Information Literacy Component	☑Framing the Research Question	Accessing Sources	Evaluating Sources	Evaluating Content	Using Information for Specific Purpose	Understands Context and Ethics of Information Use
Level	Foundation		Intermediate		☑Advanced	

Librarians at BGSU formed "Understanding Student Information-seeking Behaviors to Enhance Student Learning ", a faculty learning community through the campus Center for Teaching and Learning. Members of this learning community are BGSU faculty from several disciplines across campus. Through the community we have explored ways to improve students' abilities to contend with obstacles inherent in the research project. The community has also had opportunities to become more familiar with the University Libraries' research tools and reflect on ways to enhance student learning. This guide pulls together readings on student research habits and recommendations from faculty about how to improve the student research experience.

The following assignment was created by one of the members of our learning community. It was reviewed by the community and established as meeting the above criteria. For additional sample assignments or information on creating effective research assignments, visit our LibGuide:

http://libguides.bgsu.edu/studentresearch

2011-2012 Understanding Student Information-seeking Behaviors to Enhance Student Learning

Learning Community Facilitators:
Colleen Boff, UL
Catherine Cardwell, Fall, UL
Vera Lux, Spring, UL

Faculty Members:
Catherine Cassara, Journalism/PR
Jacquelyn Cuneen, HMSLS
Beatrice Guenther, ROCS/French
Cheryl Hoy, GSW
Rebecca Pobocik, SFCS
Ann Westrick, GSW

Questions about the learning community can be directed to
Colleen Boff cboff@bgsu.edu or Vera Lux vlux@bgsu.edu

GUIDELINES FOR SYNTHESIS OF LITERATURE (20 Points)

The synthesis of literature should be formatted as a "research study" in which a question is formed (topic), a meaningful theory is generated (statement of the problem/ hypothesis), data are collected (existing literature), data are condensed (summarize), hypotheses are supported or rejected based on the findings (conclusions) and future researchers are advised relative to what should be studied next or how the topic should be studied differently based on what you found and now know (recommendations).

The Synthesis should contain a minimum of 10 references. All topics should be approved by the third week of class.

The synthesis should contain an appropriate introduction orienting the reader to the topic and indicating the purpose of the "research." Required sections -- in clearly identified headings -- should be:

A. INTRODUCTION (1-2 pages leading to the problem) – 3 Points

B. STATEMENT OF THE PROBLEM (2-3 sentences stating a question, theory/hypothesis) – 2 points

C. REVIEW OF SELECTED LITERATURE (6-8 pages -- organized around appropriate headings -- outlining the most current knowledge about the topic. The most current knowledge about a topic is likely no more than 7-years old. The 7-year rule will be relaxed for that literature which has achieved the status of "classic.") – 10 points

D. SUMMARY (2-4 paragraphs that encapsulate the major/most significant research findings from the literature.) – 2 points

E. CONCLUSIONS (3-5 sentences that are specific to the topic. The summary and conclusions should be used to support or reject hypotheses or positions.) – 1 point

F. RECOMMENDATIONS (A brief paragraph followed by a listing of ideas and suggestions for future inquiry/research.) – 2 points

CLARITY OF WRITING: Up to -10
PRESENTATION: Up to -5