A Collaborative Effort

Librarians and Composition Faculty Integrate Information Literacy into First Year Writing Courses



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#01 Needs Analysis

To use the library resources efficiently

To narrow down topics and find appropriate material

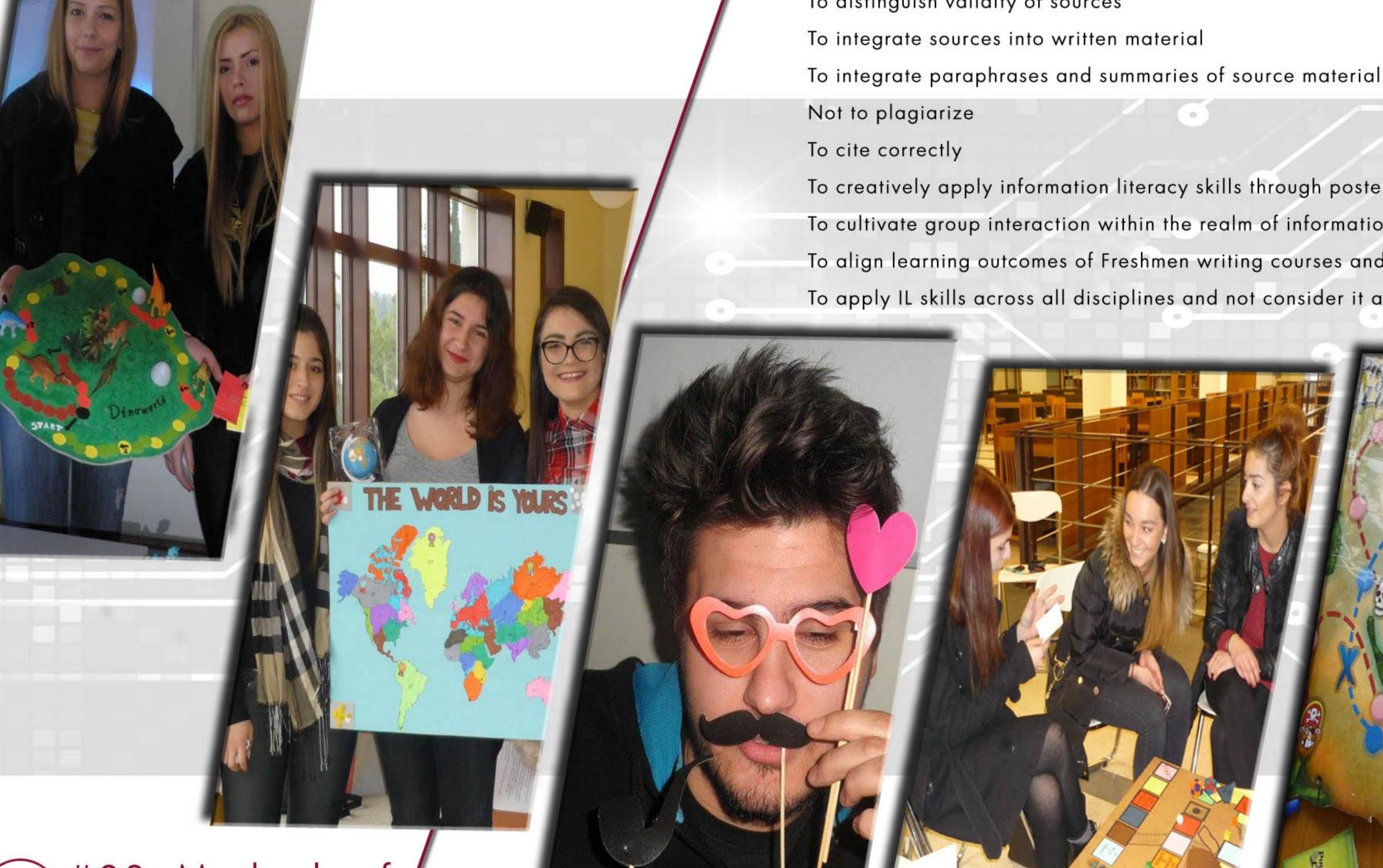
To distinguish validity of sources

To creatively apply information literacy skills through posters and games

To cultivate group interaction within the realm of information literacy

To align learning outcomes of Freshmen writing courses and library sessions

To apply IL skills across all disciplines and not consider it as an isolated skill



#03 Methods of Instruction

Collaborative teaching

Searching Strategies

Ethical Use of Information

Database use

Collaborative learning

Teacher centered instruction

Student centered instruction

Controlled practice

Free production

#04 Ongoing

Reflection

#02 Scaffolding Student Skills

Library Catalog Paragraph describing library book regarding structure, contents, author, relativity Types of Sources Students search for appropriate sources on a specific topic to be used in a writing

> assignment. Journal Reflection: Paragraph describing the search process, the appropriateness

of the sources, the difficulties faced.

Guided composition assignment. Students find Scholarly articles to integrate information in argumentation, classification/division, comparison/contrast;

Introduction to In-text citations; Annotated bibliography

Journal reflection on database search. Database Group Presentation

Search engines Paragraph evaluating web sources for authority, currency, accuracy, objectivity, Web evaluation criteria coverage.

Web 2.0 tools Objective paragraph of the usefulness of Web 2.0 tools for academic use.

Academic Integrity Peer editing of plagiarized and non-plagiarized material Plagiarism

Harvard OU Citation Style Applying OU Harvard citation style in-text citations and Works Cited entries for writing assignments and group project

Game Group Project Writing an essay on the process of its creation.

