Librarian Instructor:
Krista McDonald

Date of Session:
11/2/2010

Session Details (Class, Professor):
ENGIII  Madhu Sinha

Learning Objectives:

a. Learn to use the library catalog to locate and request materials from the MU libraries and OhioLINK member libraries
b. Learn to construct a search for articles in the EBSCO databases, identify methods of obtaining full text of the articles, and learn what to do with the full text (print it, email to themselves, save to flash drive or netDisk)
c. Learn to use citation generating tools in the library catalog and article databases.

Readings, Handouts, other Materials used in the Session
(please provide reading citations; attach handouts, etc. as appropriate)
attached

Brief Narrative Description of Session
Students had to find three sources describing the history of a technology, such as the washing machine or computer keyboard. I showed students how to search in the MU and OhioLINK catalogs for books and how to search multiple EBSCO databases concurrently to locate articles. I also demonstrated the various things students can do with the full text of articles they located, for example saving it to their netDisk space or emailing it to themselves. I also showed students the citation generating tools in both the MU catalog and the EBSCO databases.
Assessment Method Utilized
Muddiest point minute paper. I asked what students felt they needed additional assistance with after the session.

Summary of Assessment Results
(please attach assessment data to this report)
Four of the 13 responses indicated that there were no “muddy points” – that the students learned everything and had no further questions. Two did not list a specific need for additional information, but did suggest that I should slow down the pace of the session (which is very hard to do when I have to cram so much into such a short session). One student said he wouldn’t know what he needed extra assistance with until he worked on the assignment, which I think shows one of the problems encountered when doing assessment of one-shot sessions immediately following the instruction. Three students would like additional instruction on the EBSCO databases, including limiting and constructing searches. One student wanted to learn how to find a book in the library once it had been identified in the catalog. Two indicated they would like additional assistance with the mechanics of saving to netDisk or computers in general.

Did you meet your learning objectives?

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Reflection on Assessment/Implications for Future Teaching
In general, I learned this semester that muddiest point papers do not work well with intro courses where I’m teaching a wide variety of skills in a very short period of time. Many of the responses tended to go something like, “I don’t need help with anything else,” or “I learned everything I need in this session.” This only indicates that students *think* they can do everything I demonstrated after a one hour session. I think there are some situations where muddiest point could work, for example in upper division classes where I spend most of the session working on a single concept or tool. However, in future intro level courses, I plan to do minute papers asking students to walk me through one specific skill I taught or to list multiple methods of accomplishing a task. I think that will give me a much better indication of whether they actually learned what I taught.
Rentschler Library Research Guide
English 111 – Madhu Sinha (November 2010)
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From your mymiami page, just click on the Libraries tab!

Find Books

Search by Keyword, Author, Title or Subject Heading
Limit by General Topic and Where The Item is Located
Look For Call Number, Location, and Availability
Request Item for delivery from other MU Libraries
Continue Searching in OhioLINK for unavailable titles

**SPELLING MATTERS!** Your spelling has to be perfect to get any search results. Double-check that terms and names are spelled correctly!

Find Articles Research by Subject>English

Academic Search Complete>Choose Databases add: America History & Life, Historical Abstracts, Sociological Collection, SocIndex, Gender Studies, Women’s Studies International. Click OK.

In Ebsco Databases, you can:
Limit to Scholarly (Peer Reviewed) Articles, those with .pdf full text, by Publication Year, and by Publication Type (Newspaper, Primary Source, Book, etc)
Find It feature will look through the University Libraries & OhioLINK Holdings to see if there is another way to access the article.
Save your article by picking “Save as File” . After you download it, you can save it to your netDisk or remote storage device.
Email it to yourself is another option. Before exiting the database, make sure to check your email to verify that you have the article.

*Full-Text Tip: HTML full text only includes the text of the article, whereas the .pdf file is a scanned copy of the original article and includes all of the graphics (charts, maps, etc) and page numbers of the original document.*
Find Articles Research by Subject>Engineering Technology

History of Science, Technology, & Medicine
Type in your chosen technology to search for a variety of sources on it.

LIMIT to English language as many of these resources are written in another language

Results list will include books, articles, book reviews, and more. Read citations carefully!

Use the Find It! button to find full text of articles or check the catalog for availability of books

Search Tips!

“And”, “Or”, “Not” (Boolean Operators): Use the words to narrow or expand your search results. For Example:
   • “nation building” AND “Afghanistan” will return results that contain BOTH of the terms.
   • “Adolescent” OR “Juvenile” OR “Teen” will return results that contain at least one of the terms. Useful for words with similar meanings.
   • “Euthanasia” NOT “Animals” will return results that do NOT include George Washington.

Truncation (*) In the University Catalogs & most databases, you can add the * symbol (Hit the Shift key and the number 8) to the root of a word to make your results include all variant endings. For example:
   commun* will return community, communal, communism, etc.

Brainstorm words or concepts that are similar in meaning and use those as search terms. If you find a good resource, look at the “Subject Headings” or “Descriptors” listed and use those as additional search terms.

Bibliographies/References/Works Cited pages are great ways to find additional resources. You can search the library’s Catalogs and/or Databases by title to locate specific materials from the article’s References page.

Need Help Citing Sources?
http://www.ham.muohio.edu/library/citations

Scholarly or Popular?
http://www.ham.muohio.edu/library/scholarly

Evaluating Web Sources
http://www.ham.muohio.edu/library/evaluating_internet
Final Essay
Research and Presentation Project

Annotating a Technological Object

One of the challenges of investigating the impact or influence of technologies on our everyday lives is that technologies themselves often resist close examination. Everyday technologies are designed to remain in the background—to be used like a tool and then set down when we are finished with them. And yet, whether intentionally or unintentionally, technologies are anything but neutral. Identify a particular everyday technology and create an annotated essay. Begin by identifying one or more everyday technologies like ATMs or keyboards that people take for granted or do not tend to think of as technologies. Conduct research to learn the history of your chosen technology. What circumstances surround its creation? How does its design accommodate cultural contexts? Consider when it was created, by whom, and for whom (intended consumer). What problem is this technology supposed to resolve? How was it changed over time, and why? How do the cultural values and biases of the designers affect the ongoing use of this product? What are some unintended consequences—both positive and negative—of this technology? How does it affect those who use it? How is it thought of by its users?

For example, you might choose to write about the ‘washing machine.’ What is its history? Who was it made for? Does this intended market reveal any gendered/cultural context? Has the washing machine changed over time? Does this change reveal a change in cultural values? How does this object change lives?

All essays must:

- Be 5+ pages long. Essays less than 5 pages will be penalized. Essays less than 4 pages cannot pass.
- Be accompanied by a work cited page. This is not included in the final page count.
- Make use of at least three academic sources. Books, magazines, journals, etc.
- You may use sources from the internet (Google etc.) but these sources are supplementary to the three academic sources.
- All essays must follow MLA format; 12 size font, Times New Roman, 1” margin on all sides
- Please cite all sources used both within the text and on the work cited page.
- Any papers which use material without citing will fail and will be cited on plagiarism charges.
- You will present your paper to the class on 12/2. You will summarize your paper, use visuals, and offer a clear picture of your chosen object.
- We do not have a peer review. But those who submit a rough draft on or before 11/23 will receive credit.
- Your final papers are due on the last day of class (12/2). Late papers will be accepted until 12/10 with appropriate grade reduction.
My only issue with the library is printing using my ID and I need to know more about the storage on my phone to save papers to.

My only dream fell was she went to fast explaining everything.
I need more tuition on the use of Computer.
Possibly more help with article searching but since we do not have our topics yet, I do appreciate your contact info to ask questions later.

Thank you
After today's session I pretty much have all the tools I need to be more to do this research project.
I don't need anymore help. I learned everything I needed to know.
I don't think I need help with anything at this time. This was very helpful.
Never change
Once you find a book on the site, what is the best way to go find it?
You were great! Maybe go slower.

D/c ☻ Computers are slow.

Thanks for your help.
Well basically - I won't know what I need help with until I try to do the library search on my own and until I come into issues/problems I won't know what I'll need additional assistance with.
I noticed there were more search options and different things to choose from on EBSCOhost. I'd like a deeper explanation of those options. Also, the ordering of books from different libraries. I'd like a little more info on that as well.
When limiting your searches, could go into more detail about what can be limited and the proper way to do so.