Goals

- To share assignments and activities that we use to introduce library-based research.
- To examine challenges we encounter when teaching library-based research and to brainstorm ways to address them.
- To consider opportunities for collaboration with the Belk Librarians.

Supporting an Instructional Goal
Based on 2007-2008 assessment data, an instructional goal for 2008-2009 is to facilitate students’ development of strategies to support their own ideas by selecting, using, and properly documenting relevant and credible resources. In addition, faculty have requested additional coverage of this topic – with a chance to visit with a representative from Belk Library about opportunities for collaboration and reinforcement.

Assignments and Activities to Support Library-Based Research

- **Library Scavenger Hunt**
  Finding Sources for Student Selected Topic → Evaluating Sources → Summarizing and/or Evaluating Sources for a Mini-Annotated Bibliography

- **Source Comparison Activities**
  Give students, or have them find, different kinds of sources addressing the same topic → Compare the sources → Assess their reliability
  - Internet and Web-based Databases
  - Scholarly Journals Vs. Popular Magazines

- **Analyze Summary, Paraphrase, and Quoting in a Sample Text**
  Have students use unique reading annotations for each type of source use: underline summaries, put a box around quotes, and put asterisks on either side of quotes (or use different colored highlighters). Then have students examine why the author might have selected each source use strategy for the specific information conveyed. Students can repeat this activity with their own texts during self-assessment or peer review.

- **Citation Quiz**
  Test student comprehension of the parts of a citation and how to create citations for different types of sources. Could be used as a pre-test/post-test for tailoring instruction to specific section.

- **Activities in Your Assigned Rhetoric**
  The following examples from *A Meeting of Minds: A Brief Rhetoric for Writers and Readers* demonstrate how a rhetoric can help you integrate discussions of academic
integrity and source use into direct instruction in writing. A small sampling of relevant topics:

- Key Concept: Academic Disciplines as Research Communities
- Strategy: How to Explore Questions with Discourse Communities
- Conducting Research
- Evaluating Sources
- Strategy: How to Track Your Research with a Working Bibliography
- Integrate Ideas: Summary, Paraphrase, and Quotation
- Avoid Plagiarism: Cite Your Sources
- Supporting Your Thesis Statement
- Appendix: A Guide to Documentation
- Plus many other integrated discussions and boxed strategies, key concepts, and applications…

- Other Assignments/Activities that work well in your class?

### Working in Collaboration with the Library

- **Requesting Library Instruction**
  See “Library Instruction” on the Belk Library web site
  [http://www.elon.edu/e-web/library/services/instruction.xhtml](http://www.elon.edu/e-web/library/services/instruction.xhtml)

- **Tailoring Library Instruction to Your Class**
  What kind of tailoring has worked well for you in the past? What other ideas can we brainstorm to enhance collaboration and reinforcement between the library instruction and ENG 110 instruction?

- Other Questions? Additional ideas for working in collaboration with the Belk Librarians?
Other Resources for Teaching Library-Based Research and Source Use

- Blackboard Resources (Select “Workshop Materials” → “Teaching about Source Use and Academic Integrity”):
  - Teaching Research Strategies (March 2007)
  - Teaching Source Use (September 2005)
  - Teaching Students How to Use Evidence (November 2004)

- *The brief Thomson Handbook* by David Blakesley & Jeffrey L. Hoogeveen
  - Part 3: Conducting Research. Some highlights:
    - “Conducting Research in the Disciplines” (p. 109-127) gives extended examples of research in the humanities, social sciences, and sciences.
    - Chapter 10, “Online Research,” explains how search engines work and summarizes features of popular search engines. It also covers evaluating online sources.
    - Chapter 12, “Using Sources Ethically,” offers strategies for summarizing, paraphrasing, and quoting source material and discusses when you might use each strategy.
  - Parts 4 and 5 cover specific documentation styles, including MLA, APA, CMS, CSE, and CGOS.

- *The Academic Writer* by Lisa Ede
  - Chapter 6: Doing Research: Joining the Scholarly Conversation. Briefly covers online research strategies and library database tips. Includes a discussion on determining when to quote, paraphrase, or summarize. Concludes with a lightly annotated sample student paper.
  - “Writers’ References” section covers MLA and APA documentation guidelines.

Upcoming English 110 Events – Mark Your Calendars

- College Writing Showcase Proposals Due – March 31st
- Remaining Spring Lunch Workshop – April 8th
- College Writing Showcase – April 27th
- Direct Assessment Packets due to Jessie – May 22nd