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Lean On Me- The Literature Resource Center

Term Project: Library and Bibliographic Instruction

ILS 504 Reference and Information Sources and Services

Dr. Sche, Spring 2006

I. Introduction of the Project

User Group: This project represents a solution to a need for introducing a new database, Literature Resource Center to the Introduction to Literature classes (undergrad-100 level) to provide resources for their study of Barbara Kingsolver's *The Poisonwood Bible*. I targeted the materials to this content specifically but felt it was general enough to use for example handouts in other classes.

Type of Library: The Pierce Library supports 2000 undergrad and graduate on-campus students and 2000 distance students at Eastern Oregon University in La Grande, Oregon. There are two information literacy classes taught in 6 sections: two on campus and the rest online. This presentation is for a two class period series of classroom instruction on-campus in a "smart" classroom/lab. There is a computer projector, a laptop for live demonstration, and an overhead projector. The room has computers for thirty students.

Nature & Scope: This unit includes printed handouts (and (for now) postings on my personal webpage for the distance students at <http://www2.eou.edu/~sporter/>) and a step-by-step walk-through of the features of the Literature Research Center.) Guided practice will be introduced to help students practice using a variety of resources within the database. The students will be using and modifying keywords based on authors they have chosen and had approved by the professor.

Goals & Objectives:

- To present a general overview of the features of *The Literature Resource Center* and enable literature students to access information for an author project
- To practice Boolean logic in searching for key concepts
- To modify searches to include specific content pertinent to the students' research

II. Methodology

As the class enters, they will hear a DVD track playing on the computer of the song "Lean on Me" by Bill Withers. I will make reference to the song as a way to introduce the time-saving and completeness of using a database for information about an author. I will also show them several print references and show them how I used the indexes to find information on Barbara Kingsolver. The references I will use are:

-*Contemporary Literary Criticism* v. 55, 81, 130

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-Contemporary Authors v. 129, 134

-Contemporary Authors New Revision Series v. 60, 96

I will proceed through the handout, “Basic Guidesheet for LRC” and have them entering the text for the example searches. I will allow fifteen minutes for them to adapt the searches to their specific content.

I will then use the “Title Searching” handout and again, walk through a basic title search with them keying in the terms. I will allow fifteen minutes for them to adapt the title search to their own content.

In the second class session, we will begin with the ‘Advanced Searching’ handout and step through the Boolean operators. A majority of the class will consist of my stopping from the handout and having them key in their specific content. They will have learned how to mark, email, and print articles at this point so can gather resources as they go through the “Advanced Searching” handout. I would like them to have a successful gathering of some articles before they leave class.

My assessment of the lesson will be informal as I walk among the students answering their questions. This activity is preliminary to their author paper so “the proof will be in that pudding!” If the class needs further instruction in bibliographic citation or organization, we can schedule that. From visiting with the class briefly, they seemed to be alive with ideas for their author paper so some instruction on generating keywords may be helpful.