

FYWP Guide to getting the most out of your College Writing II library session

Contact the library early in or before the start of the semester to make your appointment.

You don't have to wait to be scheduled for your session. Try scheduling close to the time when students will be starting the research for their papers; scheduling when the session isn't being aimed at a specific assignment may result in students forgetting what was covered in the library session. If your assignment requires students to use special sources (both library and web), get in touch early enough, and most librarians can create a LibGuide that your students can refer to throughout their course.

Consider giving your students some guidance or training before their library session.

You may want to cover some search basics like Boolean terms, the difference between a database and Google, the need to generate keywords and synonyms, and how to save information. You might also require students to prepare a narrowed down research topic or question before arriving at the library so that their search time may be used efficiently.

Provide as much information as you can about your class's current assignment and stage in the research process.

For librarians who tailor their information session to your class needs, the level of detail that you provide, like a copy of the assignment, is invaluable. Some additional information you can give your librarian might be: whether or not the research is based on a specific topic; if there is a specific number of sources students must include in their essays; if there are specific sources students must work with (like eBooks or peer reviewed journals); which documentation style students are expected to use.

Share with your librarian what outcomes you would like your students to achieve by the end of their session.

Some possible goals might be to:

- articulate the difference between a scholarly database search and an internet search
- locate sources from specific disciplinary databases
- access sources using ILL and LinkSource
- conduct successful keyword searches
- generate search terms and vocabulary relevant to their project
- explain the difference between primary and secondary sources
- find scholarly secondary sources relevant to an assignment topic
- evaluate a website for credibility/bias
- explain how to use RefWorks accurately, checking it against the citation style in a reference book/site

Consider building a follow-up session into your syllabus, immediately after the library session, to check your students' comprehension and to give them time to apply the search skills that they learned from their librarian.

Whether you hold this session in class or back in the library, this follow-up day can help students understand how a scholarly database search fits into the arc of the semester or structure of the course. When you contact your librarian to schedule a visit, note whether you need an *information literacy session* or a *follow-up session* for that class period. (A follow up session doesn't consist of librarian instruction, but simply student access to a reference librarian.)

For questions or more information, contact Dina Bozicas at Dina_Bozicas@uml.edu