

Information Literacy Component	<input type="checkbox"/> Framing the Research Question	<input type="checkbox"/> Accessing Sources	<input type="checkbox"/> Evaluating Sources	<input type="checkbox"/> Evaluating Content	<input type="checkbox"/> Using Information for Specific Purpose	<input checked="" type="checkbox"/> Understands Context and Ethics of Information Use
Level	<input checked="" type="checkbox"/> Foundation		<input type="checkbox"/> Intermediate		<input type="checkbox"/> 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, University Libraries (UL)
Vera Lux, UL

Faculty Members:

Catherine Cassara, Journalism/PR
Lynn Darby, Exercise Physiology
Elizabeth Fleitz Kuechenmeister, General Studies Writing (GSW)
Cheryl Hoy, GSW
Nicole Kalaf-Hughes, Political Science
Cynthia Mahaffey, GSW and Women's Studies

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

Wikipedia Entry

The Assignment: Choose an entry on Wikipedia to revise in a significant way, or create a new entry. You will use your research skills to write an in-depth, concise, and well-referenced entry on a particular topic. This "essay" will be written in the style of a Wikipedia entry, and will be posted to the site by the final draft's due date.

Why Wikipedia? Since this is a research writing course, one of our main goals this semester is to be able to identify the credibility of sources. Many of us use Wikipedia daily without considering the authority of its information. This writing assignment will help us study the sources that come from this website and critically consider our decisions whether or not to use Wikipedia as a source of reliable information. Furthermore, writing a concise, expository (informative) piece of writing allows us to practice the skills you will need for your research paper: integrating and citing sources, making clear syntheses between sources, considering and adapting your writing to a specific audience, and considering purpose.

Rough Draft: Friday, March 25

Final Draft: Monday, April 4

Topic: Your entry should be related in some way to your chosen Research Project topic.

Length: Between 750-1000 words (3-4 pages).

Choosing a Topic: Your entry should not already exist on Wikipedia. You have one of two options: (1) Create a brand new Wikipedia entry that does not currently exist, or (2) Significantly revise a "stub" (a very short Wikipedia entry of only one paragraph).

Don't Forget: In class we'll talk about Wikipedia and how to write an entry in that style. Remember to be conscious of the formatting, organization, and source citation format that Wikipedia uses—it is likely very different from what you've done before for essays.

Also, make use of the Wikipedia entry's discussion page (where users go to talk about what they have changed or what should be changed) as well as its history page (which chronicles the changes made over time to the entry). Both of these functions can give you great ideas for where to go next with the entry's revision.

Since Wikipedia is online, it makes great use of hypertext, or linked words and phrases that either go to other Wikipedia entries or to other internet sites. Be sure to use this cross-referencing tool, as it is really what has made Wikipedia so helpful to users. If you have questions about how to add hypertext links, ask me. We'll review how to work with Wikipedia in class.

General Requirements:

- ◇ Write an entry (or significantly revise a stub) relevant to your Research Project topic
- ◇ Length: between 750-1000 words.
- ◇ Follow Wikipedia's formatting guidelines and style (we'll be talking about this in class)
- ◇ Use hyperlinks as much as you can to both cross-reference to other entries and link to internet sites
- ◇ Write in the appropriate style and tone for the audience
- ◇ Avoid argument—Wikipedia articles are exclusively expository
- ◇ Cite a minimum of 6 sources

Turning it In: Follow the directions below based on if you are revising an existing entry or writing a new entry:

First, look on Wikipedia to make sure your contribution is unique, and there are no current Wikipedia entries on your topic, unless it is a stub.

Rough and Final Draft: Submit a Word document to our Dropbox. This draft should be formatted in the style of Wikipedia entries (though we will learn how to write Wikipedia code for uploading your final draft on the day the final is due).

Additionally, for both rough and final drafts, include a one-page reflection about your writing process on this assignment. Explain what you did to adapt your writing for Wikipedia. What were the challenges of this project? After writing an article for this site, what are your thoughts about Wikipedia as a credible source?

Questions? Ask me. Happy writing!