

Writing Program Outcomes & Library Instruction

Outcome 2: Critical Thinking and Reading Resulting in Writing. As they *undertake scholarly inquiry* and produce their own arguments, students summarize, *analyze, synthesize, and evaluate the ideas of others.*

Outcome 3: Writing as Process. Students understand and practice writing as a process, *recursively implementing strategies of research, drafting, revision, editing, and reflection.*

How your librarian, Katie Rawson, can help:

- Instruction sessions
- Research guides – tailored to your class and assignments
- Help with assignment design
- Research consultations with students
- Participate in class discussion threads

Email katie.rawson@emory.edu

Also, check out:

First-Year Composition Instructor Toolkit

<http://guides.main.library.emory.edu/FYCToolkit>

What we know about student research skills

From Project Information Literacy,

In a sample of over 1000 college students,

74% said they struggled selecting keywords and formulating search queries

57% felt stymied by the irrelevant results their searches returned

43% reported having trouble reading and synthesizing sources they selected

Project Information Literacy

<http://www.projectinfolit.org>

Project Information Literacy (PIL) is a large-scale, national study about college students and how they find, evaluate, and select information for use in their courses and for solving information problems in everyday life.

From The Citation Project,

Regardless of the length of the source from which the student cites,

46% (885) of all of the citations are to the first page of the source;

23% (443) are to the second page;

77% of all of the citations are to the first three pages,

regardless of whether the source is three pages or 400+ pages.

The Citation Project

<http://citationproject.net/>

The Citation Project conducts multi-institution research responding in various ways to educators' concerns about plagiarism, information literacy, and the teaching of source-based writing.

In assessments at Emory, our freshman also have a hard time distinguishing between types of sources and their authority. Why? As freshman, students may not have had training in research practices and in “the constructions, assumptions and values” of the academy (Anne-Marie Deitering). We can teach this! Librarians can help.