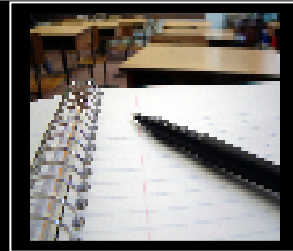


Getting the most out of Library Day

A Tip Sheet for ENGL 101 Instructors ♦ 2009-2010



This tip sheet has been designed by the Libraries, in consultation with the ENGL 101 Coordinators, to help new and veteran ENGL 101 instructors get the most out of the *Library Day* experience:

LOGISTICS:

- **Announcements:** Several weeks before each semester begins be on the lookout for email announcements about requesting *Library Day* from the Libraries' User Education Services department (libues@umd.edu). Respond promptly to insure that that you get the best possible date for your students.
- **Scheduling:** Picking an appropriate date in the semester for *Library Day* is critical to success. Students will benefit the most from *Library Day* if they come with a research topic in mind, or at least some potential topics to explore. Requests are processed on a first-come, first-served basis, so don't delay. Keep in mind that there are so many sections of ENGL 101 (100+) that not everyone will be able to have *Library Day* scheduled at the right time. Depending on how you manage your class it may be useful to schedule *Library Day* before requiring the use of scholarly sources, or even after the first paper is due so that students may encounter some of the challenges of research so they can see the relevance of learning more specific research tools. The **Request Form** is found at: <http://www.lib.umd.edu/UES/engl101/requests.html>
- **Communication:** Special Lecturers (i.e. the folks that teach *Library Day*) will be emailing you prior to your session(s). Please let them know if you have any special requests. Time allowing, *Library Day* may be customized.
- **Attendance:** Your attendance and participation in *Library Day* is mandatory and crucial to the session's success.

CONTENT:

- **Research & Library Skills Exercises:** *Library Day* is too short to include, or even reinforce, everything that a first-year college student will find helpful in learning how to conduct research. That's why the Libraries have created a variety of worksheets for you that can be used to supplement the information literacy skills covered in *Library Day*. This series Exercises are found at: <http://www.lib.umd.edu/UES/engl101/exercises.html>
- **Critical Reading:** *Library Day* directly supports ENGL 101's stated goal of promoting and reinforcing critical reading. In this workshop we discuss evaluating web and print resources and how to efficiently find, use and cite academic and popular sources for use in research projects.
- **Course Goals:** Tie the relevance of *Library Day* to the course goals of ENGL 101, namely defining research and critical reading, and locating peer review sources. *Library Day* is not a "free day" but rather supports the research element of ENGL 101.
- **Research Topic:** Have students come to *Library Day* with a thesis or, at least, an idea of a topic they are interested in researching. During *Library Day* there will be time for students to conduct independent research; their time is best utilized if students can narrow down their idea(s) and find a few articles that support their claims.