Kalamazoo College
Faculty Guidelines for First Year Seminar
Library Assignment 2005

“Survivor in the Library: College Information Literacy Skills”

RATIONALE & BACKGROUND
Students’ lack of knowledge of the fundamentals of research remains a central concern of K faculty. We have a very real chance to address this problem, since every new student (except for a handful of transfers) passes through our Seminar program. In response to the changing nature of students, our “Survivor” format is participatory and interactive. Everyone—faculty, students, and librarians—has a role to play.

Most of us learn what we need to know when we need to know it. Therefore, the library session is related to a Seminar topic. Students will prepare for the session, and both Seminar faculty and librarians will respond to the work students have done. As a result, students will learn more efficient, effective ways to use the library and do research and will see how this knowledge will benefit them. Specific guidelines are given below.

While the library is in transition, all the services and most materials are still available. However, students will need extra time to learn how to use the library and obtain materials. Because the library is still located in temporary quarters in Hicks Center, this session is more important than ever.

WHAT WE NEED TO DO
1. E-mail preferred dates for your Seminar’s library session (please give first, second and third choice) no later than September 12th, to reference@kzoo.edu.
2. Modify the attached “Survivor in the Library” assignment as appropriate to the content of your Seminar.
3. Because of the library’s changed circumstances, send Stacy and Robin the assignment at least two weeks in advance so that they can prepare. Please note that students will need more time to get materials during this transition period, so please give them the assignment at least two weeks in advance as well.
4. Since this is part of the teaching mission of the Seminar, plan to be present for and participate in the “Survivor” session and, with Stacy or Robin, evaluate the sources our students have found.

WHAT OUR STUDENTS NEED TO DO
1. Working in four small groups, prepare their part of the assignment.
2. Bring their sources or references to the session and be prepared to talk about them.
3. Bring two copies of a written report that discusses (a) what they found, and (b) how they found it. One copy is for the instructor, the second for the reference librarian.
4. Incorporate their new knowledge and the sources they have found into the focused research project (not a full-length paper) you have devised.
USE THIS LANGUAGE ON YOUR SYLLABUS

Our Seminar will participate in one class session called “Survivor in the Library: College Information Literacy Skills.” The session is intended to help you learn research techniques and will be led by your instructor and reference librarians Robin Rank or Stacy Nowicki. Your work will be part of a focused research project (not a full-length paper) on a topic selected by your instructor.

GUIDELINES FOR THE ASSIGNMENT

This is a three-part, problem-centered assignment, related to a topic you are studying in your Seminar. Students should complete this assignment before the library session and report on their sources during the session.

Part I. Work completed before the session

A. Faculty assign a broad topic or question relating to the subject of the seminar.
B. Faculty divide students up into four groups (3-4 students each) to work on various parts of the assignment. (Stacy and Robin have found that four groups is the right number for the time we have to process what they have done.)
C. Each team of students finds the following four types of resources on the topic they have been assigned:
   - One book (in our library)
   - One print article from a periodical (in our library)
   - One electronic full text article
   - One Web site
D. Students bring two copies of written reports with them, discussing (a) what they found, and (b) how they found it.

Part II. Review of student work during the session

A. During the first 20 minutes of the library session, student groups report on their findings (approximately five minutes per group).
B. During the next 30 minutes the reference librarian and faculty member respond to students’ experiences doing research and the information and sources they located, evaluating the sources and making suggestions about where else students might look for high quality information.
C. Next, for 10 minutes, students will work in their groups to find an additional source, usually an article in a print periodical owned by our library.
D. For the next 10 minutes, students will report on how they found the additional source.

Part III. Wrap up

At the end of the session, the librarian will give the students a “30 second” tour of the Library at Hicks Center.