



Five Years of First-Year Composition: A Librarian Reflects

Write to Work Conference
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Texas Woman's University

1. TWU - The largest public university in the United States primarily for women
2. Main campus in Denton, health science centers in Dallas, and Houston
3. Liberal arts institution with strong health sciences programs
4. FTE 15,000 students



Library Instruction

1. Group effort: Graduate assistant, Instruction Group, Director of Data & Analytics
2. Information literacy
3. The mission of 21st Century Libraries
4. Five years of first-year students



Kota Ezawa, *National Anthem (Colin Kaepernick)*, water color, 2018.



Challenges and Solutions

1. First professional librarian position
2. New workplace
3. New boundaries



First Professional Librarian Position

1. **Challenge:** I was a new librarian at a new library, I was entrenched in the ways of my previous library.
 - a. **Solution:** Improved my listening skills. Recommended alternate processes w/o mentioning previous employer. *Embraced* new ways.
1. **Challenge:** Because I was in support positions for years prior to earning my Master of Library Science, my delegation skills needed improving.
 - a. **Solution:** Sought a mentor, created a support network of library staff.



New Boundaries

1. **Challenge:** Moving from “service to the library profession” philosophy of librarianship to “service to the students and faculty” philosophy of librarianship.
 - a. **Solution:**
 - i. Stay active in professional organizations that are subject specific.
 - ii. Attend activities related to the English department
 - iii. Great customer service to faculty and students



The Best of First-Year Composition

1. Teaching from the English 1023 Course Guide, libguides.twu.edu/eng1023page
2. Social Justice Warriors
3. Themed information literacy instruction
4. Core Assessment Academy



Year One: 2014-2015

Spring 2015, Keywords: *#Blacklivesmatter, childhood obesity*

1. The recommended sources
 - i. Congressional Digest
 - ii. Intelligence Squared
 - iii. Issues & Controversies
2. Textbook: Axelrod, Rise B., and Charles R. Cooper. *The St. Martin's Guide to Writing*. 9th ed. Boston: Bedford/St. Martin's, 2013. Print.
3. Learning Outcomes Project



Year One: 2014-2015: Learning Outcomes Project

1. Information literacy assessment and statistics, relates to “Retention, graduation, and student success”
2. Kohl and Wilson's Rubric to assess quality of cited references
 - a. Review: Assessing the Effects of Library Instruction
 - i. Portmann, Chris A., and Adrienne Julius Roush. “Assessing the Effects of Library Instruction.” *The Journal of Academic Librarianship*, vol. 30, no. 6, pp. 461-465, Nov. 2004.

ENG*1023 Worksheet

ENG 1023 Library Sources Using TWUniversal

Print Last Name, First Name _____ ENG 1023 _____ / / 2019
Section _____ Date _____

1. Topic: = _____ Your topic = Immigration = Vaccination	Synonyms: = _____ Your topic = Immigration synonyms: DACA, foreigner = Vaccination synonyms: Inoculation, anti-vaxxers
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2. Write a sentence expressing an opinion about your topic:

I _____

3. Locate information using sources from the TWUniversal finding tool:

- TWUniversal
- Congressional Digest - Ejournal
- Electronic Books

4. MLA citation style, fill in available information:

Author(s)/creator(s) Last Name, First Name.

Title: "Title of Article," or "Title of Book Chapter."

Source: Title of Journal, or Title of Website, or Title of Book, or Title of Database.

Volume #, Issue #, Day Month Year of Publication, Page #(s).

URL or doi,

Accessed date: Day Month Year.

5. Review your source and write notes expressing support (Pro) for your argument and opposition (Con) to your argument:

Pro	Con

Part 2: ENG 1023 Class Page: libguides.twu.edu/eng1023page

6. Rewrite/revise your topic sentence from Part 1, #2:

7. Locate information using one source from the ENG 1023 Class Page:

- America: History & Life
- Credo Reference
- ERIC/Ebsco (Education)
- Genderwatch
- Issues & Controversies

Newspaper databases:

- Newspaper Source Plus
- New York Times
- Washington Post

8. MLA citation style, fill in available information:

Author(s)/creator(s) Last Name, First Name.

Title: "Title of Article," or "Title of Book Chapter."

Source: Title of Journal, or Title of Website, or Title of Book, or Title of Database.

Volume #, Issue #, Day Month Year of Publication, Page #(s).

URL or doi,

Accessed date: Day Month Year.

9. Review your source and write notes expressing support (Pro) for your argument and opposition (Con):

Pro	Con

10. Library Instruction Survey libguides.twu.edu/eng1023page



Librarian Initials _____ Date _____

Rubric to Assess Quality of Cited References Based on Kohl and Wilson

Cite information

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Class	Instructor	Scholarliness = 1pt	Scholarliness = 2pts	Scholarliness = 3pts	Scholarliness = 4pts	Currency = 1	Currency = 2	Currency = 3	Appropriateness = 1	Appropriateness = 2	Appropriateness = 3	Total
2	Two randomly selected worksheets from each ENG 1023 library session	Spring 2015 ENG 1023	An article, book or other work that had not undergone any peer or editorial review to ensure quality.	An article, book, or other work that had undergone some kind of editorial review.	A respectable research, synthetic, or conceptual work in a good peer-reviewed journal or academic publisher.	A substantial research, synthetic, or conceptual work in a leading peer-reviewed research journal or academic publisher.	Work that is no longer relevant because it has no bearing on current research.	Somewhat dated work that still has relevance to current research.	Recent work or appropriate historically situated work.	The citation clearly does not warrant the claim being made.	The citation may warrant the claim, but it is not clear.	The citation is clearly appropriate to warrant the claim made.	
3			(Non-scholarly source)	(Questionable source)	(Student selected a recommended source)	(Student selected a recommended source and located information that directly relates to thesis)	(Source is more than 10 years old)	(Source is older than 5 - 10 years)	(Source is within the past 5 years)	(Source does not relate to thesis)	(Source has a fuzzy relationship to thesis)	(Source is directly related to thesis)	

Rubric to Assess Quality of Cited References Based on Kohl and Wilson

Locate information

	A	B	C	D	E	F	G	H
1	Class	Instructor	Beginner = 1pt	Advanced Beginner = 2pts	Intermediate = 3pts	Advanced = 4pts	Expert = 5pts	Total
2	Two randomly selected worksheets from each ENG 1023 library session	Spring 2019 ENG 1023	Worksheet results reveal no exposure to library instruction	Worksheet results reveal some exposure to library instruction with little comprehension	Worksheet results reveal exposure to library instruction and able to locate relevant information.	Worksheet results reveal student is able to find quality information using subject appropriate search terms (controlled vocabulary)	Worksheet results reveal student is consistently able to find quality information using subject appropriate search terms (controlled vocabulary)	
3			(No attempt to complete worksheet)	(Student filled in incomplete citation information)	(Student uses the suggested sources related to the chosen topic and filled in available citation information)	(In addition to "Intermediate" level, the student also provided synonyms for the topic. The title of publication suggests quality of the source cited)	(In addition to "Advanced" level, the student is able to apply the learning to varied data sources as tested on Page 2 of the worksheet.	



Year Two: 2015-2016

Spring 2016, Keywords: *Affordable Care Act, cyberbullying OR cyberharassment, doxing, freedom of speech*

1. Training library staff to assist in FYC classes
2. FYC faculty meeting: Don't give a FYC class, demonstrate what you can do for the faculty
3. The new FYC director wanted to focus on Evaluating Sources



Year Three: 2016-2017

Spring 2017, Keywords: *fake news*, *Flint water crisis*, *Zika virus*

1. MLA8: Major changes to the citation process

- 2. Screencastify videos**

3. Library tutorials, FYE v. FYC

4. Major challenge: “Interdisciplinarity”



Year Four: 2017-2018

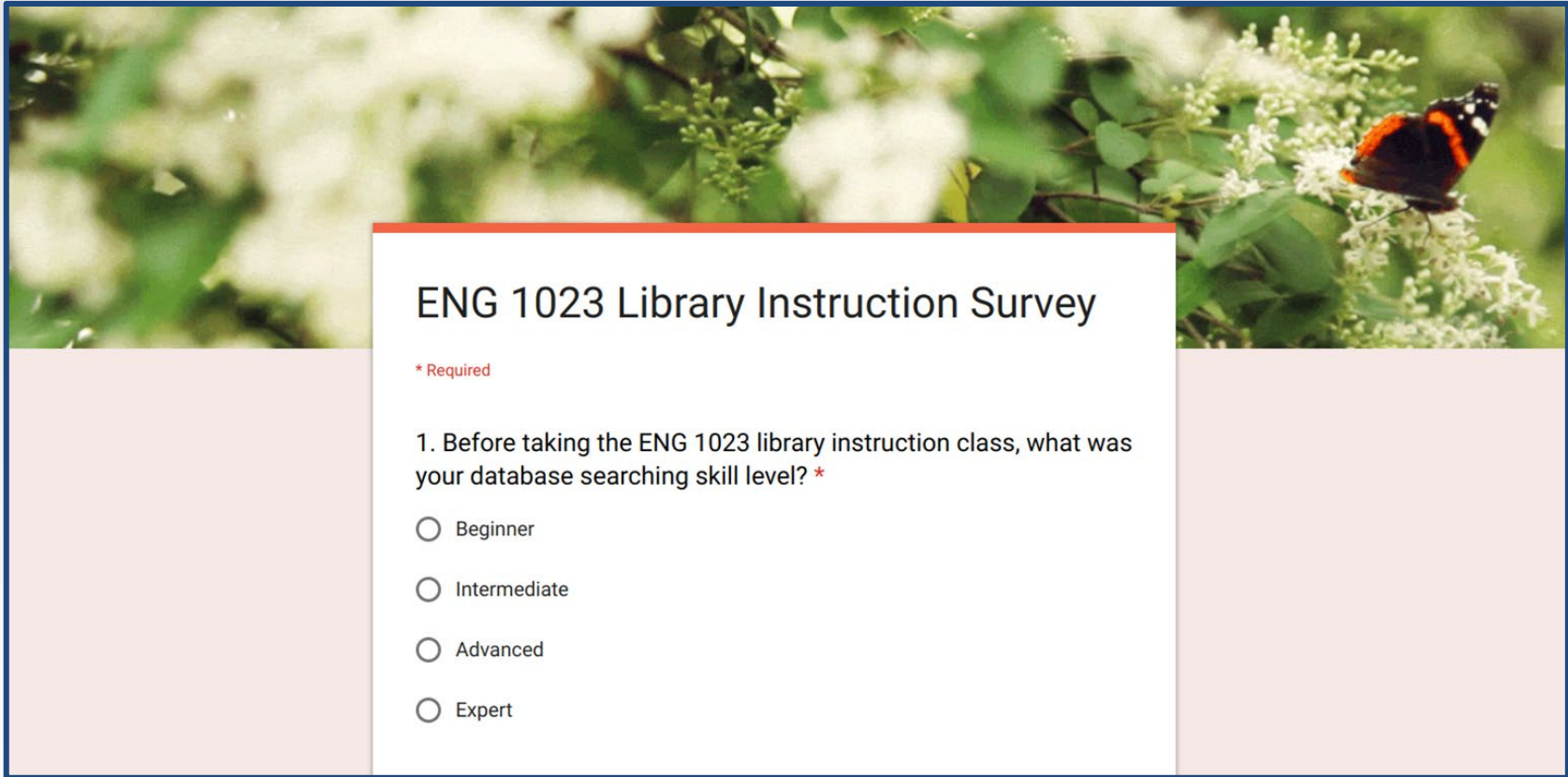
Spring 2018: Keywords: *anti-vaxer*, *body issues*, *#MeToo*

1. New textbook: Lunsford, Andrea, et al. *Everyone's an Author*. Norton, 2017.
2. Attempt to start Open Educational Resources (OER) program with remedial classes but those classes were cut at the last minute
3. Added GenderWatch database
4. Annotated bibliography

Year Five: 2018-2019

Spring 2019, Keywords: *climate change, opioid addiction*

1. New FYC directors
2. [Media Bias Chart](#) added to ENG*1023 course page
3. Successful attempt to increase ENG*1013 classes
 - a. Requests for ENG*1013 dramatically decreased in Fall 2017 due to student feedback about redundancy w/UNIV 1231



ENG 1023 Library Instruction Survey

* Required

1. Before taking the ENG 1023 library instruction class, what was your database searching skill level? *

- ☐ Beginner
- ☐ Intermediate
- ☐ Advanced
- ☐ Expert



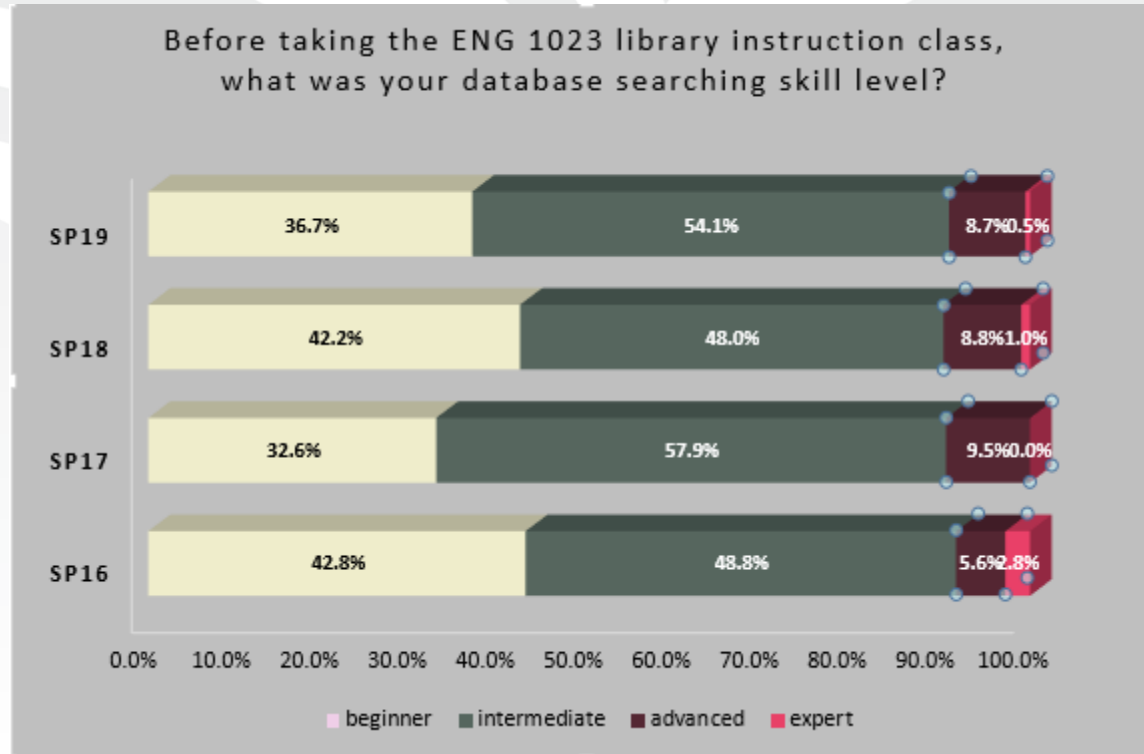
ENG*1023 Instruction Survey

Four questions:

1. Before taking the ENG*1023 library instruction class, what was your database searching skill level?
2. How would you rank your database searching skills after the ENG*1023 Library Instruction class?
3. How confident are you that you will be able to apply these skills to your academic work?
4. Write one sentence to describe today's library instruction experience.

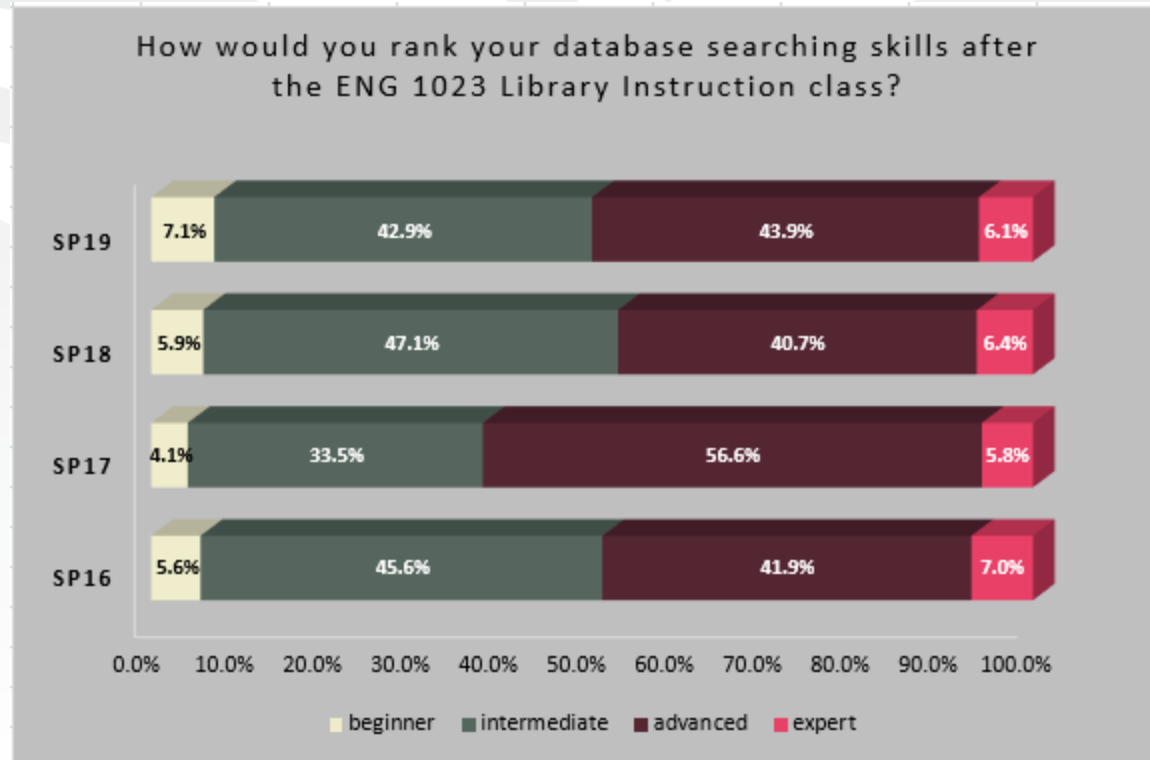


1. Before taking the ENG 1023 library instruction class, how would you rank your database searching skills?



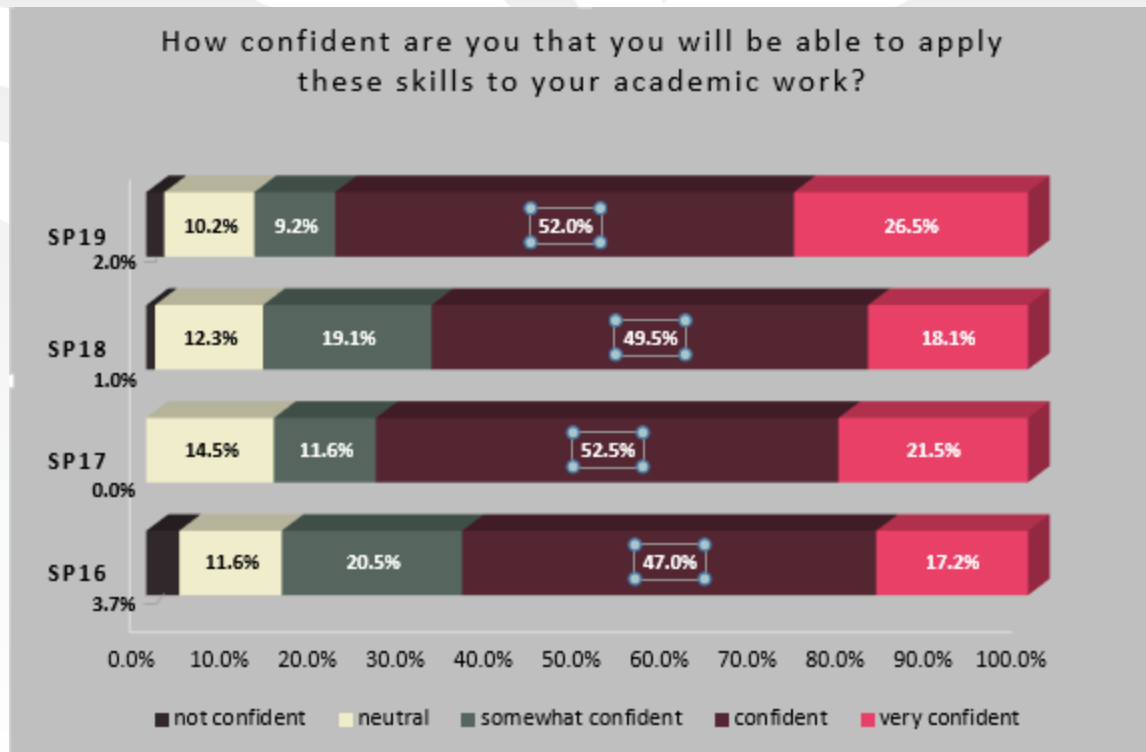


2. How would you rank your database searching skills after the ENG 1023 Library Instruction class?





3. How confident are you that you will be able to apply these skills to your academic work?



ENG*1023 Survey Says

Susan was very informative and gave me plenty of guidance. I just need to continue practicing this skill because there are a lot of different and hidden places for sources to hide. ~FYC Student, 2017

It was awesome! I would have just used Google to search my topic, I had no idea about all these different ways! Excited to go to do some research now! ~FYC Student, 2016

I was able to get a better idea of the resources that I need to successfully write a great research paper, I was also able to learn more about the TWU library website. ~FYC Student, 2018

Today's experience was very helpful because it taught me how to find credible sources with helpful information that I will be using for my future research papers. ~FYC Student, 2019



Conclusion and Future Projects

1. Conclusions:
 - a. Learning Outcomes Project = ideal assessment tool for FYC
 - b. Information literacy instruction improves research skills = academic success
2. Future Projects
 - a. Short classroom workshops
 - i. Annotated Bibliography
 - ii. Inserting Media into Texts
 - b. Open Educational Resources for English Composition
 - i. Research project for 2020, reapply to be a Research Scholar at the Institute for Research Design in Librarianship

Suggested Reading

Booth, Char. *Reflective Teaching, Effective Learning: Instructional Literacy for Library Educators*. American Library Association, 2011.

Gamtso, Carolyn B. and Susanne F. Paterson. "Guiding Students from Consuming Information to Creating Knowledge: A Freshman English Library Instruction Collaboration." *Communications in Information Literacy*, 2012, 5(2), pp 117-126. DOI 10.7548/cil.v5i2.91.

Miller, Laura Newton. "Quality of Student Paper Sources Improves after Individual Consultation with Librarians. A Review of: Reinsfelder, T. L. (2012). Citation analysis as a tool to measure the impact of individual research consultations. *College & Research Libraries*, 73(3), 263-277. *Evidence Based Library and Information Practice*, 2013; 8(2), pp 239-241.

Portmann, Chris A., and Adrienne Julius Roush. "Assessing the Effects of Library Instruction." *The Journal of Academic Librarianship*, vol. 30, no. 6, pp. 461-465, Nov. 2004.

White, Amy Cooper. "From the Outside Looking In: Lessons Learned about Library Instruction from Working as a Composition Instructor." *Pennsylvania Libraries: Research & Practice*. 2016; 4(2), pp 66-72. DOI 10.5195/palrap.2016.118

Whitmer, Susan. "English 1023 Course Guide." *Texas Woman's University Libraries*, 2019, <https://libguides.twu.edu/eng1023page>.

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