

**WML Information Literacy Instruction Assessment 2019-20**  
**Classroom Activity Report – Individual**

**Faculty Librarian:** Donna Witek

**Semester:** Fall 2019

**Course Number and Name:** ENLT 140: English Inquiry

**Course Instructor (Last Name):** Engel

**Date(s) of Information Literacy Instruction:** 10/17/2019

**Time(s) of Information Literacy Instruction:** 8:30-9:45am

**Location:** WML 306

**Number of Students Registered in Course:** 11

---

**Summary of research assignment or task**

Students are assigned to write an Essay on Poetry which includes a Topic Development Worksheet assigned by Dr. Engel, 2-4 secondary literary sources about their chosen poems cited in MLA format, and copies of all secondary sources included w  
Students also need to complete for Dr. Engel an Information Literacy worksheet with targeted questions about literary resources Dr. Engel would like to be sure they are familiar with, and around which I structure parts of my lesson content; Sections A-D of this worksheet are due to Dr. Engel before the information literacy class session with me, and Sections E and F are due after.

To guide students through what is likely their first introduction to resources and techniques for

**Classroom Student Learning Outcomes (SLOs) – at least one, no more than three**

And another student wrote, “I will definitely make use of the MLA International Bibliography with Full Text. I never used this source before but the ability to delineate between primary subjects amid a vault of other articles is very helpful and I can't wait to use it.” These responses are evidence that I had success at developing students’ understandings of the concepts, techniques, and resources I aimed to introduce in this lesson.

If I were to teach this lesson again in the future, I would work on smoothing out my classroom management around the “Subject Heading Challenge” learning activity. I would also consider

**Researching and Writing with Secondary Sources — *Your Paper as Burke's Parlor:***

"Imagine that you enter a parlor. You come late. When you arrive, others have long preceded you, and they are engaged in a heated discussion, a discussion too heated for them to pause and tell you exactly what it is about. In fact, the discussion had already begun long before any of them got there, so that no one present is qualified to retrace for you all the steps that had gone before. You listen for a while, until you decide that you have caught the tenor of the argument; then you put in your oar. Someone answers; you answer him; another comes to your defense; another aligns himself against you, to either the embarrassment or gratification of your opponent, depending upon the quality of your ally's assistance. However, the discussion is interminable. The hour grows late, you must depart. And you do depart, with the discussion still vigorously in progress."

Burke, Kenneth.

## Evaluating Sources with the Five Ws

Often finding information is less of a problem than figuring out whether that information will be appropriate for your project.

One way to decide whether a source is “good” for your project or not is to begin by asking some questions about the source.

Remember! **Evaluation is a holistic process.** One of these questions isn’t enough to determine a source’s usefulness. You need to take them all into account.

### **WHO created the source?**

- ‡ What expertise does the author/organization have to present on this topic?
  
- ‡ What are their credentials? How are they connected to the field they are writing about?
  
- ‡ Are they affiliated with any specific organizations? Which ones? Could this impact their reliability?

### **WHAT is the purpose of the source?**

- ① What is the source saying about your topic?  
What points or argument is it making?
  
- ① What type of source is the article published