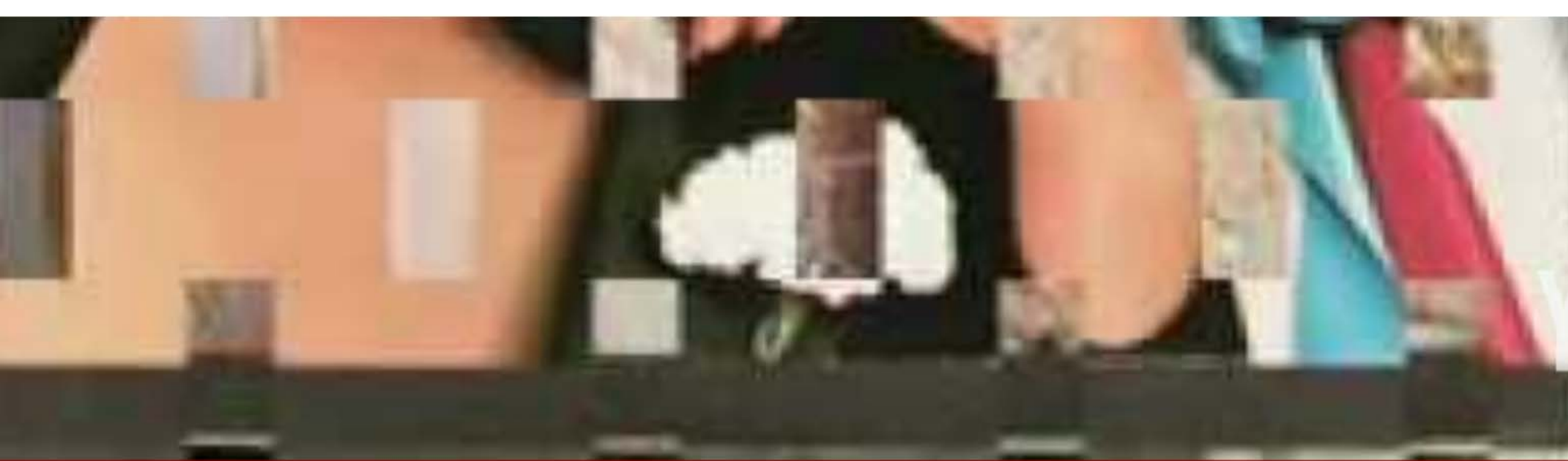
Use this form!

Requesting Library Instruction in 3 Easy Steps

Sample Student Worksheet for Library Class (Scenario)

T.
Solution:
help students to craft a strong THESIS statement (or hypothesis) and understand its purpose in the research process.

C.
Solution:
integrate CRITICAL thinking.

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

R.
Solution:
REQUEST an Information Literacy Library Class

Do any of these problems ring a bell?

E.
Solution:
clearly communicate EXPECTATIONS.

E.
Solution:
convey ETHICAL considerations and practices.

GOT ETHICS?

P.
Solution:
teach research as a PROCESS with multiple stages.

RESEARCH STAGES

RESEARCH PAPER SCORING RUBRIC

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?

S.
Solution:
require SOURCES that meet academic criteria.

What are the 5 criteria?

accuracy, authority, objectivity, currency, coverage . . .

RESEARCH STAGES

Want Greater Success in Students' Research Efforts? . . .

. . .Get a Little R.E.S.P.E.C.T!

Please turn on your speakers! :)
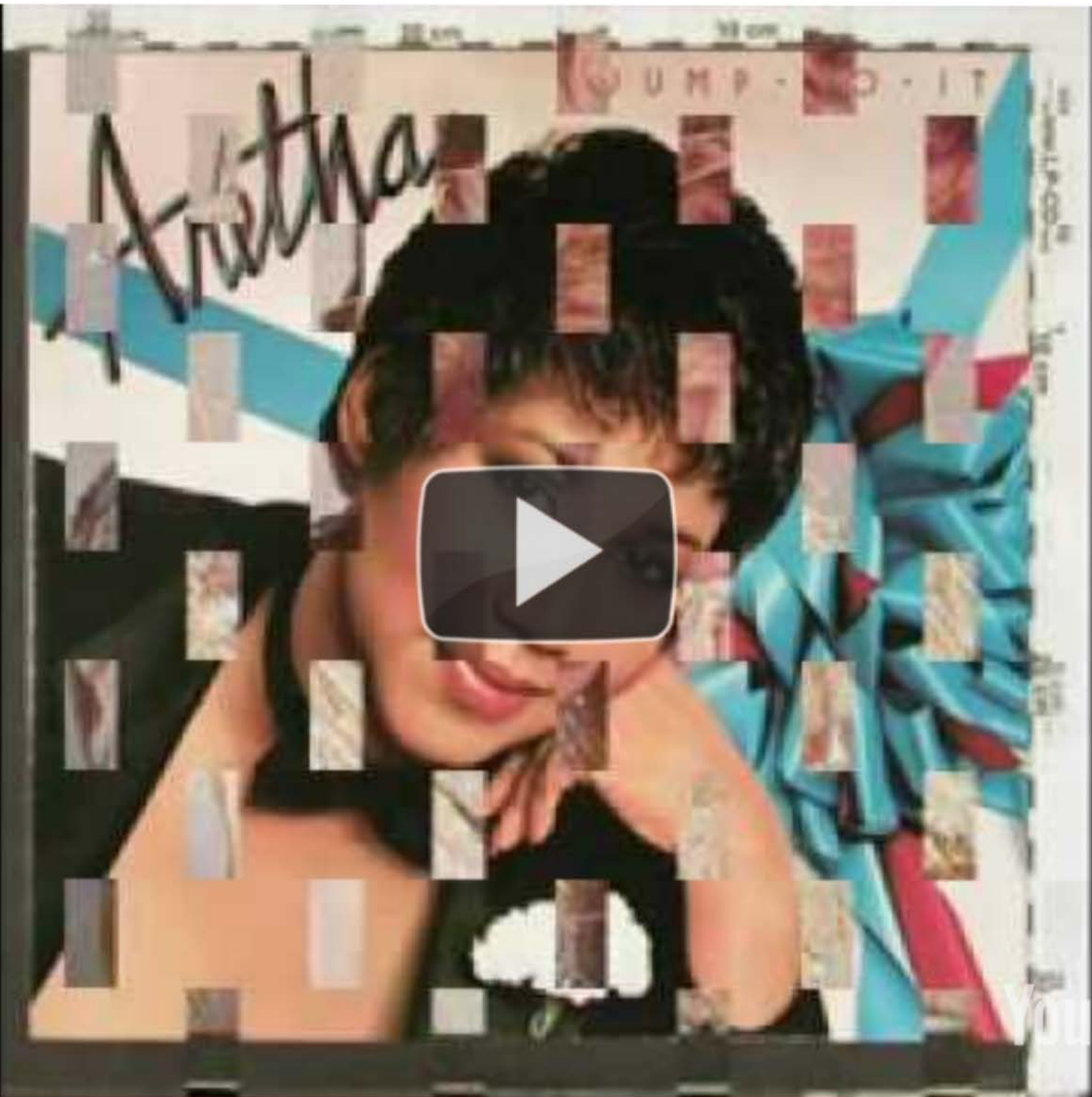
Do any of these problems ring a bell?

Students don't know how to conduct research for the assignment?

plagiarize?

Solution:

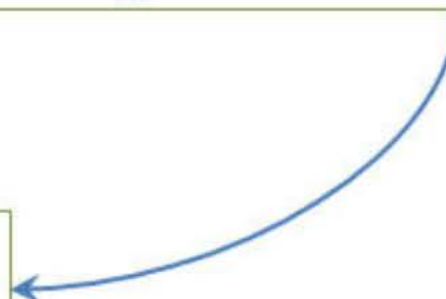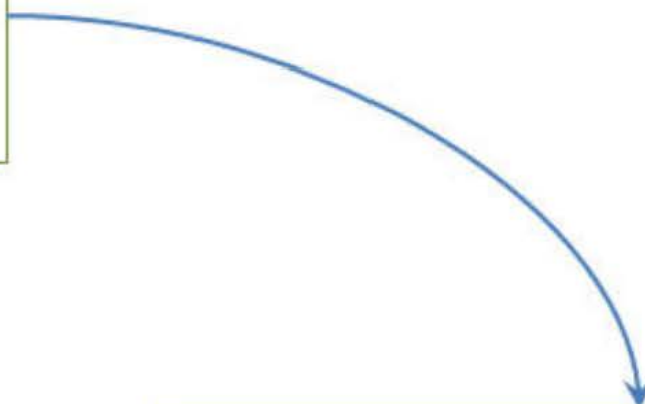# REQUEST an Information Literacy Library Class.

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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

Assigned Librarians:	Dan Calandro and Pam Price
Course Instructors: **Gwen Jones**	**Gwen Jones**

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

Assigned Librarians:	**Dan Calandro and Pam Price**
Course Instructors: **Gwen Jones** **Katie Budris**	**Gwen Jones** Phone: Email: **jonesg25@gmail.com**
Course Code & Title: ENG102 English Composition II	
Date/time – **Tuesday, 3/29/11, 6:00-7:15 p.m** Date/time - **Saturday, 4/2/11, 2:00-3:15 p.m** Date/time - **Wednesday, 4/6/11, 9:30 a.m.-10:45 a.m** Note: Please allow at least a <u>one-week lead time</u> between the consultation meeting and the IL class to allow for adequate preparation.	**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**
Class Room: **Library Computer Lab, LB106**	**# of students: 25 (approx.) each course**
Does the room have computers for all students? <u>Yes</u> or <u>No</u> **(Need computer lab)** 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).	

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)

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)

<u>Instructions</u>: 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.

   Research Topic: <u>Compare the Jim Crow Laws of the 20th Century U.S. to the Penal Laws of 18th Century Ireland.</u>

   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: <u>Did these laws oppress the targeted ethnic group? If so, how?</u>

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

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

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)

   _____

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For our "virtual" students,
we also offer Information Literacy
"online tutorials" to prepare them
for their research project . . .

MCCC Library Introduction

Introduction

Page: **1** | 2   print all

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

MCCC Library Introduction

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http://www.mccc.edu/~crabtrem/mccc-library-intro/

A Modest Raisin in the Sun

- A Raisin in the Sun – Lorraine Hansberry
  - African American
  - United States
  - Race
  - Segregation
  - Drama
- A Modest Proposal – Jonathan Swift
  - Irish
  - Poverty
  - Children
  - Oppression
  - Satire

Do any of these problems ring a bell?

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Students plagiarize?

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Students plagiarize!

Solution:
convey ETHICAL considerations
and practices.

GOT ETHICS ?

ETHICAL considerations.

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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?

What are

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?

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Paper lacks sufficient information support?

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Solutior

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- Solution: require SOURCES that meet academic criteria.

academic
criteria.

What are the 5 criteria?

Library
webcrit.html

- How does intellectual property, copyright, and fair us
  my research, notetaking, and writing of paper?
- What are ways I might be guilty of plagiarizing?
- How do I properly paraphrase, quote, and/or summar
  source and give credit?
- How do I properly document my sources?

Wl

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

Paper looks like it was done overnight?

P.

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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?

Stude

Students seem clueless.

Paper lo

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Solution:
clearly communicate
EXPECTATIONS.

RESEARCH STAGES

RESEARCH OBJECTIVES

RESEARCH REQUIREMENTS

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

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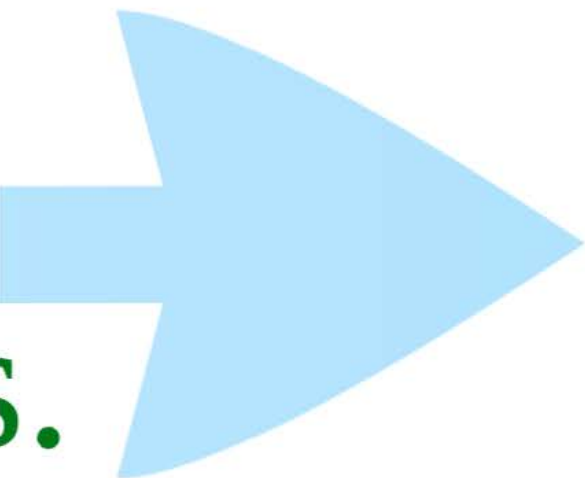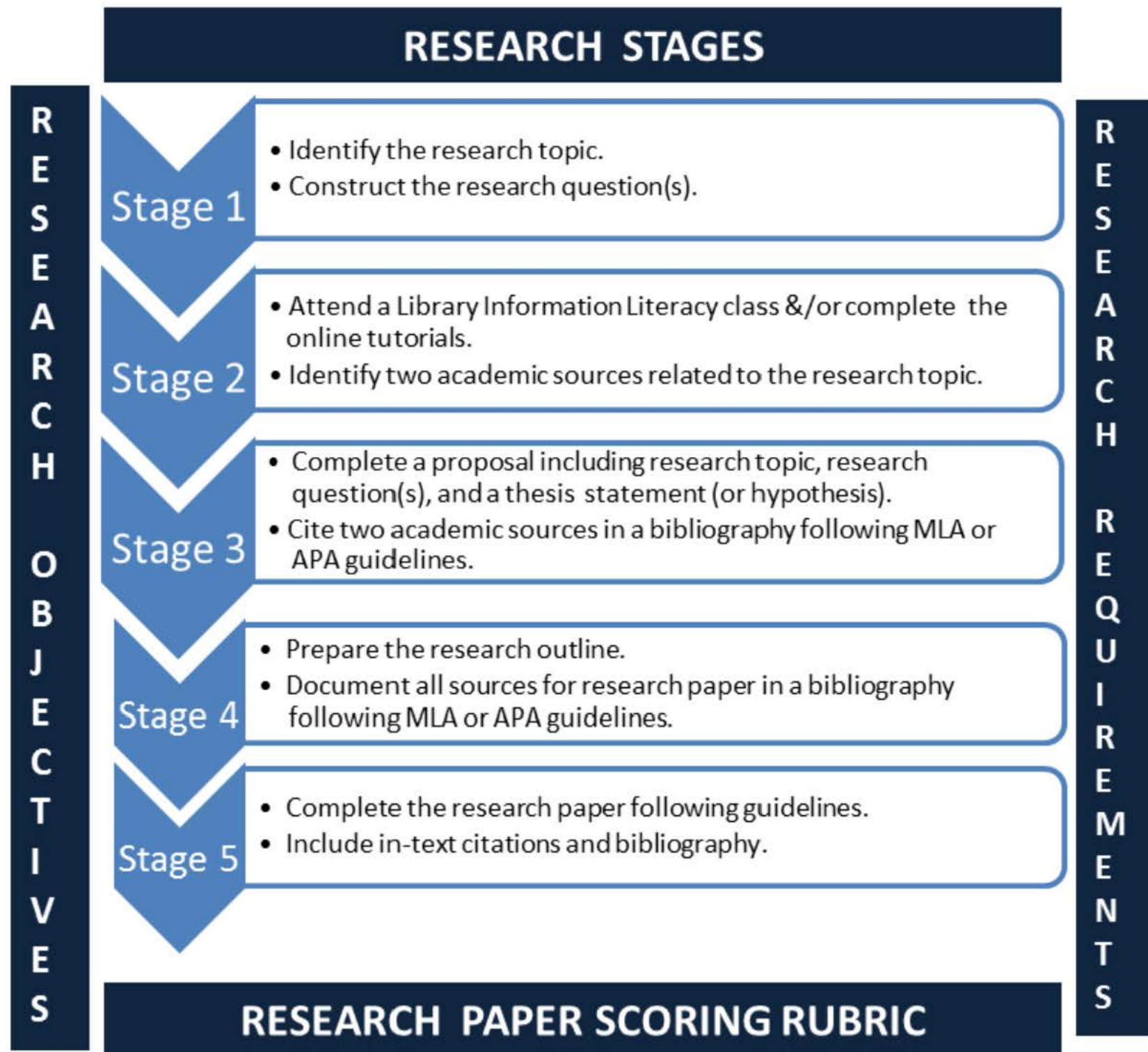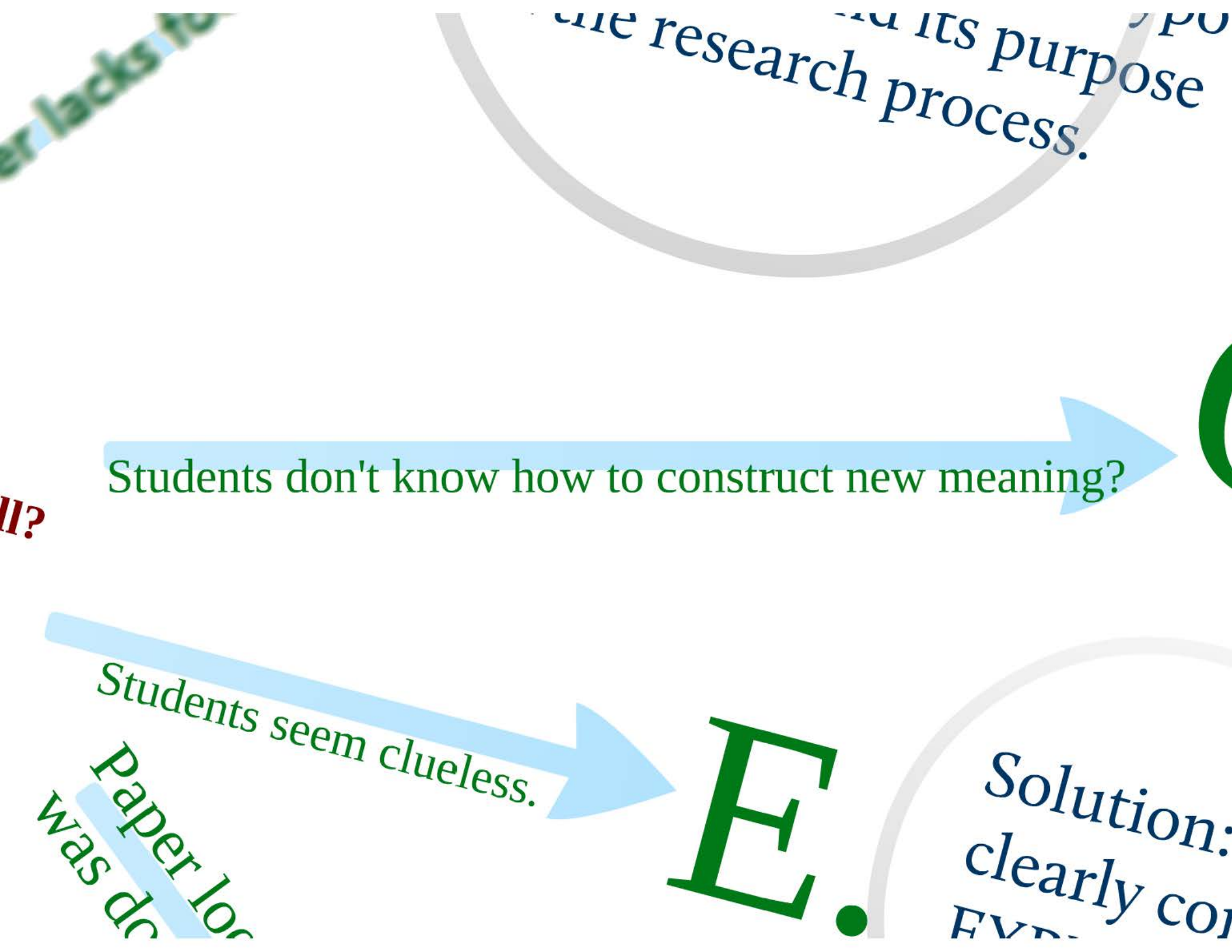- Include in-text citations and bibliography.

RESEARCH PAPER SCORING RUBRIC

Do any of these problems ring a bell?

...e research process.

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Students don't know how to construct new meaning?

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Students seem clueless.

Paper lo...

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Solution:
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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
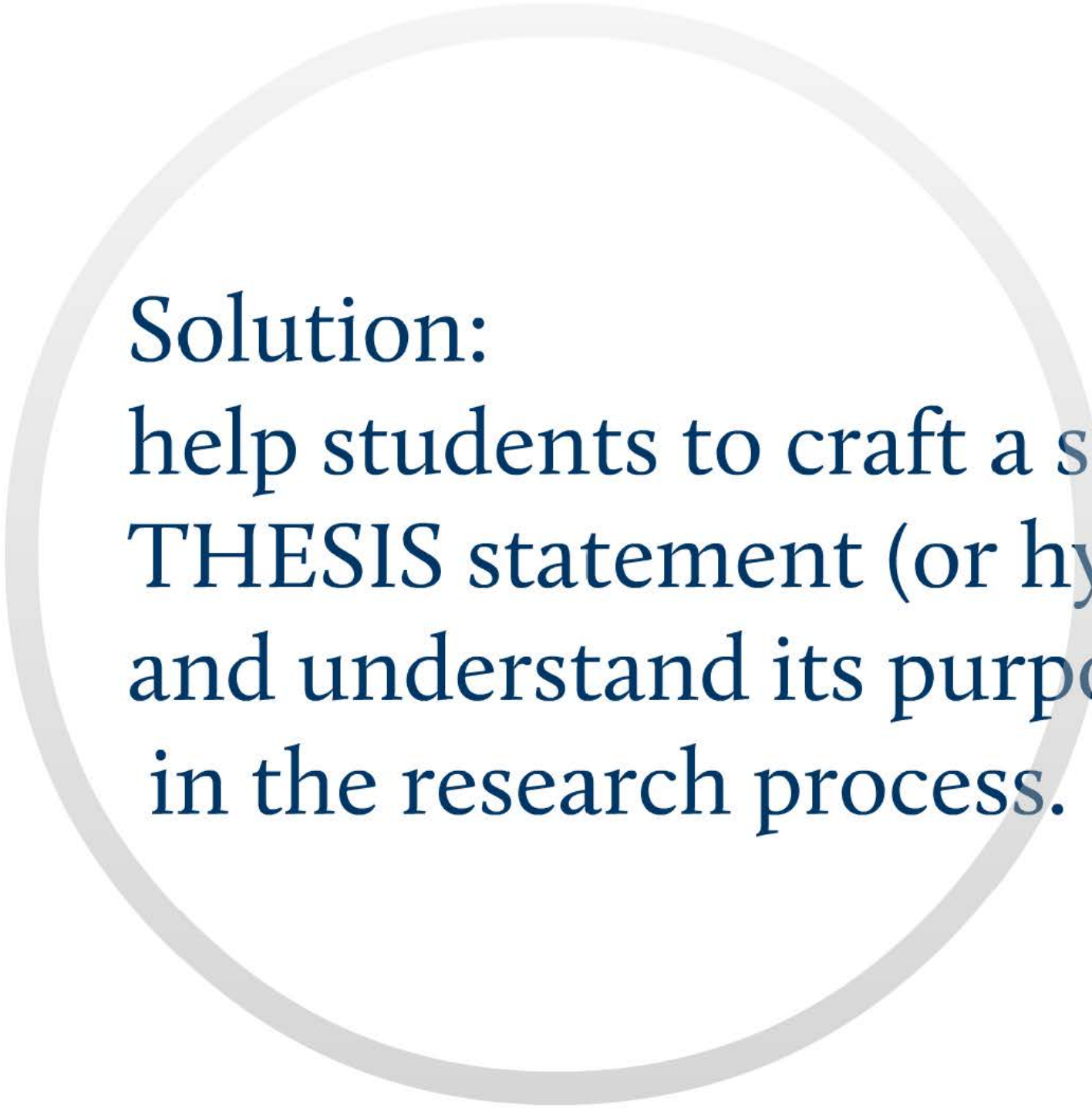- defend thinking with evidence, generating individual insights of texts and issues

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.

L

- **R**equest a Li[brary]
  tutorials.
- Convey **E**thica[l]
- Require **S**ource
- Teach research a
- Clearly communi
- Integrate **C**ritical t
- Help students to cr
  hypothesis) an
  proc

Presented by:

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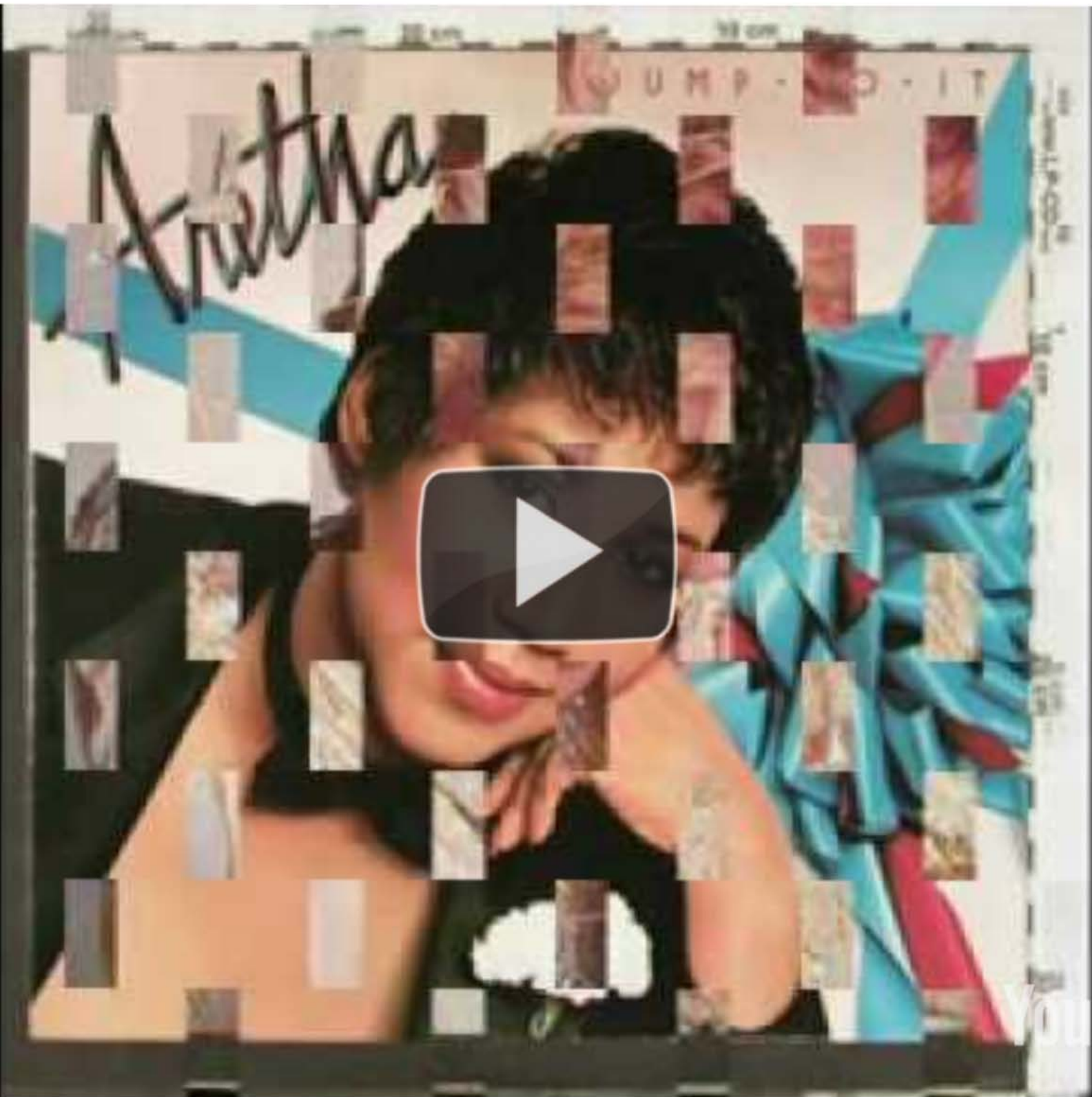
Presentation created by Denise Kreiger
using Prezi, http://prezi.com
Image sources: Shutterstock, http://www.shutterstock.com/

eakers and dance! :)

Please turn on your speakers and dance! :)