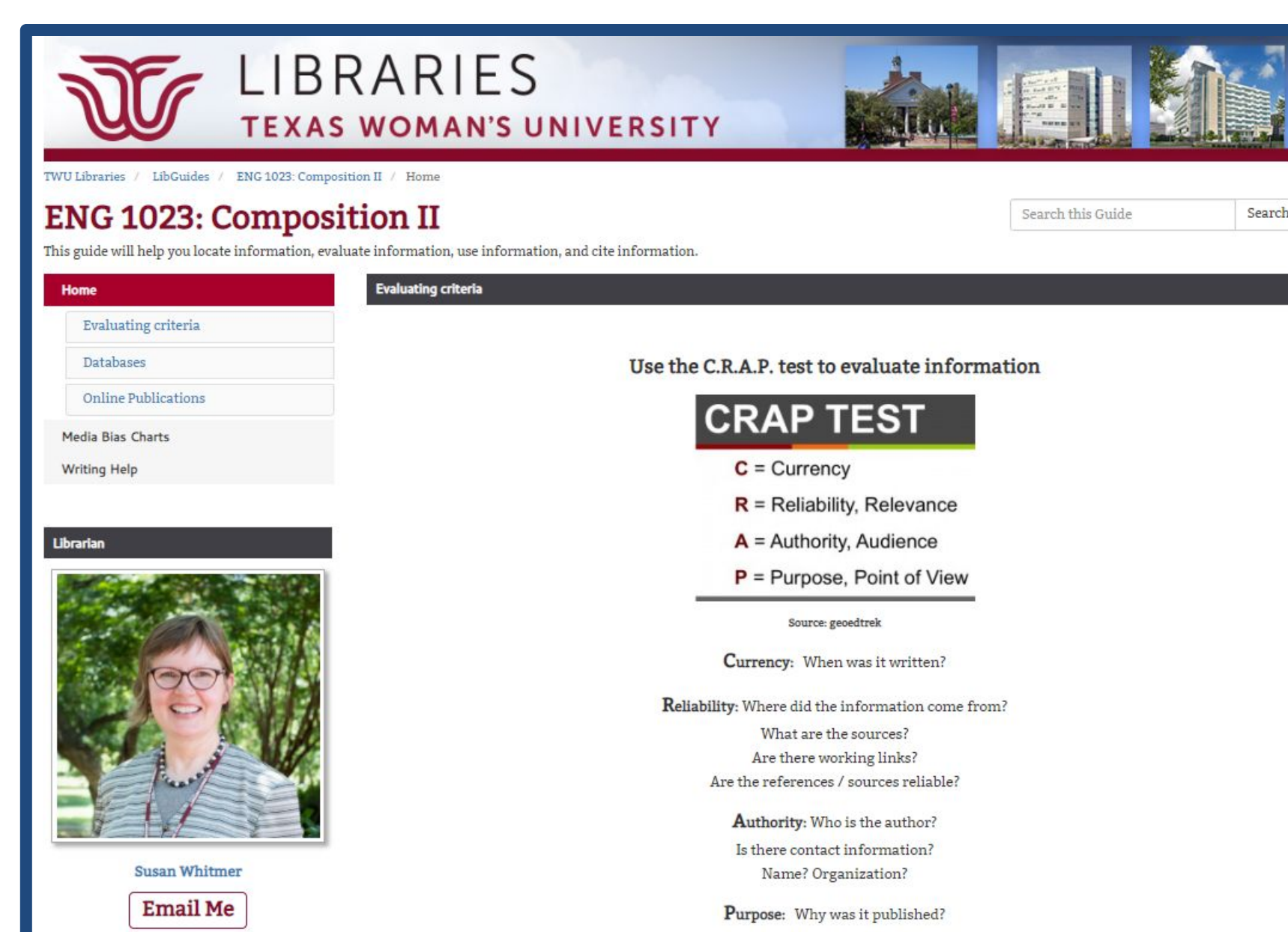


Five Years of First-Year Composition: A Librarian Reflects

Susan Whitmer, Reference & Instruction Librarian

Introduction

Information Literacy



Five Years of First-Year Composition: A Librarian Reflects, is an academic librarian's review of teaching information literacy to English composition classes. The reflections are based on classroom instruction, worksheet assessments, and student feedback.

The goal of this study is to share pedagogical information with new instruction librarians and to create connections with first-year faculty.

Yearly Plus/Delta

2015

- **Plus:** Collaborations with FYC Director and Director of Data & Analytics
- **Delta:** Scheduling challenges due to migration to Google Campus

2016

- **Plus:** Curated information literacy classes
- **Delta:** Evaluating sources

2017

- **Plus:** "Fake News" as a search term
- **Delta:** Decline of instruction requests

2018

- **Plus:** More engaged students as a result of new classroom design
- **Delta:** Plagiarism

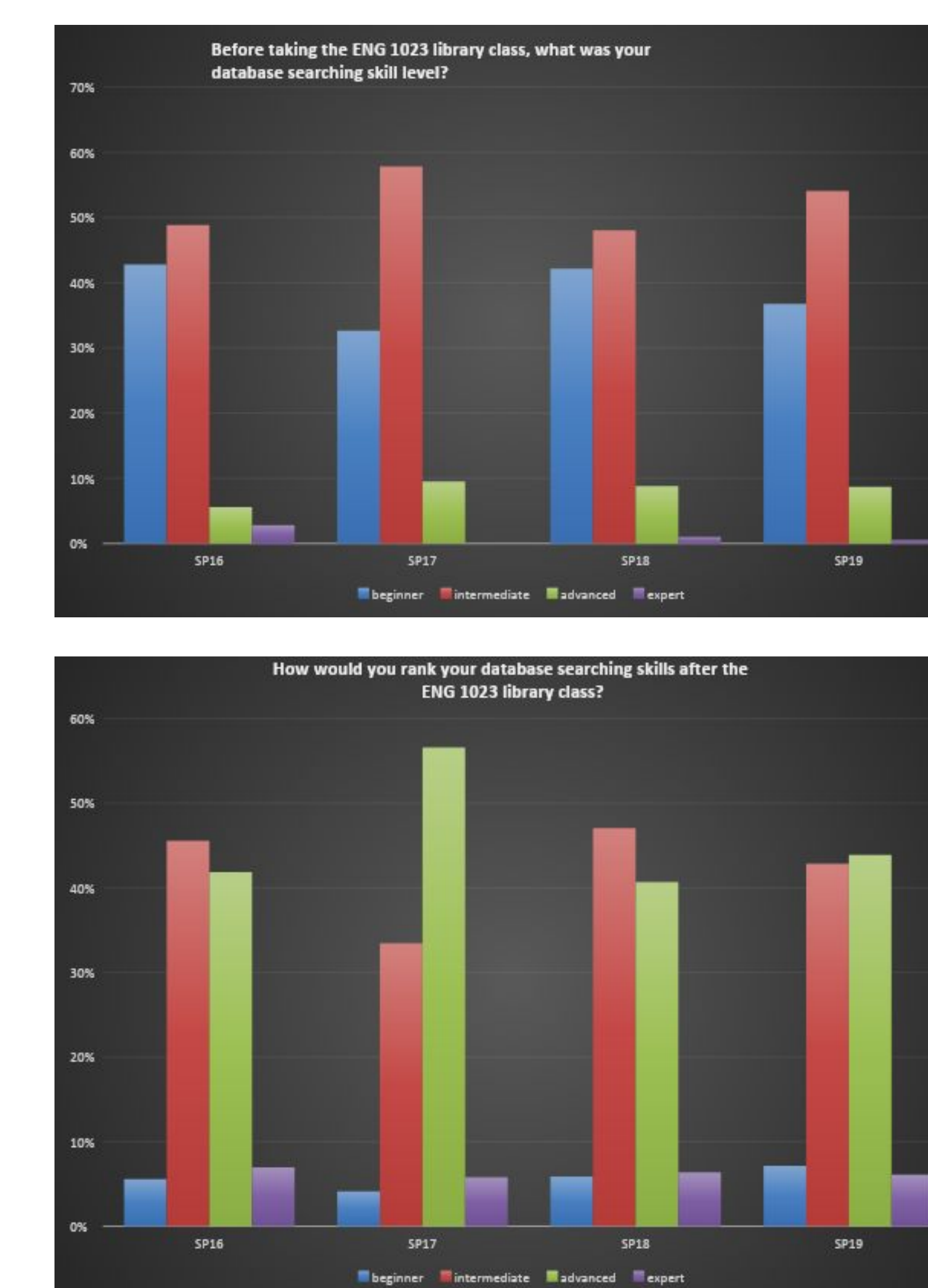
2019

- **Plus:** Media Bias Chart
- **Delta:** The paperless classroom

Student Feedback

Self Assessment:

Improved Database Searching Skills*



*No data for 2015 as the survey started in 2016.

A summary of the library instruction self-evaluation survey finds that, after an information literacy class, the majority of students increased their level of research skills from beginners to intermediate (39%), or intermediate to advanced (42%).

Learning Outcomes: Citation Assessment

The ENG*1023 Learning Outcomes Project: First-Year Composition Data From 2015 – 2019					
	ENG*1023 Classes: Spring Term F2F, Online, Dual Credit	ENG*1023 Library Instruction Classes	# of Students attended	Ability to Cite Information Scale: 1-10 (AVG)	Ability to Locate Information Scale: 1-5 (AVG)
2015	40	20	423	8.5	3.2
2016	43	19	380	9.5	3.9
2017	50	16	303	8.8	4.0
2018	44	18	342	8.1	3.6
2019	43	19	370	9.3	3.4

The English 1023 Learning Outcomes Project: Findings From Five Years of Data (2015 -2019):

1. Student's ability to cite information: Advanced intermediate
2. Student's ability to locate quality information: Advanced
3. Percentage of faculty that requested instruction: 42%
4. Number of students in study: 1,818

Conclusion and References

Learning how to write and cite is fundamental to student success. Teaching information literacy to first-year composition students is a worthy challenge as they gain confidence in their ability to locate, use, and evaluate sources.

- References
- Armstrong, Jeanne. "Designing a Writing Intensive Course with Information Literacy and Critical Thinking Learning Outcomes." *Reference Services Quarterly*, vol. 38, no. 3, 2010, pp. 445-457.
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- Jason M. Vance, et al. "Measuring the Impact of Library Instruction on Freshmen Success and Persistence." *Communications in Information Literacy*, vol. 6, no. 1, 2012, pp. 49-58.