Building a Research “Jumpstart”
Improves Student Outcomes (and makes MY life easier)
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From Resources to “Jumpstart”

• Literature Libguide rolled out with a focus on resources for research

• Mainly databases and some print sources

• Met the need for literature students who were pretty confident as researchers.
Student Population

• Rural county: On average, our students are poor, part-time, and first generation in college.
• 48% of our students are Pell Grant recipients (ranking us in the 73 percentile compared to other comparable community colleges.)
• 65% of our students are part-time (ranking us in the 66th percentile compared to other comparable community colleges)
• 61% of our students are first generation in college (ranking us in the 91st percentile compared to other comparable community colleges).

All figures based on IPEDS Feedback Report 2016
Problem: Majority of Our Students are Not Confident Researchers

• Over time, we realized that we were helping with the same problems again and again and AGAIN.
• For literature, students needed critical research articles, BUT they didn’t know
  • Where to look, or
  • What a “critical research article” looked like.
Faculty had the SAME problems

Despite library one-shot instructions that focused on databases and the literature libguide, faculty also had lots of confused students with the same problems:

• Where to look
• What a “critical research article” looked like, and
• “But I googled it and couldn’t find anything!”
What if We Went BEYOND Where to Look for Resources?

Started creating work specific resource lists to provide a starting place for students with faculty help.
A “Jumpstart”, Not the End of the Line

- Showed students that resources WERE available.
- Not enough information to FINISH the research process.
- Modeled WHAT the students were looking for.
- Pre-screened for readability (no “heuristics of meaning” or “dialectics of agency”)


Getting Started

Each work we have covered has:
- A critical overview, often from *Short Stories for Students* or a similar resource,
- 3-4 critical articles from the databases,
- Highlighted print and e-books
- Multimedia resources (if we had them).
Critical Summaries

"An Occurrence at Owl Creek Bridge" by Ambrose Bierce

Overview, Background, Characters, and Analysis

Short Stories for Students by Kathleen Wilson (Editor)

Call Number: e-book
ISBN: 9780787616015
Publication Date: 1997-09-15

Contains concise synopses of the plots, characters and themes along with a brief author biography, a discussion of the story's cultural and historical significance and excerpted criticism.

"A Rose for Emily" by William Faulkner

Overview, Background, Characters, and Analysis

"A Rose for Emily" In Short Stories for Students.

Features summary, historical background, and critical analysis.
Critical Articles

"An Occurrence at Owl Creek Bridge" by Ambrose Bierce
- "Something uncanny": the dream structure in Ambrose Bierce’s "An Occurrence at Owl Creek Bridge.
- Ambrose Bierce’s "An Occurrence at Owl Creek Bridge" may owe its popularity to its realistic portrayal of a dream state. The story's structure is psychologically realistic due to the weaving of external stimuli into the dream world of its protagonist, Farquhar. Each motion associated with Farquhar’s hanging can be seen affecting the dream he and the reader are immersed in until the very last part of the story. Bierce’s story is analyzed in relation to the dream theories of his day.

"Bierce’s OCCURRENCE AT OWL CREEK BRIDGE.
- Describes the central pun in the book "An Occurrence at Owl Creek Bridge," written by Ambrose Bierce. Suggestion of a hemp-assassin connection by the author’s continuing interest in war; Appearance of the pun in the physical description of the character Farquhar. Portrait of a narcotic hallucination through Farquhar’s dream.

Looking for more critical articles? Start with a quick catalog search below, or try one of our literature databases.

"A Rose for Emily" by William Faulkner
- "Time’s Mathematical Progression in William Faulkner’s A ROSE FOR EMILY.
- The article offers criticism of the short story "A Rose for Emily" by William Faulkner. Particular focus is given to differing interpretations of the use of time as a theme in the story, presented by the literary critics Ray B. West Jr. and Thomas Dilworth. Distinction between mathematical and mechanical is explored and the main character Emily is analyzed.

"Uncovering the Past: The Role of Dust Imagery in A ROSE FOR EMILY.
- The article discusses the short story "A Rose for Emily" by William Faulkner, with particular attention paid to the symbolic role of dust in the story. The image of dust obscuring the past in the manner of the passage of time obscuring memory is examined, and the themes of decline, memory, and physical and spiritual decay are explored.

"Faulkner’s A ROSE FOR EMILY.
- Analyzes the meanings of the title and the chronology of the short story "A Rose for Emily" by William Faulkner. Symbols in the story that represent the petals in the rose; Evidence of Godelian devices in the story according to critic Jack Scherling. Religious implications of the sub-rosa concept in the story.

"The Ghostly Voice of Gossip in Faulkner’s A ROSE FOR EMILY."
Multimedia

“An Occurrence at Owl Creek Bridge” by Ambrose Bierce

Overview, Background, Characters, and Analysis

- *An Occurrence at Owl Creek Bridge* (1992 film)

The Civil War, a nation torn apart. A war fought in great battles, and a war fought on a much smaller scale...within the minds and hearts of a nation's young men. On a lonely bridge, a group of soldiers prepare for the somber task of hanging one of their compatriots, now an enemy, for sabotage. This classic retelling of Ambrose Bierce's acclaimed story "An Occurrence at Owl Creek Bridge," from *Tales of Soldiers and Civilians*, begins on an isolated span and then transforms into a far-ranging journey through the mind and dreams of a man facing death. Starring Roger Jacquet, Anne Carnoty, and Anker Larsen. Directed by Robert Enrico. (25 minutes)

“A Rose for Emily” by William Faulkner

Overview, Background, Characters, and Analysis

A rose for Emily by a film by Lyndon Chubbuck and H. Kaye Dyall, directed by Lyndon Chubbuck, produced and written by H. Kaye Dyall, executive producer, Gary M. Chubbuck.

Call Number: Audio Visual: P8361.A86R8 1982
ISBN: 9781558183810
Publication Date: 1982

Based on a story by William Faulkner.

Miss Emily Grierson was the fading aristocrat of a small Southern town. When she was young, her tyrannical father drove away all her suitors. Finally free after his death, Miss Emily quickly succumbed to the advances of a Yankee day laborer. Only years later does the town realize the chilling consequences of this ill-fated romance.
Nuts and Bolts

• Works were selected based on faculty syllabi and the textbook for ENC 1102 (our main literature course)
• Organized by genre, with a index sorted by title with box links to specific section on that work.
• Each resource box takes between 30 minutes and an hour to construct.
But Does It Work?
Literature Libguide Compared with Other Guides Based on Resources

Page Views Per Semester

- Literature
- Nursing
- Psychology
- Biology

Fall 2015  Spring 2016  Fall 2016  Spring 2017 (to March 31st)
Usage Before and After “Jumpstart”

Soft Launch of “Jumpstart”

Literature
Results

• Faculty LOVE it.

• Faculty tell students to START in the libguide since “(Students) are generally more successful if they get a sense of what is authoritative and college-level.”

• Faculty require students to use the libguide: “I require my students in ENC 1101 and RNC 1102 to use one, or sometimes two, articles from the LibGuide in their topic area. LibGuides provide students who are novices at the art of research with access to academic materials (…)”

• Faculty say “(with) all of the work you have done to tailor specific guides to texts and syllabi, the quality of students' resources have improved since the guides were developed.”
Reference is More Efficient

- Library Staff note “(the) short story index complete with links to some basic critical sources in the Literature libguide has not only given students a starting point, but it makes the reference transaction much more efficient. Once I've set up a student on the guide, it's oftentimes immediately obvious to me that the person feels more secure - and encouraged- once they see that information is accessible in a format they understand.”
You Can Do It!

• “Jumpstart” helps beginning students over the panic of “I can’t find any sources!”
• Time consuming setup, but works well as ongoing project.
• Focusing on works that the faculty require or suggest offers immediate payoff in student use and streamlining the reference process.
Please Explore and Steal!

http://libguides.southflorida.edu/literature

• Please take a look around to see how the guide is put together.
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Questions?

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