

Policy for Library Instruction

Library and Information Competency Workshops

The Library and Information Competency Workshops are supplemental instruction for students performing research or fulfilling other information needs for their courses. Students in English, Speech, Art History, Biology, Nutrition, Environmental Studies, Applied Psychology, and many other courses benefit from attending these workshops. The workshops cover the skills and tools that most students need in order to locate, evaluate, select, and document information for their college classes.

Professors are encouraged to include workshop attendance as a requirement for their courses, much the same way that homework is assigned. It is also suggested that students be required to write a summary of their learning in the workshops they attend in order to receive credit.

To find out who has attended the workshops, contact April Cunningham at any point in the semester. She will email you a list of the attendees from your classes along with their dates of attendance.

In order to maintain the high quality of the Library and Information Competency Workshops:

Entire classes cannot be brought or sent to a workshop that occurs during their regular class meeting.

Students who are not participating or who are disruptive may be asked to leave the workshop and/or will be informed that they will not receive credit for their attendance.

There are six distinct Workshops offered throughout the semester. Each workshop lasts approximately 50 minutes. Here are the workshop descriptions to share with your students:

Do It Yourself

Take pride in a job well done when you know you're not taking credit for work you didn't do. By doing your work yourself, instead of plagiarizing it, you'll develop the skills that set college graduates apart. Come to this workshop to discuss the research techniques that will keep you on the right track.

Evaluating Sources

There's so much information available to you that merely locating sources about your topic isn't good enough any more. Your professors want to see that you used the best source rather than the easiest one. Come to this workshop to learn about the ways that academics evaluate information and don't let your self get fooled again.

Finding Articles

The most important source for your research will come from articles that are published in journals and magazines. Don't wander around the Internet hoping to find a few free articles. Come to this workshop to learn how easy it is to get exactly what you need when you use the library's online article databases. You'll also learn how to log in to these resources from home and make your research more effective.

Finding Books

Many students ignore books because they're too hard to use. Don't give up so easily. Come to this workshop to learn about when books are the best source. And find out about our growing collection of Electronic Books that give you all the benefits of books and all of the ease of online information.

Internet Searching

There's a lot of great information available for free when you search the Internet. Unfortunately you may not know where to find it. Come to this workshop to break out of your searching rut. There's more to life than the first few pages of results in Google.

Ready Set Research

There are many large and small decisions that you're making all the time when you do your research. What seems easy now may be costing you time later. Come to this workshop to hear about a research process that can make the vast seas of information a little easier to navigate and make you the captain of your own ship.

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Library Research Orientations

Library Research Orientations are intended for classes requiring skills that are too basic or too advanced to be handled in our Library and Information Competency Workshop Series.

Basic Library Research Orientations will be provided for ENG 340 classes in the Reading Lab and for Advanced and College Level ESL classes in their regular meeting rooms. If you would like to schedule an orientation for your ENG 340 or ESL students who will be working on an assignment that requires using or searching for library materials, please contact April Cunningham (acunningham@saddleback.edu or (949) 582-4459) with the dates and times that will work for you. If the times are not already scheduled, a librarian will be happy to meet with your class.

In addition, we are happy to provide advanced content in tailored, in-depth and focused orientations for other courses. Please review the steps for setting up an orientation and fill out the Library Research Orientation request form on the Library website [note: currently in the planning phase, in collaboration with JL].

As part of our ongoing support for the college Information Competency initiative, the following instructional policies make it possible to offer orientations that develop students' broader academic literacy skills, in addition to library skills. For that reason, Library Research Orientations will be provided when:

1. Students have already attended at least two workshops from our Library and Information Competency Workshop series before the scheduled orientation. The specific workshops to be attended will depend on the details of the assignment, so please contact April Cunningham to discuss the best workshops for your students. For example: students who need to locate scholarly journal articles for their research should be directed to attend the Finding Articles Workshop.
2. The assignment has been developed in collaboration with April Cunningham, the Library Instruction Coordinator, so that it explicitly reinforces and assesses students' Information Competency and depends upon additional instruction.

Or

The assignment is significantly specialized and different from typical college writing assignments. In this case, the skills necessary will surpass article and website selection and documentation, which are the skills required for most college writing and which are covered in the workshop series. Very narrowly defined research topics, non-traditional resource requirements (e.g., government documents), and atypical genres of writing (e.g., mini-ethnographies) are examples of assignment features that will benefit from tailored orientations.

3. The course syllabus and the assignment have been provided to the instruction librarian 2 weeks before the scheduled orientation.
4. The assignment has been introduced to students before the orientation. This should include a class discussion about the requirements for the paper and the purpose of the library orientation.

5. The orientation is not scheduled more than three weeks before the assignment is due.
6. The professor will accompany the students during the orientation.

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