INFORMATION LITERACY IN STEM SUMMER SCHOLAR ACADEMY

Passaic County Community College

Presented by:
Elaine Goldman, MLS
Kathleen Vancheri, MA
STEM SUMMER SCHOLAR ACADEMY

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Kathleen Vancheri, MA
Student Success Coach
• STEM Summer Scholar Academy
  • Students who recently graduated high school and are enrolled in PCCC AND who are majoring in a STEM field (Science, Technology, Engineering, Math).
  • Majority of these students are 1st generation College students who need extra support at PCCC.
  • 4 week Summer program students participate in before starting the Fall semester at PCCC.
  • In this program, students are enrolled in College Success course.
  • The students attend STEM themed workshops each week.
• Purpose of the Summer Scholar Academy

• To meet and work with their success coaches beginning Summer through the Fall and their entire time at PCCC until they graduate.

• Create awareness of the resources available to the students at PCCC-included in the AM sessions during the Summer program, including presentations from the library at PCCC.
How STEM connects to Literacy

• During the Summer Program, we discuss and demonstrate how to effectively communicate through speaking and researching/writing/citing papers.

• STEM students need soft skills to communicate their thoughts and ideas to their peers and instructors, and eventually within their STEM career.

• At the end of the Summer program, students are aware of the Library resources at PCCC and how to use them during the Fall semester and beyond. (Library, Writing Center, tutoring).
Science In the News Essay

Start at https://pccc.libguides.com/scienceinthenews
This website provides tips to help you write your essay.

Step 1: Research
Assignment: Write a one - two page essay (500 words minimum) in MLA Citation style, using at least one news article. Start at the website listed above; search for a news article on a STEM topic that interests you. The news article will help to narrow your essay topic. For example: Technology > Driverless cars.

Skim the article(s). On the first reading, look for the most important points. Select an article long enough to provide several supporting points.

Evaluate the article (see Evaluate tab) Ask questions as you read. A popular formula is the 5W’s...Who /

E-mail the article to your PCCC school e-mail address by using the Library database “e-mail” or “share” link.

Topic approval: E-mail the article or topic description from PCCC e-mail to dreer@pccc.edu

DEADLINE for submitting topic for approval is: TUES - JULY 24, 2018

Step 2: Writing
Write down the main idea of the article. This can be your topic or thesis statement. You will use this sentence in the first paragraph of your essay. Then take notes. One way is to read a few paragraphs, then put it aside and write what you remember in your own words.

Outline your ideas. The basic outline:

Introduction

Main ideas - Support each idea with examples and facts from your research. The article subheadings can provide supporting ideas.

Conclusion

Use the MLA template for your essay.

Create the MLA citation for the article(s). Look for a “cite” link in database articles. Place citation(s) on the last page of your essay on a separate page entitled “Works Cited”.

Review the “MLA 8” and the “Citing and Plagiarizing” tabs for more writing tips.

Include two graphic images / pictures in your essay.

Write a rough draft. Refer back to your outline and topic statement if you are at a loss as to what to write next.

Read and revise. Try and complete the essay a day or two before the deadline so you can fine tune it.

Check for spelling and grammar.

DEADLINE for submission is WED - AUGUST 1, 2018
STEM RESEARCH PROJECT:

SCIENCE IN THE NEWS

Presented by:
Elaine Goldman, MLS
Instruction Librarian
Timeline

7/18/18

Morning Meeting 1
Introduce assignment and Library resources

8/1/18
Essay due

Week of 7/18/18
Articles sent to Director for approval

Week of 7/25/18
One shot Info Lit workshop in College Success class

7/25/18
Morning Meeting 2
Explore issues related to article selection/Advanced search techniques
<table>
<thead>
<tr>
<th>Challenge</th>
<th>Opportunities</th>
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<tbody>
<tr>
<td>First semester students had wide variety of gaps in knowledge</td>
<td>- STEM team / Success</td>
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<tr>
<td></td>
<td>Coach assisted students</td>
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<tr>
<td></td>
<td>with basic skills</td>
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<tr>
<td></td>
<td>- Demonstrate Library</td>
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<tr>
<td></td>
<td>database features to</td>
</tr>
<tr>
<td></td>
<td>narrow down topic</td>
</tr>
<tr>
<td></td>
<td>- MLA template and</td>
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<td></td>
<td>handouts provided</td>
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</table>
### Survey results

#### Perception of Knowledge

<table>
<thead>
<tr>
<th></th>
<th>Scale 1-5 (low - high)</th>
<th>34 responses</th>
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<tbody>
<tr>
<td>MLA Pre</td>
<td>3.3</td>
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<tr>
<td>Post</td>
<td>4.5</td>
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<td>Database Email Tool Pre</td>
<td>2.4</td>
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<tr>
<td>Post</td>
<td>4.4</td>
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<tr>
<td>Evaluate Articles Pre</td>
<td>2.7</td>
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<tr>
<td>Post</td>
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Take-aways – what worked

- Incremental interventions; identify students in need of assistance early
- Active learning, using step by step instructions in multiple formats
- STEM team reinforcing Information Literacy concepts

Key ingredient: Collaboration
Between STEM team, instructors, librarians