

Fayetteville State University

DigitalCommons@Fayetteville State University

Chesnutt Fellows Information Literacy Projects

Library

Spring 2017

CHESNUTT LIBRARY LITERACY FELLOWS PATHWAY: NINTH COHORT

Jennifer J. Marson

Fayetteville State University

Follow this and additional works at: https://digitalcommons.uncfsu.edu/div_aa_library



Part of the [Criminal Law Commons](#), and the [Information Literacy Commons](#)

Recommended Citation

Marson, Jennifer J., "CHESNUTT LIBRARY LITERACY FELLOWS PATHWAY: NINTH COHORT" (2017).
Chesnutt Fellows Information Literacy Projects. 15.
https://digitalcommons.uncfsu.edu/div_aa_library/15

This Article is brought to you for free and open access by the Library at DigitalCommons@Fayetteville State University. It has been accepted for inclusion in Chesnutt Fellows Information Literacy Projects by an authorized administrator of DigitalCommons@Fayetteville State University. For more information, please contact dballar5@uncfsu.edu.



CHESNUTT LIBRARY LITERACY FELLOWS PATHWAY: NINTH COHORT

JENNIFER J. MARSON, PH.D.
DEPARTMENT OF CRIMINAL JUSTICE
FAYETTEVILLE STATE UNIVERSITY

WHY THIS PATHWAY?

- Lack of information literacy among students at all levels
- Lack of information literacy leads to poorly written papers
 - Plagiarism
 - Inability to paraphrase
- Preparation for CRJC 450

APPLICATION OF PATHWAY

- CRJC 313: Victimology
- Fall 2016, 2 large papers
- Spring 2017, 4 smaller papers
 - Addressed all 5 ACRL standards
 - Graded on information literacy, content, academic writing, reference page/citations
 - More time for feedback
 - 1st paper due following information literacy presentation
 - Resources and PowerPoint made available

PRE AND POST TESTS

- Pre-Test
 - 1/20/17
 - 23 students
 - 2 sophomores, 11 juniors, 10 seniors
 - Pre-test score 13.83/20.00
 - Literacy presentation on 1/23/17
- Post-Test
 - 1/25/17
 - 27 students completed
 - Post-test score 14.70/20.00

PRE AND POST TEST SUMMARY: WHY SO LITTLE CHANGE?

- More students took post-test
- Seriousness of test
- Confusion with questions

IMPROVEMENT

- Improvement from Assignment #1-3
- Assignment #2, 9% grade percentage improvement
- Assignment #3, 2% grade improvement

WHY THE IMPROVEMENT?

- Aware of my grading policy
- Aware of importance of information literacy and academic writing. Students took the assignments more seriously
- Consistent and prompt feedback
- Availability of resources, including information literacy PowerPoint