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# Interrogating Sources with First Year Students

— Martinique Hallerduff and  
Jennifer Lau-Bond —

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## Background

Fall 2016: New Passport component of FYS included an “Information Literacy” page

FYS faculty urged to bring classes to the Library (45 classes visited)

Used our activity with 7 of those classes



**Do you work with FYS/FYE  
classes at your institution?**

**(If not, do you plan to?)**

# Learning objectives

1. Students will describe the qualities/features of different formats and categorize these resources by type in order to examine the idea that information is valued differently in different contexts
  - a. Authority is Constructed and Contextual: Knowledge Practice 4
  - b. Information Creation as a Process: Knowledge Practice 1
2. Students will investigate an author's background and profession in order to define different types of authority
  - a. Authority is Constructed and Contextual: Knowledge Practices 1 and 2

# Our activity

1. Divide in pairs or small groups
2. Half class gets source #1, other half gets source #2
3. Each pair evaluates assigned source via questions on Google Form
4. Discuss results (projecting Google Forms summary) with larger group
5. Repeat the process with sources #3 and #4



## Harper FYS Information Literacy Investigation

This is not a test; it's just a way for you to keep track of your responses and share them with your classmates. We'll project results onto the screen and discuss what you've found.

**click on the following source and explore it**

Source 1

Morrison, Nick. "If You Want To Be A Millionaire, Don't Take These College Majors." Forbes 19 Sept. 2016. Web. 6 Oct. 2016.

Quick link: <http://tinyurl.com/jz4nd77>

**What are the parts of the citation?**

answer the questions below

What is the title of the article?

Your answer \_\_\_\_\_

Who is the author?

Your answer \_\_\_\_\_

What is the title of the publication

Your answer \_\_\_\_\_

Was this source found in a database?

Yes

## Harper FYS Information Literacy Investigation

This is not a test; it's just a way for you to keep track of your responses and share them with your classmates. We'll project results onto the screen and discuss what you've found.

**click on the following source and explore it**

Ciment, James. "College Tuition and Student Debt." Culture Wars in America: An Encyclopedia of Issues, Viewpoints, and Voices, edited by Chapman, Roger and James Ciment, Routledge, 2013. Credo Reference. Web. 6 Oct 2016.

Quick link: <http://tinyurl.com/hlbv9nb> (you will have to log in using your Harper network credentials)

**What are the parts of the citation?**

answer the questions below

What is the title of the article?

Your answer \_\_\_\_\_

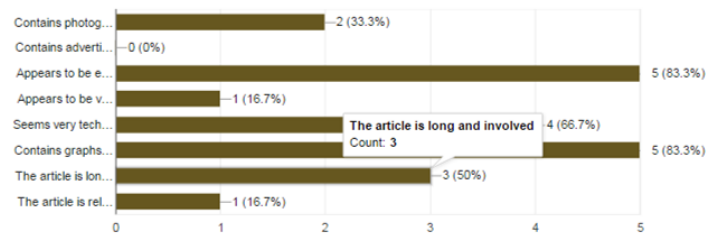
Who is the author?

Your answer \_\_\_\_\_

What is the title of the publication

### What does the source look like? (check all that apply)

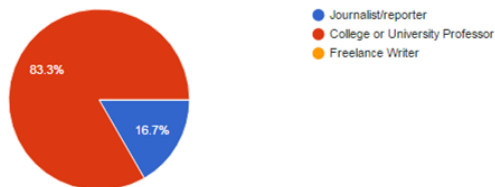
6 responses



### All about the author

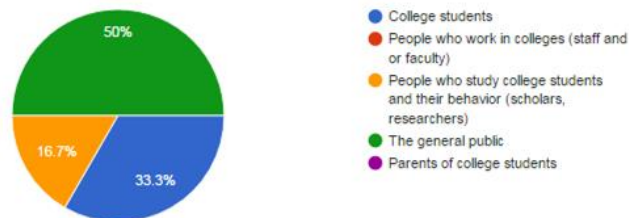
### What is the author's profession?

6 responses



### Who do you think this article was written for? Who would be most interested in reading it?

6 responses



### Explain your choice above

5 responses

its meant to be for the public because u want both college students and soon to be students to see it

its a specific topic of college students vs the internet

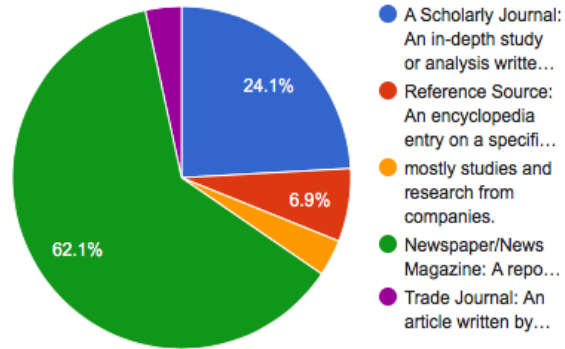
Showing the affects the main idea the author is trying to prove.

It is explaining how the internet can negatively effect students.

survey for college students about use of technology

# Some findings

Looking at the definitions below, how would you categorize this source? (Forbes article)



Over half of first year students identified a newspaper article correctly, though nearly 25% identified as a scholarly article

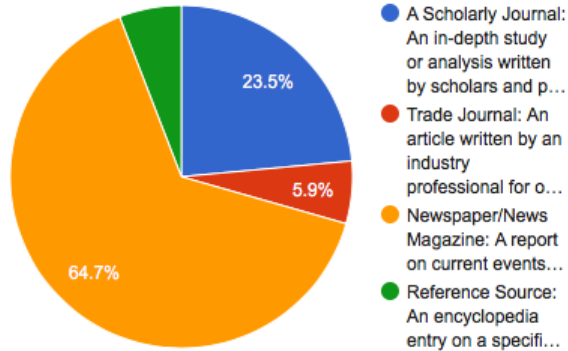
In general, students overwhelmingly identify article title, publication title, and author correctly. This may seem minor, but it's the beginning of being able to correctly read a citation.

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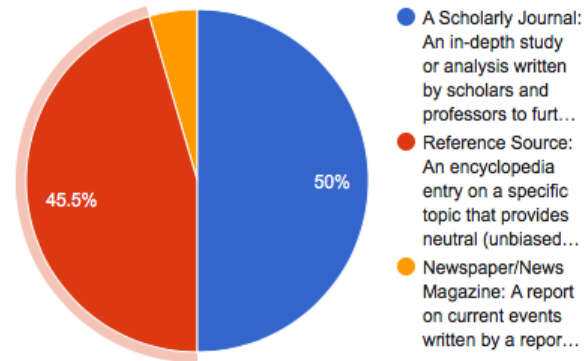


# Identifying source types is difficult for FY students

Looking at the definitions below, how would you categorize this source? (Trade Journal)



Looking at the definitions below, how would you categorize this source? (Reference Source)



It's important for students to be able to identify source types and have an understanding of their unique qualities. While we may not expect first year students to have the ability to do this very well, this demonstrates the need for more exposure to vocabulary and source variety.

# Students conflate subject with audience

**Who do you think this article was written for? Explain your choice.**

*The general public*

I picked the general public because it applies to everybody above. This information is meant to be seen by a large group of people.

*College students*

He's a college professor so it seems that it was made for college students and for them.

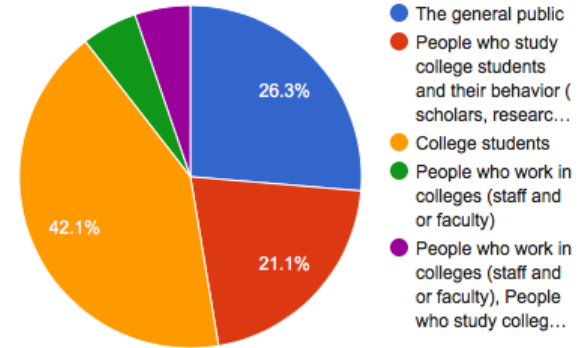
*People who work in colleges (staff and or faculty)*

For Counselors to have more knowledge on incoming freshman.

*College students*

It is more about college students so they would want to know the research that was done

**Who do you think this article was written for?  
Who would be most interested in reading it? (Cyberpsychology Scholarly Article)**



# Comments and changes

Subject matter of articles

Trade Journals

Discovery over guidance

Larger-scale buy-in by librarian colleagues

# Scaling up for upper-level or grad students

Identifying discipline of various articles on similar subject (Authority Is Constructed and Contextual)

Identifying methodology (Research as Inquiry)

Examine chronological works by same author for changes and development (Information Creation as a Process)

Examining and analyzing access to various content (Information Has Value)

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# Thank you

Martinique Hallerduff

[mhallerduff@dom.edu](mailto:mhallerduff@dom.edu)

Jennifer Lau-Bond

[jlaubond@harpercollege.edu](mailto:jlaubond@harpercollege.edu)

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