

Western Libraries Information Literacy Instruction Proposal
for
CLASSICAL STUDIES

Background and Rationale:

Western Libraries [WL] strives to be user focused and to make student success a priority. We are interested in partnering with faculty members and instructors in your department to strengthen intersections between existing departmental curriculum and WL instructional initiatives. Academic Librarians are uniquely placed to support your department's achievement of program-level outcomes. Our knowledge of how information is organized and our skills in accessing retrieving, and evaluating scholar resources can help your students achieve their academic goals.

Research indicates that students have more difficulty defining and narrowing research topics than with conducting searches for materials and that they tend to consistently use the same information resources whether or not they are the most appropriate. Students also struggle to effectively manage their time and like most of us, fall back on the path of least resistance when completing course assignments.¹ Thoughtful integration of information literacy instruction at the most appropriate points in the curriculum can help students to overcome some of the barriers that they face.

The Western Degree Outcomes [WDOs]² specifically articulate the importance of information literacy skills for Western graduates. Western Libraries has developed complementary learning outcomes.³ In order to work toward coordinating the information literacy instruction that we provide to ensure it addresses those learning outcomes, we have reviewed the curriculum modules and courses in your department. We have identified specific courses where we believe enhanced information literacy instruction we help your students achieve these outcomes. This proposal describes Western Libraries current involvement with your programs and suggests courses where we feel our instruction would be of the greatest benefit to your students.

History of Instruction with the Classical Studies Department:

Classical Studies is a multifaceted program including the study of not only ancient language and literature, but also ancient history, society and politics. In courses focusing on the study of ancient texts or ancient languages, students are not typically required to consult secondary literature and there has not been a tradition of involvement of librarian instructors with Classical Studies students. From time to time, faculty members request information literacy instruction sessions, however, these sessions are stand alone introductions to library resources presentations. There has been no opportunity for the development of an ongoing, scaffolded program of information literacy instruction.

¹ Head, Alison J. "Project Information Literacy: What Can Be Learned about the Information-Seeking Behavior of Today's College Students?" http://www.projectinfolit.org/uploads/2/7/5/4/27541717/head_project.pdf

² https://www.uwo.ca/tsc/resources/publications/newsletter/current_issue/introduction_wdos.html

³ <https://www.lib.uwo.ca/teaching/InformationLiteracyLearningOutcomes-201709.pdf>

Western Libraries Curriculum Mapping Process:

To develop our understanding of the Classical Studies curriculum and how information literacy can most effectively be embedded within it, Western Libraries has embarked on a curriculum mapping exercise that is based on the Western Libraries Information Literacy Learning Outcomes (see Appendix A) We hope that as a result, we will be well positioned to work toward a programmatic approach for information literacy instruction for your students.

Through our mapping exercise, we have identified some courses where secondary research is required. For students in those courses, a broader knowledge of available resources would be beneficial. By building on research skills that are established early in their studies, students will be better placed to discover, access, evaluate and use appropriate research resources. In addition, information competencies such as concept mapping to build robust search strategies, critical evaluating of sources, and use of citation management software would assist students in the development of enduring research skills.

Proposal:

Based on our review and analysis of Classical Studies curriculum and intended learning outcomes, we recommend that library instruction be integrated into the course curriculum beginning in the third year with Classical Studies 3450 and be reinforced for students enrolled in the Honors Thesis course.

The tables below illustrate our recommendations for the program. We would appreciate your input on our proposal and any other ideas that you would like to discuss further.

Course: CS3450E Roman History	
Selected Course Outcomes	<ul style="list-style-type: none"> • Students will advance their written communication skills in the clear and organized presentation of scholarly argument in the form of a research paper • Students will develop the ability to gather, review, and evaluate primary sources and pertinent scholarly literature
Related Information Literacy Learning Outcomes	<ul style="list-style-type: none"> • Discovery and Critical Evaluation of Information • Communication • Responsible creation and use of information
Course Assignment	Research Paper: 20% (December 8 / April 6) Each student will prepare a research paper on a topic germane to the study of Roman history. .. The goal of these papers is to develop students' abilities to synthesize information collected in both ancient sources and modern analytical scholarship on Roman historical topics. A list of suggested topics, due dates, and writing guidelines will be provided.
Session Learning Outcomes	<ul style="list-style-type: none"> • Students will support their claims with appropriate research. • Students will become proficient in the use of online resources that aid in their research.
Teaching & Learning Activities	<ul style="list-style-type: none"> • Concept mapping exercise • Annotated bibliography to help students with organization their ideas and managing their time • Search strategy construction workshop • Session on evaluating resources
Timing of Instruction	<ul style="list-style-type: none"> •

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Related Information Literacy Learning Outcomes	<ul style="list-style-type: none"> •
Course Assignment	
Session Learning Outcomes	<ul style="list-style-type: none"> •
Teaching & Learning Activities	<ul style="list-style-type: none"> •
Timing of Instruction	<ul style="list-style-type: none"> •