My (Librarian) Buddy & Me: How Embedded Librarianship Makes an Impact in the First Year Seminar

Presented by Phil Dehne & Lauren Kehoe
History of SJC100 & Library Collaboration

2011 SJC100 developed as part of new Core Curriculum.

- Information Literacy Librarian was part of the team to design this course.

Last 3 years, SJC100 is part of a “learning community” where SJC100 & ENG103 faculty, librarians, and orientation staff work together as a cohort

- **Laboratory Skills:**
  - Minimum two library sessions
  - Research skills to produce research paper
  - Citation and explanation of plagiarism
  - Resource evaluation

“These courses are intended to introduce students to the basic academic skills required of all college students”
Planning for SJC100

➔ May: Assign librarians to all sections & meet with SJC100/ENG103 cohort
➔ June/July: Email all SJC100 instructors to discuss:
  ◆ scheduling,
  ◆ ordering materials/reserves,
  ◆ assignments,
  ◆ assessment,
  ◆ LibGuide,
  ◆ and Blackboard
  ◆ Remind instructor to include librarian contact info on syllabus and link to LibGuide
➔ August: Reminders
➔ September: Finalize scheduling and add content to Blackboard (or other LMS)
➔ Ongoing cycle: Pre/Post Assessment
The First Class

Agenda:
- Pre test
- Library overview & website “tour”
- Intro to LibGuide
- Scavenger hunt

Get Ready, Get Set, Go!

Team 1 members:

Work on a computer for Questions 1-3

Question 1: Library catalog
Go to McInerney Hall Library’s homepage. Search the library catalog for a book about “George Orwell”.

1) Title of the book:
2) Call number:
3) Location/floor (if e-book, write “online”):

Question 2: LibGuides
Access Subject Guides via McInerney Hall Library’s homepage. Open the class guide for SJC100-01 George Orwell and Dystopias Since 1984. Name one of the websites listed in the “Web Resources” page.

1) Name of the website:

Question 3: Articles and Databases - Ebsco
Access the Ebsco databases via the guide. SJC100-01 George Orwell and Dystopias Since 1984. Search for a full text article about “George Orwell and dystopia” on the database.

1) Title of the article:
2) Is it a peer-reviewed article? Yes / No

Exploring the Library

Question 4: Locating a book in the library
Find a book with the following call number PN3433.6 . M69 2000 in the library stacks. Bring the book back with you to the class.

Question 5:
Introduce yourself to a staff at the Circulation Desk. Find out three (3) things you can borrow at the Circulation Desk.

1)
2)
3)

Question 6:
Visit the Group Study Room. Write down two (2) things that you can do in the Group Study Room.

1)
2)
The Second Class & Beyond

Your paper should be 1200 – 1500 words (approximately 4 – 6 pages) with an appropriate title. You should cite at least four references (at least two of which concern WWI and two of which concern the more current events).

➔ Assignment specific
➔ More in-depth overview of resources
  ◆ ebooks,
  ◆ databases,
  ◆ ILL,
  ◆ citation management
➔ Post test
➔ Encouraged to meet one-on-one after large class setting

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PAPER GRADING RUBRIC*

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<thead>
<tr>
<th>Content/Information (50%)</th>
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<tr>
<td>The essay addresses the topic effectively and a clear unifying theme runs throughout.</td>
<td>/15</td>
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<td>The essay ties together information from the text and information contained in the articles to support its major themes</td>
<td>/15</td>
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<tr>
<td>The writing demonstrates creativity and innovation in the way major themes are addressed.</td>
<td>/15</td>
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<td>The essay has an appropriate title.</td>
<td>/5</td>
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Quality of Writing (30%)

|        |
|--------------------------|--------|
| Ideas are presented in an organized and coherent manner; clear transitions are made between sentences/paragraphs. | /15    |
| There are no errors in spelling, grammar, or usage. | /15    |

References and Use of References (20%)

|        |
|--------------------------|--------|
| An appropriate style (APA, CBE, MLA, Chicago) was used in the reference list and for in-text citations. | /10    |
| The references cited were sound and of a scholarly level that was appropriate for the paper. | /10    |

* Note that if the paper is not original and incorporates text directly lifted from other sources (as demonstrated by an Internet/Turnitin search), the paper may receive a grade of F.
The Syllabus

➔ Ask instructors to add your name & contact information
➔ Add link to LibGuide
➔ Add schedule of dates to let students know from the beginning when they will be in the library
➔ Encourage them to meet one-on-one after in class sessions

In doing this project you must use at least one published book, one scholarly journal article, and one legitimate journalistic source (which could be a book review). Of course you may utilize more than one of each if you find it useful.

Learning how to use the library is a critical part of this project. You will all attend the classes in the library where we will meet with Lauren Kehoe, the librarian assigned to our course. Please contact her at any time at lkehoe@sjcny.edu, or look for her in the library, if you have any questions about how to do research at St. Joseph’s. Meeting with the librarian one-on-one at least once during the semester is mandatory. This does not have to be a long meeting, but hopefully you will come to Ms. Kehoe with a question about your research project. She will be informing me when she meets with you and I will keep a tally. This is not

St. Joseph’s College
Brooklyn Campus
SJC 100 (06) – The Freshman Seminar

Michael J. Hanophy, Ph.D.
Fall 2015

Microbiology and the Great War

One hundred years ago, microbiologists experienced some of the most significant events in the history of their field. The First World War was marked not only by industrial and technological innovation but also saw a flu outbreak that swept around the globe, the beginnings of the industrial use of bacteria in the chemical industry, and the first carefully planned covert use of biological weapons. In this seminar, we will consider the importance of microorganisms and microbiology during World War I and the long term effects that the events of a century ago had on history and science.

Lecture: Monday & Wednesday
Office Hours: Monday & Wednesday
Contact Info: Brooklyn Office
Cell Phone

8:50 AM – 10:05 AM
10:15 AM – 11:30 AM
(718) 940-5840
(718) 883-1110
mhanophy@sjcny.edu

Tuesday
10:15 AM – 12:50 PM; 2:00 PM – 3:15 PM

Library Faculty: Lauren Kehoe, MLSIS
ENG 103 Instructor: Timothy Small, MFA
FYE Facilitator: Myranda Barreau, MA
lkehoe@sjcny.edu
tsmall2@sjcny.edu
mbarreau@sjcny.edu
Getting Invited into the LMS

Encourage faculty to allow access to course content to add custom links
LibGuide specific to course

- Friendly URL
- Course specific content
Challenges

➔ Not all faculty include the librarians holistically - ideally, librarians would like to work collaboratively on assignments
➔ Time commitment from Librarians is very demanding - fall semester is very busy
➔ Each campus has different structure → LI Campus uses ENG103 to hold second session
➔ Overlap/redundancy from other intro courses that are brought into the library → students seem bored and resentful of library visits at times
➔ Limited context for usefulness of the library sessions → students don’t want to meet one-on-one with librarian
Sustainability of embedded librarian program

➔ Keep communication consistent between librarians and coordinator
➔ Support from college community
➔ Alignment with the new Framework for Information Literacy in Higher Education
➔ Ongoing assessment and demonstration of usefulness
➔ Anecdotal evidence that students benefit from librarian presence
  ◆ “Buddy” Relationships are formed
Assessment & Success

Ongoing assessment of information literacy acquisition in SJC100 through a pre & post test assessment that is shared with the college through Weave.
The Data Evidence

Thank you to Dr. Michael Hanopy, Professor of Biology at SJC, for allowing use of his course materials and poster presentation.
The Anecdotal Evidence

SJC100 builds relationships between Librarians and students
Student Work guided by librarian

SJC 100H
Hemala, Lea, & Melanie

Elk River Falls

Photo creds: Mayumi Miyaoaka

Dancing to Elk River Falls was weird, no doubt, but it was also pretty fun. I don't think anyone was all that comfortable, so there wasn't any pressure to do especially well. It's not hard finding humor in dancing when you absolutely cannot dance, so I think I made the best of it. It's also great seeing other people's reactions to hearing I had to dance for class.

Elk River Falls

Isahlani
November 21, 2014

One thought on “Elk River Falls”

mmiyaoaka
November 21, 2014 at 1:56 pm

I enjoyed watching everyone dance! I thought it’s amazing how you guys could pull off dance moves based on the poem!

Blogging lessons and photo credit to librarian for taking pictures at a field trip/event
Questions?

Contact info: lkehoe@sjcny.edu