LibGuides ~ Ways to Engage Students in First Year Seminars

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LibGuides
~
Ways to Engage Students in First Year Seminars

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Carol Wittig, Head of Research and Instruction

Boatwright Library, University of Richmond

GICIL Conference, September 2018
OVERVIEW

• UR Profile

• FYS, LibGuides, and Personal Librarians @ UR

• Ways to Engage FYS Students with LibGuides

• Conclusion/Questions
• Private, selective, liberal arts university founded in 1830

• 350 acre suburban campus

• Five schools: Arts & Sciences, Business, Leadership, Law and Professional Studies

• 840 first-year students – Fall 2018
  • 58% public high schools
  • 15% first generation
  • 35% Students of color; 9% International

Information from admissions.richmond.edu/studentprofile
First-Year Seminars

Seminar Topics

Fall 2018 Topics
Seminar topics are subject to change every term. Courses cannot exceed 16 students.

<table>
<thead>
<tr>
<th>Topics Archive</th>
<th>New Spiders</th>
<th>Undergraduate Catalog</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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- Over 40 different topics per term
- fys.richmond.edu

ACROSS THE CONTINENTS: Stories of the Human Experience
A GENERATION OF CYNICS
A LIFE WORTH LIVING
ANALYSIS OF THE AWARD-WINNING HBO SERIES, “THE WIRE”
BASEBALL IN FILM & LITERATURE
BERLIN TO PARIS TEXAS AND WIM WENDERS
CHOOSING IN THE FACE OF ADVERSITY
CIVIC JOURNALISM AND SOCIAL JUSTICE
COLLECTING THE PAST
CRIME AND PUNISHMENT IN RUSSIAN LITERATURE AND FILM
CULTURAL HISTORY OF SEX
ENTREPRENEURIAL INNOVATION
EXPANSION OF EUROPE & ASIA INTO AFRICA
First-Year Seminars @ UR

The seminars are focused on enhancing critical thinking, writing, and communication skills; developing the fundamentals of research and information literacy; and expanding students’ awareness of the world around them.

Information from: fys.richmond.edu
FYS Faculty Resources: Welcome

This guide focuses on information literacy, first year seminars and library resources available for faculty teaching at the University of Richmond.

Library Research Sessions - Information Literacy @ UR

**FYS OVERVIEW:**

First-Year Seminars (FYS) provide entering students the excitement of engaged learning through a diverse array of seminar topics. With small classes, a variety of topics, and close contact with faculty, First-Year Seminars offer a hands-on introduction to academic inquiry. More than 50 seminar topics cover a wide range of interests, from bioethics and math to art history and English.

All seminars provide opportunities for critical reading and thinking and establish a foundation for effective written and oral communications skills, information literacy, and library research skills.

**All FYS Seminars have the same five common goals**

1. expand and deepen students' understanding of the world and of themselves
2. enhance students' ability to read and think critically
3. enhance students' ability to communicate effectively, in writing, speech, and other appropriate forms
4. develop the fundamentals of information literacy and library research
5. provide the opportunity for students to work closely with a faculty mentor

**Library Research Instruction (Goal #4):**

The librarians at Boatwright Library are committed to providing information literacy and library research instruction for all students. To fulfill this in the first year seminars, students will:

- attend an information literacy/library research session as part of their FYS which will...
Fall/Spring Library Goals

• **Fall**: Introduction to information sources, librarians, and the library. Scholarship as conversation.

• **Spring**: Beyond “OneSearch,” critical literacies’ awareness, and knowledge production.

• **Each** session individualized to class content.
Welcome to Boatwright Library

- Library Tutorial precedes instruction session
- Library Research Session - Beyond Point/Click
- LibGuide provides path through FYS research and assignments
First Year Seminar

Browse our best resources, organized by subject

Showing 37 Guides

East End Collaboratory
FYS (35) Meaning, Value, and Virtue (McCormick)
FYS 100 (01) - Heroes and Villains
FYS 100 (02) (05): Telling History (Drell)
FYS 100 (04) - Knowing and Choosing in the Face of Uncertainty and Adversity
FYS 100 (05): Friendship, Love, and Desire
FYS 100 (07) Where Is Cuba?
FYS 100 (08): Expansion of Europe and Asia Into Africa
FYS 100 (11) Is Jewish-Christian Dialogue Possible? (Eakin)
FYS 100 (12) Tolkien and the Medieval Imagination (Davis)
FYS 100 (13 & 14) Cultural History of Sex (Shaw)
We are here to help you...
With ALL of your research needs!
<table>
<thead>
<tr>
<th>Name</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sojourna Cunningham</td>
<td>Anthropology, Education, Sociology and Psychology</td>
</tr>
<tr>
<td>Molly Fair</td>
<td>Media Resources for all subject areas (DVDS, videos, audiobooks), Streaming Media, International Film Series</td>
</tr>
<tr>
<td>Linda Fairtilie</td>
<td>Music, Dance, Italian Studies and Theatre</td>
</tr>
<tr>
<td>Samantha Gluss</td>
<td>Environmental Studies, Geography, Government Information, International Studies Program, Political Science, Statistics &amp; Data, IPEDS</td>
</tr>
<tr>
<td>Natisha Harbar</td>
<td>School of Professional and Continuing Studies</td>
</tr>
<tr>
<td>Melanie Hilliar</td>
<td>Biology, Chemistry, Computer Science, Healthcare Studies, Mathematics, Physics</td>
</tr>
<tr>
<td>Lynda Kachurek</td>
<td>History, Military Science, Special Collections and Rare Books</td>
</tr>
<tr>
<td>Joannina Keafar</td>
<td>Art &amp; Art History, Images and Visual Resources</td>
</tr>
<tr>
<td>Carrie Ludovico</td>
<td>Accounting, Business Administration, Economics, Finance, International Business, Management, Marketing, IPEDS</td>
</tr>
<tr>
<td>Lucretia McCullay</td>
<td>Leadership Studies, and Women, Gender and Sexuality Studies</td>
</tr>
</tbody>
</table>
WHAT QUESTIONS DO WE ASK OF THE PAST?
THINKING LIKE A HISTORIAN

CAUSE AND EFFECT
What were the causes of past events?
What were the effects?

CHANGE AND CONTINUITY
What has changed?
What has remained the same?

TURNING POINTS
How did past decisions or actions affect future choices?
• How did decisions

USING THE PAST
How does the past help us make sense of the present?
• How is the past similar to the present?
• How is the past different from the present?
• What can we learn from the past?

THROUGH THEIR EYES
How did people in the past view their world?
• How did their worldview affect their choices and actions?
• What values, skills and forms of knowledge did people need to succeed?

Boatwright Memorial Library
Richmond / LibGuides / FYS 100 (02) (03): Telling History (Drell) / Annotated Bibliographies
This guide is for the students of Dr. Joanna Drell's First Year Seminar Class.

Writing an Annotated Bibliography:

What is an annotated bibliography?

It is a bibliography in which you include a short summary or abstract of sources you are thinking of using for a paper. It is more than a works cited list, which gives only a bibliographic citation for the source. These annotations do one or more of the following:

• Describe the content and focus of the book, article or web site
• Suggest the source's usefulness to your research
• Evaluate the source's method, conclusions or reliability
• Record your reactions to the source

Why write an annotated bibliography?

They provide readers with background information about your sources, who then may want to consult those sources. It's a great way to organize your research by helping you critically evaluate books, journal articles, web sites and other resources.

How do I go about starting this bibliography?

You should begin your annotated bibliography when you begin your research. This enables you to decide from the start which sources are appropriate for your study. As you read your material, you should identify the thesis statement, take notes, and make a brief outline of what you have read.

How do I format an annotated bibliography?

Just write the bibliographic entries as you would write any other bibliography, according to the style your instructor wishes. Check Citing Sources of information for the various style guides. The annotation starts beneath the citation, but you will need to check the style manual for specifics on form, spacing and consistency.

How do I write an annotation? What's included?

Include title of book, author, publication date, publisher, city.

Example of an Annotated Bibliography entry - APA:
Interrogating a Source

- Interrogating a Text (Harvard Univ. Libraries)
- How to Read a Scientific Article (Rice Univ.)
- Active Reading (Dartmouth)
- Academic Reading Strategies (UNC)

Tips for Finding Peer-Reviewed Journals & Articles:

A journal may be peer-reviewed, but that doesn't mean that all information in that journal is actually refereed, or reviewed. For example, editorials, letters to the editor, or book reviews aren't peer-reviewed parts of the journal.

Use the hints below to get you started.

How do you determine if it's a peer-reviewed journal article?

- Start with academic or scholarly journals. You won't find peer-reviewed articles in popular, newsstand magazines.
- Look for research length, journal articles - not one page overviews of a topic and definitely not book reviews or editorials.

Finding peer-reviewed articles:

1. Limit your database search to peer-reviewed journals only. Some databases, such as Academic Search Complete and other Ebsco databases have this feature on the initial search screen.
2. Check Ulrichsweb (on the Databases’ list) to determine if the journal is indicated as being peer-reviewed.
3. Review the journal’s publication details to see if it is peer-reviewed. If you can PHYSICALLY look at the journal, information in the About or Submission sections will provide details on the editorial review process. If the journal is only available online, look at the details provided within the database about publication. Academic Search provides a link and provides publication details, including scope and type of journal, including whether it is peer-reviewed.

Picking a topic IS Research!

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Academic Research & the Scholarly Conversation (Clemson Libraries)

Joining the (Scholarly) Conversation
On February 13, 1861, delegates representing all counties in Virginia met to decide how the state would respond to recent events, especially Abraham Lincoln's election and South Carolina's secession. They voted to remain in the Union and hoped that a compromise could be reached to defuse the situation. Two months later, the same men voted to secede from the United States, sparking a radically different war than might otherwise have taken place.

Seccesion: Virginia and the Crisis of Union links the fully transcribed text of these debates with a wealth of contextual information, giving users the tools to ask why the men who brought the war into their own counties and neighborhoods did so.

What was the Convention?

Suggested Searches

Data Visualizations
Decision Trees ~ Resources

What are you looking for?

- Books
- Articles from Journals or Magazines
- Primary Sources
- Citation Help
- Newspapers
- Statistics or Data
- Information about...
- Help with writing my paper

Carrie Ludovico

What kind of information are you looking for? (required)

- Company Information

What kind of company is it?

- Public

What kind of information about the company are you looking for?

- Company Financials/Filings

http://libguides.richmond.edu/business/company

Try D&B Business Browser or S&P Global NetAdvantage first; Mergent and ValueLine will also show company financials

Submit
Benefits of Scaffolding...
“the greatest challenges student researchers face is not finding sources, it’s framing good questions, scanning the landscape of the literature, interpreting the evidence, weighing other people’s interpretations and coming up with their own conclusions. But it sure would be nice if finding wasn’t so artificially convoluted. It sure would be nice if we actually were preparing students with skills and habits that served them after graduation rather than teaching them arcane processes before we usher them through the gates of our walled gardens, waving cheering before we lock the doors behind them.”

Barbara Fister, Library Babel Fish | Inside Higher Education, September 19, 2013
Questions?

Contact us: Carrie Ludovico (cludovic@richmond.edu)  
Carol Wittig (cwittig@richmond.edu)


