The later two information-focused assignments of the course were papers, one short in length on a passage from the Old Testament, one longer on a passage from the New Testament. While the first assignment had given the resources and merely asked students to learn how to engage with them, for the papers students had to learn to find resources themselves. Donna developed a library research guide for the course, which reminded students of the kinds of resources they should be using for each assignment and also showed them good ways to search for relevant materials. Besides the Bible, one library book source was required for the short paper, and three sources were required for the longer paper. For the longer paper, students were required to find one source from the reference collection, both to help them gain familiarity there and to help keep the regular shelves stocked with books. The only electronic resources I allowed were journal articles from the library databases, but students were cautioned that, though these were easy to access, they would often prove difficult to use effectively.

primary source ideas. Rather than attempt to master the text on their own and present their own commentary as original, I hoped to see students engage critically with the secondary sources, such that they saw themselves as partners or opponents with others as they interpreted a text. I hoped to develop an awareness of the larger community of interpretation that is essential for work in the humanities, regardless of the specific subject matter.

Assessment and Reflection

It was rewarding to contribute to student learning regarding their use of secondary resources, and any difficulties encountered only strengthened my conviction that we were developing important skills that did not come naturally to many students. Indeed, I did encounter some resistance from students, especially regarding the prohibition of online resources. To complete the assignments with a good grade, students had to learn to deal solely with library resources, and this was unfortunately unfamiliar to many of them. During the process I myself had to consider how necessary skills with physical books will be in the digital future, but I thought that students will lean on their electronic skills in many other courses; here, they had to learn to retain the ways of the past (which for many of us are still important for work in the

to find resources demonstrated a real lack of evaluation in their choices, as if the first resource found was necessarily the right one. I emphasized that finding good sources was a key to making paper writing *easier*. Without having to fish for passable information, papers could be composed by relying on the strength of reliable scholarship.

One weakness of my project was in not developing an assessment plan that could track the progress of the class or of particular students over the course of the semester. This would have been the most effective way to measure the success of the project. However, for the final paper, Donna developed a rubric that nevertheless assessed the final results of the course. The

as evidenced by selecting and incorporating source(s) into research assignment that are appropriate

To be considered proficient against this standard, a student had his or her] own ideas about research in conversation with

evaluated from two sections of the course

evaluation would ideally have been compared to the proficiency of the students as they began, I believe that comparison would

show a great improvement on the part of students in my course. The project itself was designed less to measure student progress but more to be a means of that progress and growth. Each assignment completed was one step toward greater information literacy that each student doubtlessly made in his or her own way. Especially given the cultural forces that tend to lead students to rely on superficial information, I think this kind of project in information literacy is fully worthwhile. With a bit of extra planning, a course such as mine could be adjusted to

demonstrate the skills they developed in the duration of their studies at Scranton.