Course Catalog Description: EN 124, College Research, is the second of a two-semester course designed to refine reading, writing, speaking, and critical thinking skills, and to introduce students to the principles and methods of college-level academic writing and research. Writing assignments will be based on a combination of personal experience, analysis, and research. Students are expected to engage in intensive writing and research activities, both in and out of the classroom; to share and discuss their writing and research with classmates, in both large and small groups; to respond critically to each other’s work; to engage in self-assessment; and to participate in all class discussions of assigned readings.

Course Learning Outcomes:

Knowledge

The students will:

1. recognize the elements, processes, and techniques involved in academic writing;
2. identify the Modern Language Association’s (MLA) formatting guidelines;
3. identify the elements of standard English grammar, sentence structure, usage, and punctuation; and
4. recognize the elements, processes, and techniques involved in collaborative learning.
Skills

The students will:

1. determine specific strengths and weaknesses in their abilities to listen, read, speak, and write;
2. analyze selected texts and other course materials;
3. demonstrate effective communication within large and small groups;
4. employ the composing process of prewriting, drafting, peer editing, revising, and proofreading;
5. construct a clearly articulated and well-supported argument;
6. analyze information from differing viewpoints and origins to construct a unique and original point of view for a research paper;
7. use Boolean operators to construct an effective and efficient search strategy;
8. utilize criteria for evaluating sources in order to judge information for quality and relevance.
9. integrate others’ ideas into their academic work in an ethical manner;
10. employ MLA formatting guidelines; and
11. utilize the elements of standard English grammar, sentence structure, usage, and punctuation.

Attitudes

The students will:

1. appreciate the recursive and complex nature of the writing process;
2. be conscious of the interplay of audience, voice, and purpose in oral and written communication;
3. be conscious of the different formats for academic writing and documentation;
4. be willing to comply with expectations for class preparation and participation;
5. appreciate well-reasoned but differing points of view about a piece of literature through class discussion;
6. be sensitive to cultural experiences and values that are different from their own.

Values

The students will:

1. assume responsibility of participating in the learning process;
2. believe in the importance of upholding the principles of academic integrity; and
3. affirm their ideas in dialogue with others while respecting the ideas and opinions of classmates.
Required Textbooks:

Other Course Materials:
Assigned readings to be provided either electronically or via hard copy.

Accessing our Desire2Learn course site:
We have a Desire2Learn (D2L) site dedicated to this course. On that site you will find course materials, to include our course syllabus and your grades. To access our D2L site, log-in to MyUrsuline and choose Desire2Learn from the left-hand navigation menu. D2L is also accessible via https://ursuline.desire2learn.com. Your D2L log-in credentials are the same as your MyUrsuline credentials. Our course will be included in your My Courses widget on the D2L homepage. Our course is also available by searching our course abbreviation and number in the course selector at the top of the page. For any D2L questions, please submit a service request via the IT Service Portal.

Tutoring Services:
Ursuline Resources for Success in Academics (URSA) provides tutorial assistance in a number of subjects across the curriculum, free-of-charge. One-on-one tutoring sessions in subjects like writing, chemistry, biology, psychology and mathematics are offered by our student-peer and professional tutors. For the most up-to-date information about tutor availability, please contact Jennifer McCauley, Tutoring Coordinator, at jennifer.mccauley@ursuline.edu or 440-646-8123. For a current version of the Tutoring Services policy, visit www.ursuline.edu/syllabuspolicies.

Students with Disabilities:
Students with documented disabilities, including those with documented physical, psychological and learning disabilities, may be entitled to reasonable accommodations for this course. If you would like to request testing or other accommodations because of a disability, please make an appointment with the Disability Specialist in Mullen 316, as soon as possible, to discuss the accommodation process and your accommodation request. You may schedule an appointment with Morgan (Weber) Holeski, Disability Specialist, by emailing morgan.weber@ursuline.edu.

If accommodations are provided, students must submit Accommodation Letters (long form) to their instructors to notify them of their accommodations. Testing Arrangement Forms (short form), completed in coordination with the course instructor, are to be submitted to the Testing Coordinator no less than three business days prior to test dates. Exams are to be taken on the assigned testing date although start times may be adjusted if necessary. Effective and timely communication will allow us to work with the Disability Specialist to discuss your needs and coordinate accommodations. For a current version of the Accommodation policy, visit www.ursuline.edu/syllabuspolicies.
Academic Integrity:
Learning requires collaboration with others, whether through the incorporation of another’s work or intellectual property into one’s own product, or through dialogue, discussion, and cooperative learning activities. Ultimately, however, a fundamental goal of education is for students to develop their own autonomous thinking so that they may contribute substantively to the knowledge of the greater community. As such, Ursuline College requires students to follow the Academic Integrity Policy, whereby students are bound to do all academic work in an honest manner. By this policy, students are required to credit the use of another’s work or intellectual property, to refrain from collaboration when inappropriate or so instructed, and to refrain from all other illicit behaviors, aides, and fabrications that compromise the integrity of one’s work and intellectual growth. In addition, instructors are encouraged to include course and assignment specific expectations and requirements for academic integrity in their syllabi. Students, however, are ultimately responsible for knowing which actions constitute violations of academic integrity.

Definitions and Examples of Violations:
Test-taking violations occur when students do not do their own work on exams or quizzes. Examples include:
   a. Copying from someone else’s test or letting someone copy from your test.
   b. Bringing notes secretly into an exam (writing on your hand or desk).
   c. Supplying, providing, or informing students of test content.
   d. Using electronic devices, such as text-messaging on cell phones to illicitly bring information into an examination.

Plagiarism involves taking and presenting as one’s own the ideas or words of another, whether written or not, without full and proper credit to the source, regardless of whether it is done consciously or inadvertently. Examples include:
   a. Downloading of papers or portions of papers from internet sources.
   b. Submitting portions of other students’ papers.
   c. Directly quoting or utilizing sources or intellectual property without proper citation.
   d. Purchasing papers for submission.

Fabrication occurs when students make up or manipulate information to complete an academic assignment. Examples include:
   a. Creating citations from non-existent sources.
   b. Listing sources in the bibliography that were not actually used.
   c. Taking another student’s test or writing another student’s paper.
   d. Making up or manipulating data to support research.

Multiple Submissions occur when students submit the same work to more than one course without the prior approval of all instructors involved.

Other Violations of Academic Integrity:
   a. Forging documents, records or signatures.
b. Falsifying grades.
c. Destroying, hiding, or improperly removing library materials, and thereby denying others access to them.
d. Misrepresentation of academic information to college officials.

Sanctions for Academic Integrity Violations:
The determination of whether or not a violation of the academic integrity policy has occurred rests with the instructor, who will submit an Academic Offense form once she/he has determined a violation has occurred. At her/his discretion, the instructor may assess one of the following:

1. Required re-test, re-draft or additional paper or project. Credit will be determined by the instructor.
2. A score of 0% on the test, paper or project that is the subject of the violation.
3. Failure in the course.

Ursuline College reserves the right to assess additional penalties, in addition to any assessed by the instructor, up to and including dismissal from the College, on any student who has been found in violation of the academic integrity policy on more than one occasion. For a current version of the Academic Integrity policy, visit www.ursuline.edu/syllabuspolicies.

Student Conduct:
Ursuline College expects its students to act in a mature, responsible and respectful manner. The College reserves the right to take appropriate steps to preserve the health, safety, and well-being of the College community by establishing and enforcing standards of conduct through administrative action. For more information on the Student Code of Conduct, consult the Ursuline College Student Handbook.

Late Work/Make-up Work Policy:
If you should need to miss a class, it is your responsibility to 1) notify your instructor as soon as possible; 2) check with a classmate about any announcements or updates; 3) email or drop off any missed assignments.

Attendance and Professionalism Policy:
Because this class meets only twice a week, it is imperative to your success in this course that you attend all course meetings. Many of the in-class assignments, for example quizzes, cannot be made up. After two absences, points will be deducted from your final grade: five points deducted for each absence after two.

Other expectations of professional behavior: 1) Keep your cellphones turned off and out of sight; 2) Arrive on time to class and remain in the classroom until the end; 3) Do not talk with your classmates or cause any disruptions during the class; 4) Participate in class discussions. Unprofessional behavior will result in points deducted from your final grade.

Further note on Plagiarism:
Any form of Plagiarism will result in a “0” for the assignment. In addition, plagiarism will make it impossible for you to earn any grade higher than a “C” for the course.

**Undergraduate Grading Scale**
Grades are valued in quality points on a 4.0 scale.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>91-94%</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>88-90%</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>85-87%</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>82-84%</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>79-81%</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>76-78%</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>72-75%</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>69-71%</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>66-68%</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>61-65%</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>Below 61%</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**Graded Course Assignments**

- Professionalism and Class Engagement: 50 points
- Reader Response (8 entries @ 10 points): 80 points
- Argument paper: 50 points
- **RESEARCH PROJECT** -
  - Prospectus (Topic): 15 points
  - Library Skills (4 exercises @ 10 points): 40 points
  - Annotated Bibliography: 20 points
  - Outline: 20 points
  - Rough Draft: 50 points
  - Final Draft: 125 points
  - Presentation: 50 points

**TOTAL POINTS:** 500
ALL WORK MUST BE COMPLETED ON TIME TO RECEIVE FULL CREDIT.

To promote everyone’s learning in this class, our goal is to create a learning community in the classroom. The success of this learning community depends on our willingness to be curious and attentive, to share ideas, and to take part in discussion. Because we are working and learning together, professionalism, based on personal responsibility and respect for others, is required.

Students are expected to come to class prepared with reading and homework completed, alert and not distracted by electronic devices. Cell phones should be turned off or silenced and stored out of sight.

In addition, students should refrain from unprofessional conduct such as inappropriate talking, sleeping, arriving late, working on assignments for other classes, or not fully participating in discussion and class activities.

<table>
<thead>
<tr>
<th>Calendar</th>
<th>Date</th>
<th>What are we Doing?</th>
<th>What’s Due?</th>
<th>Any Homework?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Class Activities</td>
<td>Items to Submit</td>
<td>Assignments</td>
</tr>
<tr>
<td>Week 1</td>
<td>Tuesday, 1/19</td>
<td>Syllabus</td>
<td></td>
<td>Read <em>They Say / I Say</em>, pp. 1-16 &quot;Entering the Conversation&quot;</td>
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<tr>
<td></td>
<td>Thursday, 1/21</td>
<td>Introduction to Course and Classmates</td>
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<tr>
<td></td>
<td></td>
<td>What is an Argument Essay?</td>
<td></td>
<td>Read “The Upside of Social Media” (Newton). Essay to be distributed in class.</td>
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<tr>
<td></td>
<td></td>
<td>The value of Research Writing at Ursuline and beyond</td>
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<tr>
<td></td>
<td></td>
<td>What is a &quot;template&quot; for Argumentative Writing?</td>
<td></td>
<td>Write Reader Response #1 due 1/26.</td>
</tr>
<tr>
<td>Week 2</td>
<td>Tuesday, 1/26</td>
<td>Understanding Others’ Opinions and Viewpoints</td>
<td>Submit Reader Response #1</td>
<td>Read Chapter 1, “They Say” (pgs. 19-29).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduction to Argument Essay</td>
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<td></td>
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<tr>
<td>Week 3</td>
<td>Tuesday, 2/2</td>
<td>Quoting and Paraphrasing</td>
<td>Submit Reader Response #3</td>
<td>Read Gasco-Hernandez, “Building a Smart City: Lessons from Barcelona”</td>
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<tr>
<td>Thursday, 2/4</td>
<td>Reacting to Other Writers</td>
<td>Submit Reader Response #4</td>
<td>Read Chapters 4 and 5, “Yes / No / Okay, But” and “And Yet” (pgs. 53-74).</td>
<td>Write Reader Response #5 (due 2/9)</td>
</tr>
<tr>
<td>Week 4</td>
<td>Tuesday, 2/9</td>
<td>Adding Our Own Input</td>
<td>Submit Reader Response #5</td>
<td>Read Chapters 6 and 7: “Skeptics May Object” and “So What? Who Cares?” (pgs. 77-99).</td>
</tr>
</tbody>
</table>
| Week 5 | Tuesday, 2/16 | Introduction to Research Project + Essay  
Introduction to Presentations  
|--------|---------------|----------------------------------------------------------------------------------|-----------------------------------------|-----------------------------------------------|
| Thursday, 2/18 | The Ways Research Influences Argument. | Submit Reader Response Journal #6 | Write Reader Response #7 (due 2/18) | Read Mishra, “How mRNA vaccines from Pfizer and Moderna work, why they’re a breakthrough, and why they need to be kept so cold.”  
Write Reader Response #8 (due 2/23) |
<p>| Week 6 | Tuesday, 2/23 | Using Research in Professional Writing | Submit Reader Response #8 | Develop your Research Essay Topic (due 2/25) |
| Week 7 | Tuesday, 3/2 | Make-up Day (No Scheduled Class). | | |</p>
<table>
<thead>
<tr>
<th>Week 8</th>
<th>Thursday, 3/11</th>
<th>Library Session 1: Key Word Search and Subject Headings</th>
<th>Complete Library Activity #1: Key Words (due 3/16)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 8</td>
<td>Tuesday, 3/9</td>
<td>Library Research Overview</td>
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<td></td>
<td></td>
<td>What is an Academic Library?</td>
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<td></td>
<td></td>
<td>Explanation of Annotated Bibliography Paper</td>
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<tr>
<td></td>
<td>Thursday, 3/11</td>
<td>Library Session 1: Key Word Search and Subject Headings</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>Tuesday, 3/16</td>
<td>Complementary Library Exercises</td>
<td>Submit Library Activity #1: Key Words</td>
</tr>
<tr>
<td>Week 9</td>
<td>Thursday, 3/18</td>
<td>Library Session 2: Books as resources</td>
<td>Complete Library Activity #2: Books (due 3/23)</td>
</tr>
<tr>
<td>Week 10</td>
<td>Tuesday, 3/23</td>
<td>Complementary Library Exercises</td>
<td>Submit Library Activity #2: Books</td>
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<td></td>
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<td>MLA format for books</td>
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<tr>
<td></td>
<td></td>
<td>Sample Works Cited page--books</td>
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<td></td>
<td>Thursday, 3/25</td>
<td>Library Session 3: Journal Articles</td>
<td>Complete Library Activity #3: Journal Articles (due 3/30)</td>
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<td></td>
<td></td>
<td>Annotated Bibliographies</td>
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<tr>
<td>Week 11</td>
<td>Tuesday, 3/30</td>
<td>Complementary Library Exercises</td>
<td>Submit Library Activity #3: Journal Articles</td>
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<tr>
<td></td>
<td></td>
<td>MLA format for journal articles</td>
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</table>
| Week 12 | Tuesday, 4/6 | Research Project Outlines | Submit Library Activity #4: Websites  
Submit Annotated Bibliography |
| Week 13 | Tuesday, 4/13 | Essay and Presentation Workshop | Submit Research Paper Outline  
Prepare/Practice Presentations (for 4/15) |
<p>| Week 15 | Tuesday, 4/27 | Individual Writing Conferences | |</p>
<table>
<thead>
<tr>
<th></th>
<th>Thursday, 4/29</th>
<th>Individual Writing Conferences</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Finals Week</td>
<td>Tuesday, 5/4</td>
<td>Research Paper Checklist</td>
<td>Complete</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Have a Great Summer!</td>
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</tbody>
</table>
Appendix A: Library Assignments

EN 124/125 Assessment Surveys

Assessment surveys measure student library experience, research skills, and confidence levels. The surveys used are adapted from Kent State University.

Pre-Library Sessions Survey Template: https://tinyurl.com/v8jt6kr2
Post-Library Sessions Survey Template: https://tinyurl.com/adkpb3jm

EN 124/125 Library Homework #1: Keywords

Assignment is completed in Microsoft Form. Template can be found here: https://tinyurl.com/2dtcunne

1. Please enter your Ursuline e-mail address.

2. Thesis/Research Idea: Instructions: Write down your basic idea. It doesn’t have to be a perfect thesis statement right now!

3. Which class are you in?

4. Choosing Keywords (please watch the video and then brainstorm below): https://www.youtube.com/watch?v=BoujP8KoK7E

5. Brainstorm up to five keywords for your topic in the box provided below.

6. Basic Keywords & Searching (please watch the video and then brainstorm below): https://www.youtube.com/watch?v=bCAULDuMcso

7. Search #1: Brainstorm keywords that you think fit your idea. Instructions: Enter up to three main keywords (one or two words MAX for each concept in your topic) separated by AND or OR below. Example: climate OR global warming AND polar bears

8. Modifying Keywords (please watch video and brainstorm below): https://www.youtube.com/watch?v=Ed7EswnnEbM

9. Search #1: Using Quotes. Putting quotes around two or more words will keep the words together in your search results. Examples: “climate change” or “global warming” and "polar bears". Pick the best use of quotations below:
   a. "environmentalism" and "government"
   b. "environmental organizations" and government

10. Search #2: Using Truncation (*) in Keywords. Adding an asterisk (ie, *) to the end of a word that has many possible endings helps expand a search. Example: typing music* into the search box will give results that include music and all
words that branch off from music, like musical/musician/musicians/musicality. Not every word can be truncated! Pick the best truncated word below:

a. Teen*

b. Asthmatic*

c. Laughter*

**EN 124/125 Library Homework #2: Scholarly Articles**

Assignment is completed in Microsoft Form. Template can be found here: https://tinyurl.com/fpp32dbx

1. Please enter your Ursuline e-mail address.

2. Thesis/Research Idea: Instructions: Write down your basic idea. It doesn’t have to be a perfect thesis statement right now!

3. Which class are you in?

4. Scholarly, Trade, & Popular Articles (please watch the video and answer questions below): https://www.youtube.com/watch?v=ieFAnvMWQcU

5. Popular or Scholarly? Read the information for the article Expanding Perspectives: Systemic Approaches to College Students Experiencing Depression and explain in the box below whether you think this is a popular or scholarly article.

6. Popular or Scholarly? Read the information for the article Depression on Campus and explain in the box below whether you think this is a popular or scholarly article.

**EN 124/125 Library Homework #3: Websites**

Assignment is completed in Microsoft Form. Template can be found here: https://tinyurl.com/tbh2hf4f

1. Please enter your Ursuline e-mail address.

2. Thesis/Research Idea: Instructions: Write down your basic idea. It doesn’t have to be a perfect thesis statement right now!

3. Which class are you in?

4. Evaluating Information from the Web (please watch the video and answer questions below): https://www.youtube.com/watch?v=O2P7tTH1rZY

5. Go find a website to use in your paper! Then come back to this form and tell us about it. The website you use in your paper MUST be good research and pertinent to your topic. Always be discerning of websites--many look good but are
in reality propagating false information or trying to sell you a product (which you don’t want!)

6. Please copy/paste the URL of your website into the box below.

7. How recent is the information on your website? Is there a date on it anywhere?

8. Are there spelling and grammar mistakes?
   a. Yes
   b. No

9. Do the links on the webpage work properly?
   a. Yes
   b. No

10. Does the author provide references or sources for data?
    a. Yes
    b. No

11. Why did the author create this source?

12. Is the information factual or opinion-based?
    a. Factual
    b. Opinion
    c. I don’t know

13. Does it show any bias (ie, shows a viewpoint that is heavily in favor of or against?)
    a. Yes
    b. No
    c. Maybe

14. Who wrote this source?

15. What are the creator's credentials? Do they have a PhD or an advanced degree? (Google their name.)

16. Who is the publisher? Can you tell? What do they typically publish?

17. How does this source help your argument in your paper?
Appendix B: Formal Written Assignments

Research Paper Prospectus / Topic

- You must submit one page (double spaced; 12-point font)
- You must answer all 3 questions below to earn the points
- Due: Thursday, February 25 by midnight

1) Which technology topic have you selected for your 8-page Research Paper?

2) Why have you chosen this topic? Is there a personal link or a personal experience that has shaped your decision to research this topic?

3) Finally, why does this topic “matter?” The authors of They Say, I Say tell us the following: “Regardless of how interesting a topic may be to you as a writer, readers always need to know what is at stake in a text and why they should care” (p. 91). So, at least two of the templates on pages 94, 95, 97, or 98 to articulate why your topic matters and why readers should care about this paper.

Annotated Bibliography

- Find 10 scholarly, academic sources in Besse Library that relate to your research paper topic
- Make sure that you include a variety of sources (books, journal articles, websites)
- Write a Works Cited entry for each source, following MLA formatting. Pages 160-161 of They Say, I Say includes a sample Works Cited page.
- Beneath each works cited entry, write a brief description of this source (2-3 sentences)

Please consult this excellent source for MLA citations:
https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html

Outline for the Research Paper

Page 1:
- What will you do to “hook” your reader?
- What is your topic?
- Why is it controversial?
- What is your research question?
Pages 1-2:

- What do “they” say about this topic---the other side? Use template on pg. 11 to write an overview paragraph---even if you don’t use it in your final paper
- What is YOUR thesis for this paper? Your point of view/opinion? Pages 3-5
- List the points you will make to support your thesis / point of view
- What supporting evidence do you plan to include?
  - Personal example? Explain.
  - Graph / Chart / Image? Of what?
  - Summary / Quote from books? Which?
  - Summary / Quotes from articles? Which?
  - Summary / Quotes from website? Which?

Pages 6-7

- Who are the skeptics or those who disagree with your thesis / your point of view?
- What is your rebuttal to their points?
  - Summary / Quote from books? Which?
  - Summary / Quotes from articles? Which?
  - Summary / Quotes from website? Which?
- Use a template on pg2. 81, 82, or 83 to show objections

Page 8

- How do you plan to end your research paper?
- Pick a template on page to write a concluding line---even if you don’t use it in your final paper.

Anything else you’d like to include in this outline to your research paper?

**Presentation**

Length: 5 minutes (in front of the class)

Media: Power Point, etc. Optional

The second half of the semester is being spent conducting research for a lengthy research paper. This is our first time working hand-in-hand with the Ursuline College Librarians, utilizing the research tools available to students.
This presentation can be classified as exploratory. That means that the focus of this presentation is on your research process.

- What is your topic? What is your research question?
- How did you come up with the topic for your research paper?
- Why did you choose it?
- Did you expect the research process to be easy or difficult? Why?
- What challenges did you come across when you started searching in Besse Library? What surprises? What was easy?
- Are there any key words that worked better than others?
- What challenges did you face in trying to find “voices” to incorporate into your paper (voices of those who agree with your thesis.....voices of those who disagree with your thesis.....voices of those who are skeptics)?
- What did you learn about the academic research process overall?
- Do you enjoy conducting library research in Besse Library? Why or why not?
- What advice would you give to students who want to write a paper on your topic?
- Anything else you want to add about conducting library research OR about your topic?

Basically, this presentation is a behind-the-scenes look at the research that has gone into your research paper---and your reaction to the process.

The presentation will be at least 5 minutes in length, given in front of the class on Thursday, April 15.

- NOTE: Your presentation must be 5 minutes long. Please time yourself in advance. Practice pronunciation of words, etc. so that your presentation is clear.
- You must listen to all of your classmates’ presentation to receive full credit. *20 points will be deducted from your score if you do not listen to all your classmates’ presentations.
- Audience will be given a chance to ask you questions after you speak.

**Research Paper**

Length: 2,000 words minimum (8 pages)

Number of Sources: 5-7 scholarly sources must be used in the research paper

Format: Times New Roman 12-point font, double spaced
For the rest of the semester, we will be learning research skills and applying them to the composition of a research paper. For your research paper, you should choose a topic relating to issues surrounding technology. This can relate to any subject, really, but ideally it would be one that is both important to you personally and one that you see as being crucial in either local contexts, global contexts, or both. Consider the following questions:

- What information currently exists about this issue relating to technology?
- What gap in information exists?
- Why does this knowledge gap need to be filled?

We will be learning research skills in the library and working on this paper over the course of the rest of the semester. This is meant to be a slow, deliberate project. Therefore, any attempt to complete all of the work at the last minute would be ill-advised. Careful research requires time.

Papers should be double-spaced with one-inch margins and written in 12-point Times New Roman font. A Works Cited page is required for the 5-7 sources you use, but the Works Cited does not count toward the final word count.
Appendix C: Results from the Survey (Spring 2021 pre and post)

Library Experience Research Study, Spring 2021

1. Please indicate your year:
   - Freshman: 34
   - Sophomore: 2
   - Junior: 1
   - Senior: 0

2. Which class are you in?
   - BN 125: 22
   - BN 124: 15

3. Please select any of the following library related guidance or instruction you have experienced to date.
   - Orientation of Besse Library: 24
   - Received individual help from...: 11
   - Attended a librarian-led class...: 5
   - Attended a professor-led class...: 6
   - Other: 4
4. Please indicate how much you agree with the following statements:

- I know which search tool(s) to use to find the best books and ebooks in the library.
- I know which search tool(s) to use to find articles on my topic.
- I know where to go to seek help with library resources.
- I am able to determine if an information resource is scholarly or not.
- I know how to determine if Ursuline has access to the full text of an article.
- I am confident in my ability to select relevant keywords for my database searches.
- I am able to use Boolean operators “and” and “or” to create effective search strategies.
- I know how to use truncation (the * symbol) in my searches to get better results.
- I am aware of multiple ways to obtain information resources that are outside of Ursuline’s collections.
- I am confident in my ability to ascertain if an information resource is relevant to my topic.
- I feel confident in my ability to determine if an information resource is reliable and authoritative.
- I know how to access Ursuline’s online research tools from off campus.

5. Have you ever scheduled an appointment with a librarian?

- No, because I was not aware of... 9
- No, I was aware of the service... 20
- Yes 8
6. Please rank how likely it is you may use the following services.

- Begin my search at the library's website when I need information for an assignment.
- Seek help from a librarian.
- Request resources beyond Ursuline's collection.
- Access library online research tools from off campus.

7. Which of the following search tools would be the best to start with to find a book in Besse Library?

- Google: 2
- URSearch: 13
- The library catalog: 18
- OhioLINK catalog: 1
- Academic Search Complete D...: 3

8. Which search tools would be effective for finding scholarly articles?

- Google: 7
- URSearch: 16
- The library catalog: 12
- OhioLINK Catalog: 11
- Academic Search Complete D...: 25
9. Which research tool(s) allow you to find and borrow books from universities across the state of Ohio?

- Google: 0
- URSearch: 3
- The library catalog: 4
- OhioLINK Catalog: 27
- Academic Search Complete D.: 3

10. Imagine you need to find articles on the impact of climate change on polar bears. What would be the most effective search to enter into a research tool?

- "climate change or impact or p...": 1
- "impact of climate change on": 20
- "climate change" and "polar b...": 16

11. Which of the following searches would likely return the highest number of results from a research database?

- child and psychology: 5
- child* and psychology: 19
- children and psychology: 13
12. Imagine you are researching the connection between bullying and social media use among teenagers. Which of the following search strategies in the databases would be the most effective?

- bullying and "social media use" 0
- bullying and "social media" and... 0
- "teen bullying and social medi... 0
- Other 37

13. Judging by the description and source below, do you consider this item a scholarly/academic article?

- Yes, it is scholarly. 16
- No, it is not scholarly. 21

14. Please explain why you chose the answer above.

37 Responses
"It's from a website and does not specify the authors is trustworthy"
"The source is an article from a news website, rather than something ...
"It is from 2007"

15. Imagine you are writing a research paper on the impact of stress and burnout on college athletes in the UNITED STATES. Do you consider the following article about Finland relevant to your topic?

- Yes, it is relevant. 17
- No, it is not relevant. 20
16. Please explain your answer from above.

Latest Responses

"It is relevant although it is not from America which means certain thi..."
"Unless you are comparing the United States to Finland, this source is ..."
"It doesn't specify the US"

37 Responses

17. The following is a list of resources found in the URSearch research tool. How many articles are available in full text?

- One: 0
- Two: 33
- All three: 1
- Cannot be determined from t...: 3

18. Is there anything you hope to learn from your meetings with the librarians?

Latest Responses

"N"
"N/A"
"How to properly do research"

37 Responses
Library Experience Research Study, Post-Appointments, Spring 2021

32
Responses

11:50
Average time to complete

Active
Status

1. Please enter your @ursuline.edu email.

32
Responses

Latest Responses
"elizabeth.eck@ursuline.edu"
"aaguilera-ayala@ursuline.edu"
"AZaria.thomas@ursuline.edu"
2. Please indicate how much you agree with the following statements:

- I know which search tool(s) to use to find the best books and ebooks in the library.
- I know which search tool(s) to use to find articles on my topic.
- I know where to go to seek help with library resources.
- I am able to determine if an information resource is scholarly or not.
- I know how to determine if Ursuline has access to the full text of an article.
- I am confident in my ability to select relevant keywords for my database searches.
- I am able to use Boolean operators "and" and "or" to create effective search strategies.
- I know how to use truncation (the * symbol) in my searches to get better results.
- I am aware of multiple ways to obtain information resources that are outside of Ursuline's collections.
- I am confident in my ability to ascertain if an information resource is relevant to my topic.
- I feel confident in my ability to determine if an information resource is reliable and authoritative.
- I know how to access Ursuline's online research tools from off campus.
3. How likely are you to do the following:

- Begin my search at the library's website when I need information for an assignment.
- Seek help from a librarian.
- Request resources beyond Ursuline's collection.
- Access library online research tools from off campus.

4. Which of the following search tools would be the best to start with to find a book in Besse Library?

- Google: 0
- URSearch: 18
- The library catalog: 14
- OhioLINK catalog: 0
- Academic Search Complete: 0

5. Which search tools would be effective for finding scholarly articles?

- Google: 5
- URSearch: 23
- The library catalog: 19
- OhioLINK Catalog: 16
- Academic Search Complete: 20
6. Which research tool(s) allow you to find and borrow books from universities across the state of Ohio?

- Google: 0
- URSearch: 2
- The library catalog: 3
- OhioLINK Catalog: 26
- Academic Search Complete D...: 1

7. Imagine you need to find articles on the impact of climate change on polar bears. What would be the most effective search to enter into a research tool?

- climate change or impact or p...: 4
- "impact of climate change on...: 5
- "climate change" and "polar b...: 23

8. Which of the following searches would likely return the highest number of results from a research database?

- child and psychology: 4
- child* and psychology: 21
- children and psychology: 7

9. Imagine you are researching the connection between bullying and social media use among teenagers. Which of the following search strategies in the databases would be the most effective?

- bullying and "social media usa...: 11
- bullying and "social media" an...: 18
- "teen bullying and social medi...: 3
10. Judging by the description and source below, do you consider this item a scholarly/academic article?

- Yes, it is scholarly. 8
- No, it is not scholarly. 24

11. Please explain why you chose the answer above.

Latest Responses
"The publisher is a popular news source."
"popular article"
"It looks scholarly"

32 Responses

12. Imagine you are writing a research paper on the impact of stress and burnout on college athletes in the UNITED STATES. Do you consider the following article about Finland relevant to your topic?

- Yes, it is relevant. 12
- No, it is not relevant. 20

13. Please explain why you chose the answer above.

Latest Responses
"The information is relevant to Finland, not the United States."
"shows examples of stress and burnout"
"It doesn't state that it does that"

32 Responses
14. The following is a list of resources found in the URSearc research tool. How many articles are available in full text?

- One: 0
- Two: 29
- All three: 0
- Cannot be determined from t... 3

15. If you made an appointment with a librarian, please indicate your level of agreement with the following statements regarding the appointment:

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

After the meetings I am more comfortable asking a librarian questions about research.

I learned something new.

The material presented is relevant to my needs as a student researcher.

The meetings with the librarians had a positive impact on my success in this class.

16. What do you feel was the most valuable thing you learned from your librarian appointments?

32 Responses

Latest Responses

"The value of the advanced search with "and" and "or"."

"How to find useful articles"

"How to do an advanced search"

17. Is there anything you wish the librarian had spent more time covering or explaining?

32 Responses

Latest Responses

"I missed two of the librarian meetings so I cannot adequately judge t...

"no"

"Nooo"