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Library Search: Bibliographic Worknets

Helping introduce students to research does not need to feel like a daunting task. Yes, research appears messy, but implementing a worknets project encourages students to discover the web of influences that contribute to the creation of a text. Worknets introduces students to thinking of “ . . . sources as *complexly enmeshed resources* for rhetorical invention and, in effect, as *constellations of activity* whose tracing may prove generative throughout a researching writer’s many stages of active inquiry” (Mueller par. 3). Each stage of the project (bibliographic, semantic, affinity, and choric) requires the students to focus on a different aspect their primary source article to discover the influences that led to its creation and publication. The bibliographic worknet pairs best with this activity.

The library activity I created when paired with worknets encourages students to think beyond knowledge as occurring on a linear time frame and observe the interconnectedness of ideas from various mediums and time periods. I assigned several articles about writing or reading that the students could choose from. Then I asked them to critically read, annotate, and respond to their article as homework. This encouraged the students to engage with the text and develop their own assertions, which are keys to developing critical reading skills that are beneficial in all academic disciplines. The responses were based on questions from Andrea Lunsford’s *Writing in Action* that ask the students to think about and respond to the article’s strengths and weaknesses.

Additionally, the students chose four secondary sources from their article’s citation page: one book, two journals, and a medium of their choice. I encouraged them to choose sources from various time frames to expand their primary source’s web of influences. All of the information they collect was documented weekly in a minimum of 500 words journal entry. Over the course of the project their journal entries served as a space for reflection because they completed a writing prompt each week of the worknets project.

The library activity will work best when preceded by an introduction to research, including how to use Halle Library’s Esearch, how to identify credible sources, an overview of research methodology, and how information stays current. Often, students will need to rely on scholarly or academic sources to support their research essays. Therefore, it is crucial that they can locate credible sources and identify differences among information mediums like newspapers, journal articles, and books. The questions on the worksheet follow Elizabeth G. Rugan and Muriel D. Nero’s suggestions in “Library Scavenger Hunts: The Good, the Bad, and the Ugly” for productive library activities, as well as questions from *Writing in Action* by Andrea A. Lunsford.

Works Cited

Lunsford, Andrea A. *Writing in Action*. Bedford: St. Martins, 2014.

Mueller, Derek. “Mapping the Resourcefulness of Sources: A Worknet Pedagogy.” *Composition Forum*, no. 32, 2016. <http://compositionforum.com/issue/32/mapping.php>. Accessed 21 Oct. 2016.

Rugan, Elizabeth G. and Muriel D. Nero. “Library Scavenger Hunts: The Good, the Bad, and the Ugly.” *The Southeastern Librarian,* vol. 61, no. 3, pp. 7-10, 2013.

**WRTG 120 Name:**

**Project 3: Worknets “Locating Sources”**

**Outcomes:**  library proficiency, information literacy, and reflective practice

Identify at least one book from your author’s citation page and using the main library catalog, search for it, and then use the information you retrieve to locate your source(s).

Write your sources’ call numbers and library floors below. You will need to check out at least one source, so you can reference it while drafting the Bibliographic Worknet.

Floor Number Call Number Title

1) What are the authors and titles of the three books on either side of your book? Publication years?

2) What do these books have in common? How do they differ?

3) Is your author’s work connected to these surrounding texts? Explain your answer.

Using the online Halle Library Esearch, locate at least two journal articles from your author’s citation page. These journals should be written in different years. For example, you do not want to utilize sources all from 2012, rather you want to diversify the time periods. This will help broaden your Worknet. You will need to print these articles out, so you can read and annotate them as you draft your Worknet drawing and essay.

1) What kind of information or materials can you find in a library that you cannot find online?

2) What are the academic disciplines of the journal articles you chose?

3) What year and part of the year were they published? For example, Spring 2016 or Fall 1998 journal issue?

Answer these questions to establish documentation of your library proficiency and reflect on your experience:

1) Where in the library do you go to get help in locating sources (name and floor)?

2) How do you seek online help for locating sources?

3) What floor are the computer stations linked to the printers located?

4) What floor is the University Writing Center located? What about the Academics Project Center?

5) What is the most valuable information that you derived from this activity?

6) Do you plan on utilizing library resources for future academic assignments? Explain.

Bonus: Where is the quietest place to study in the library (name and floor)? Take a selfie in this space and insert it below.