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BASIC WRITERS AND THE LIBRARY: A PLAN FOR PROVIDING MEANINGFUL BIBLIOGRAPHIC INSTRUCTION

Background and Population Profile

Although it is quite certain that the students who find themselves together in a class of basic writing (called Developmental Writing where we teach) comprise one of the most diverse groups of learners imaginable in a college setting; their diversity ends with an absolutely unanimous response to certain words. If Developmental Writing students hear the words "library," "library instruction," or—worse yet—"bibliographic instruction," their eyes become glazed, their minds slow down or completely shift gears, and inwardly (or outwardly) they groan, "Oh no, not *that* again!" In response to those groans, we have worked for the past seven semesters to construct and refine a way to help Developmental Writing students learn—and enjoy—the fundamentals of bibliographic instruction.

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© *Journal of Basic Writing*, Vol. 9, No. 1, 1990

Our first task in this project was to define our audience. The diversity already noted makes establishment of parameters difficult, of course, but a generally consistent population profile of our Developmental Writing classes emerged. About one-third of the class are non-native speakers (NNS) of English, with vastly differing backgrounds and intentions.

Among the other two-thirds of the class, the native speakers of English, parameters are also difficult to establish. Some of the students have histories of failures in English; others have never regarded English, and especially writing, as something important to learn; still others come from high schools, sometimes in very small school districts, where teachers faced with 150 students each day have minimized the number of papers they assign students. Many of these students have often learned that just managing to turn in *something* has been acceptable. Thus, even the most basic of Donald Murray's concepts, i.e., viewing writing as a process, a task for discovering what we know, are new and somewhat suspect to many incoming Developmental Writing students.

Which students must be tested for placement in Developmental Writing is determined by the academic dean's office on the basis of their scores on a standardized test, PSAT, ACT, or SAT. Students who are Developmental Writing candidates are required to write an essay during their summer orientation days on campus. Topics are assigned and tests are monitored and holistically evaluated by members of the English Department.

On the basis of these evaluations, roughly fifteen percent of all incoming first-year students are required to enroll in Developmental Writing. Common problems displayed by these students include the inability to generate a text within the prescribed time constraints, difficulty finding a focus for the text produced, lack of specifics to substantiate what is stated to be the focus, lack of organization, and difficulty with mechanics/grammar of standard English.

Once in Developmental Writing, students receive concentrated help in mastering concepts of prewriting, finding a focus, developing and organizing the content, and editing the product to meet general standards of correctness. One of the difficulties, however, is that while Developmental Writing students are working on their assigned paragraphs (and then, eventually, short essays), they are concurrently being asked to produce lengthy term or research papers in at least one of their other courses. Analysis of our library reference statistics over the last few years indicates an increase in the number of students asking for help in researching topics in religion, psychology, sociology, and history for the explicit purpose of producing a substantial paper.

The varying requirements in these content area courses are particularly stressful for Developmental Writing students because of their typical lack of research skills. Not only are Developmental Writing students expected to find a topic and focus it, they are also being asked to consider the topics in terms of library resources. These students then not only have to struggle to write and edit a paper with reasonable content, specifics, and data, but to turn in the effort complete with correct documentation. All too often, in desperation, students find the first encyclopedia they can, the one source besides a dictionary with which they are acquainted, and copy as much material as they think will convince their professor that they have done research. This type of research usually ends miserably with students receiving poor grades, professors berating high school teachers and colleagues who teach composition, and no one quite understanding what went wrong.

Underlying Premises

For many years, we listened and felt intermittent guilt and anger as our colleagues wondered aloud why their students could not "write anymore." On dark days, we knew these professors were referring to the encyclopedia-based research that students had produced out of frustration and desperation, and we felt somehow we should have done something more effectively. On brighter days, we thought that perhaps there was something we could do to make the entire research process more satisfactory to both students and our grumbling colleagues.

It seemed reasonable to us to team-teach: a professional librarian and an English professor working together on ways of teaching the basics of bibliographic research to Developmental Writing students. Our collaboration was founded on several important assumptions. First, we considered the affective components of our students' learning and thought that introducing a person actually identified with the library on campus would help to allay students' very real fears. In other words, once students had worked with the librarian, future interaction would be enhanced.

Another important assumption was that a "hands-on" approach is the most effective learning strategy for recognizing an index and a card catalog, for reading and deciphering a bibliographic citation, and for actually locating periodicals and books. We wanted our students to learn by doing—by handling reference materials, by typing on the computer, by searching through the periodical shelves, and by walking through the book stacks. Whether it be through standard bibliographic instructional material, research and

documentation vocabulary, or the search itself, we wanted active and involved students who received immediate feedback. For example, we knew that discussing periodicals and periodical guides without the physical objects actually in the students' hands wasted everyone's time. To tell students that their papers must have a *bibliography* was pointless when they were still struggling to decide if we really meant *biography*. And explaining the steps in a search for materials also was futile without the presentation of real tasks.

Review of the Literature

Professional library literature is flooded with articles on bibliographic instruction for mainstream college students. But there is little said about library instruction for basic writers—a unique group, we felt, that merits unique strategies and considerations. The handful of articles appearing in the literature on this topic agrees with us and expresses several recurring themes or areas of concern prerequisite to successful instruction.

Attention to attitudinal barriers and creation of a non-threatening environment are paramount, according to most of these writers, for those students who may otherwise feel disenfranchised or programmed for failure. Josey, for example, underscores the importance of confidence building in students; he calls for librarians who are empathetic, yet who avoid the posture of “missionary zealots” with attendant patronizing airs (436–7). Breivik, who wrote a major treatise on the library's critical role in educating “disadvantaged” students, also assigns high priority to the nurturing of self-confidence and self-esteem (40).

Abandonment of the traditional lecture-tour approach may be critical in setting the stage for encouraging positive attitudes toward the library, according to several writers. Concerned with intimidation and alienation of DW students, Lolley and Watkins caution librarians against this method:

Developmental students are different. In all probability, many have no attitude at all concerning the library. However, one excellent way to establish a negative attitude in a student who is deficient in reading, writing, listening, spelling, speaking, and grammar is a boring tour and a lecture on bibliographic entries, cross references, periodical indexes, microfiche cards, and the Oxford English Dictionary! (25)

Breivik goes so far as to say, with the help of comparative studies, that not only is the lecture-tour method repellent to DW students,

but that it nets "less favorable results than no library instruction at all" (59).

Immediacy, relevance, and individualization must characterize the library instruction that replaces the lecture-tour method, according to several writers. Breivik writes that such instruction must be "closely related to students' immediate classroom needs" (67) and geared to the "real-life situation" (69). The NCTE 1986 statement of policy on "Racism and Bias in the Teaching of English" corroborates Breivik's mandate in calling for "topics and materials that connect the students' experiences with the classroom." Lunsford, in outlining characteristics of the best assignments for basic writers, recommends using students' "own contexts" as bases for exercises and follow-up assignments (96). More specifically, Wright prescribes topics such as abortion, pregnancy, child care problems, and unemployment as vehicles for instruction to "disadvantaged" students (2884-5). Ramey, in her library orientation work at Georgia State University's Division of Developmental Studies, believes in a hands-on/discussion approach in the classroom setting to orient students to materials in various formats (i.e., *The Readers' Guide to Periodical Literature*, periodicals, books, reference tools), thereby heightening relevance and sustaining interest (127-30). Workbooks, in which students complete multiple-choice exercises focused on specific library resources, are one commonly accepted version of the hands-on approach endorsed by Markman and Leighton. But even though the workbook method allows students to work at their own pace, Markman and Leighton encountered fairly widespread hostility among students with this approach:

. . . the medium [the workbook] may have seemed inappropriate to college students who, outside the classroom, use computers and other high-tech equipment in their studies. To this technologically minded student population, workbook activities may seem rudimentary and parochial. (133)

In order to achieve the best of all worlds—one where issues of immediacy, relevance, and individualization are addressed—library instruction must incorporate computers to reach basic writers more effectively and sustain their attention. "Computer allure," as Madland and Smith call it (53), is especially powerful for these students with their reading difficulties and nonprint preferences. They found, in their recent work with a Computer-Assisted Instruction program, that computers were overwhelmingly the

“preferred method of instruction” (chosen over videotape watching, listening to a librarian’s presentation, and reading a textbook) (62).

Determining a Strategy

In evolving a BI strategy for DW students, we incorporated the concepts and strategies found in the literature to the extent possible given staff and financial constraints. More specifically, we:

- 1) attempted to ensure a nonthreatening environment by allowing classes to work in small groups of four students headed by student interns and by offering continuous encouragement, feedback, and diplomatic “monitoring” of exercises;
- 2) rejected the lecture-tour approach in favor of a modified workbook approach which presented basic research strategies for carrying out an actual, hands-on search for both books and periodical articles;
- 3) used the online computerized library catalog in the workbook exercise, thereby catering to DW students’ preference for computer instruction;
- 4) individualized instruction by assigning unique search names and topics to each student and linking both names and topics to areas of current relevance, such as child abuse, AIDS, Reaganomics, abortion, and drug abuse. Also topics of immediate and very practical day-to-day relevance to college students such as date rape, the changing drinking age, student privacy, and financial aid legislation were included.

However, we departed from, or expanded upon, strategies delineated in the literature in several areas. Unlike most of the writers, we employed presearched (and tested) names and topics from the card catalog and various major periodical indices to 1) ensure a successful first search experience for the students who might be easily discouraged or turned off by “no hits” and 2) avoid the pandemonium characteristic of spontaneous student self-selection of author, title, and subject.

In addition, we attempted to apply the ability-grouping concept to our bibliographic instruction effort. Students with relatively high pretest scores were given more difficult exercises than those students with lower pretest scores. Related to this ability-grouping experiment was the pairing of specialized periodical indices with the students’ declared majors. This pairing was undertaken to pique the students’ interests and to prepare them for future specialized research in their majors.

Finally, unlike previous research, we sought in-depth feedback

from our Developmental Writing students—an expanding population seldom heard about in the professional library literature. Rather than speak for them, we solicited their responses to our instructional efforts in an attempt to personalize evaluation.

Pretesting for Readiness (Phase I)

Each class of Developmental Writing students over a seven-semester period was asked to complete a "Library Use Worksheet" one week prior to their in-library practicum (Phase II). This 19-item exercise was administered by the professor and scored by the librarian.

The worksheet was constructed with several underlying assumptions in mind:

- 1) Most student research needs are met through the use of books and periodical articles
- 2) Students must become conversant with certain key library vocabulary (e.g., bibliography, periodical, article, publisher, call number, catalog card, index) in order to locate and document resources and to understand the research process
- 3) Examples employed must be drawn from issues that are of current interests and relevant to students' lives so as to enhance learning
- 4) Brevity, directness, and design simplicity are critical considerations in devising printed exercises in order to sharpen visual appeal
- 5) Exercises should *teach* as well as *test* students by interspersing broad research strategy-related concepts with objective test items

The third assumption bears elaboration. We religiously avoided the abstract, bland, or unfamiliar examples characteristic of many library exercises. All too often, librarians resort to the first examples that pop into their heads for exercises. They kill any potential learning opportunity by using what students may perceive as highbrow literary figures, remote concepts of abstract art or philosophy, or highly technical scientific terms to serve as a vehicle for transmitting research principles that are, by themselves, only of marginal interest to students. For example, librarians—who are often former English majors—may well assume students share their interest in Ibsen's symbolism. Thus, students may be required to research the staging of Old Ekdahl's Garret in *The Wild Duck* rather than explore Gina's and Hedvig's humanity and relationship with their husband/father. Still other librarians might choose to have students focus on Monet's use of light in his paintings rather than

on recent government restrictions of Pell grants. As a result, students waded through exercises designed with only sophisticated or elite students in mind and, becoming turned off, miss the whole point of such exercises. Their stereotypes of libraries as stuffy and irrelevant become only further confirmed.

The fourth assumption implies the use of short, direct, and crisp questions that avoid the idiomatic expressions warned against by Ball and Mahoney (164). While we would use idioms and occasional clichés in exercises for mainstream students, we steered away from these because of their potential confusion for Developmental Writing students.

Of the nineteen items in the worksheet, the first eleven were designed to measure facility in reading a catalog card facsimile and asked students to identify joint authors, book title, publisher, publication date, pagination, call number, and subject headings.

The second set of eight questions focused on *The Readers' Guide to Periodical Literature* and was preceded by a general instructional comment on the concept behind periodical indexes. A reproduced partial column of entries and cross-references from *The Readers' Guide to Periodical Literature* served as a reference point for questions calling for identification of bibliographic components (i.e., article author and title, periodical title, volume, pagination, and date) and recognition of related subject headings for research enhancement. Trick questions were avoided.

In-Library Practicum: A Hands-on Experience (Phase II)

With the pretests scored, we allotted a one-hour class period to a "Library Hunting Exercise." Prefacing this practicum was a brief pretest review. During this ten-minute session, scored pretests with corrected answers were returned to the students for their perusal. To ensure understanding, the librarian went through the correct answers and added clarifying comments where students had encountered common difficulty. Questions were invited, and then the practicum booklets were distributed according to pretest scores, an experiment that will be described in detail later.

These booklets incorporated five carefully delineated steps (see Table I). The first three steps involved searching for a book by its author, title, and subject and gave students the option of accomplishing these searches either in the old card catalog or the new online computerized catalog (CLICnet). In order to measure progress following the pretest, each of these first three steps called for bibliographic description of each book identified through the catalog card or the online screen. In order to guarantee a successful

Table I: LIBRARY HUNTING EXERCISE

STEP 1

FINDING BOOKS

- A. Using either the card catalogue or the CLICnet computer terminal, locate:

Any book by _____

(If you use the computer terminal, type in:

... FA + Author's first and last names)

(FA = Find Author)

- B. Before you go on to Step 2, record the following information below about the book you just located:

Title of book: _____

Publisher: _____

Publication Date: _____ Place: _____

Call Number: _____

NOW YOU'RE READY FOR STEP 2.

STEP 2

- A. Using either the card catalogue or the CLICnet computer terminal, locate:

A book with the title _____

(If you use the computer terminal, type in:

... FT + Main words of title or

... FXT + Exact title as it appears above)

(FT = Find Title

FXT = Find Exact Title)

- B. Before you go on to Step 3, record the following information below about the book you just located:

Author: _____

Publisher: _____

Publication Date: _____ Place: _____

Call Number: _____

NOW YOU'RE READY FOR STEP 3.

pioneer research experience (most admitted never having been in the library before), all authors, titles, and subjects given in the booklets (different for each student) had been presearched online, in the card catalog, and on the shelves by the library staff. Too many

Table I (continued)

STEP 3

- A. Using either the card catalogue or the CLICnet computer terminal, locate:

A book on the subject _____

(If you use the computer terminal, type in: *** FS + subject)

Note: You may have to experiment with different word combinations to get a response from the terminal. If you get too many items, you can cut down the number by typing in: *** AT AUG (At Augsburg Library only)

- B. Before you go on to Step 4, record the following information below about the book you just located:

Author: _____

Publisher: _____

Publication Date: _____ Place: _____

Call Number: _____

NOW, USING THEIR CALL NUMBERS, FIND ALL THREE BOOKS ON THE LIBRARY'S SECOND FLOOR.

STEP 4

FINDING PERIODICAL ARTICLES

- A. Go to the Index Table section of the reading room and locate a recent volume (last ten years)
of: _____

- B. Use the above index to find *one* periodical article on the subject of

- C. Use the grey spindle to determine if Augsburg owns the periodical you need. If we do, go to the red stacks and find your particular issue. If not, try the process again—until you're successful.

- D. Now, after you have found the article, record the following information:

Author: _____ Name of periodical: _____

Title of article: _____

Date of periodical: _____ Pages: _____

NOTE: FOR ANYTHING YOU DID NOT FIND—BOOKS OR PERIODICAL ARTICLE—ASK FOR A CLIC FORM AT THE FRONT DESK AND FILL IT OUT FOR ANY MISSING ITEM.

NOW YOU'RE READY FOR STEP 5

Table I (continued)

STEP 5
SAMPLE BIBLIOGRAPHY
Johnson, Christine. <u>Going All the Way</u> . New York: Holt, Rinehart and Winston, 1986.
Maland, Jeanne. "The Importance of Going to College." <u>Education Digest</u> (June 1985): 10-15.
Following the above model entries for both books and periodical articles, construct a bibliography of the materials you found and ordered through CLIC. Make sure the final list is arranged <i>alphabetically by author's last name</i> .
YOUR BIBLIOGRAPHY
<hr/> <hr/>
<hr/> <hr/>
<hr/> <hr/>
<hr/> <hr/>
NOW BRING YOUR MATERIALS AND THIS BOOKLET TO THE FRONT DESK <u>BEFORE YOU LEAVE THE LIBRARY</u>. THANK YOU!

times, we have witnessed students "strike out" on their first search and never return to the library again. "Why doesn't this library ever have a darn thing we need!" they'd complain. "Why are books we want never on the shelves?" they'd ask, upon leaving the library.

As anticipated, most students gravitated toward the online system (as opposed to the card catalog) to complete their author, title, and subject searches. They found it difficult to move from the basic computer commands laid out in the booklets, to transmitting properly spelled authors, titles, and subject headings through the computer keyboard. Because most college students—not only DW students—are afflicted with a penchant for misspelling, we knew it

was critical to closely monitor their work at this point. When these misspellings elicited a "no holdings" response from the system, we (or other librarians assisting with this project) quickly stepped in to prompt students to double-check spelling of search names and terms in the booklet. We observed, with interest, that those students forced to use the card catalog (there weren't enough computer terminals to accommodate everyone simultaneously) also had difficulty with spelling but managed to stumble onto correctly spelled names or terms on "neighboring" cards without assistance. The implication is clear: any computer-based library instruction—or library reference work in general for that matter—must allow for sufficient staff to provide critical intervention.

The remaining segment of the first three steps, the retrieval of three books from the stacks, was unproblematic for students.

Locating periodical articles was the focal point of Step #4. With the concepts of individualized instruction, currency, and practical relevance in mind, we asked students to find an article written during the last ten years, using one of four major periodical indices (*Readers' Guide*, *Business Periodicals Index*, *Social Sciences Index*, and *Education Index*) on presearched topics of possible immediate interest. To prepare students for future research, periodical indices were geared, whenever possible, to a student's major (determined in advance). A sociology major, for example, was assigned *Social Sciences Index*, while a student in accounting searched *Business Periodicals Index*; those with undetermined majors used *Readers' Guide* for their search.

Ability-grouping was attempted in Step #4 by varying the difficulty of the subjects chosen for students and subsequently coordinating the difficulty level with pretest scores. Some subjects, like "Nicaraguan foreign relations with the U.S." or "Reagan's economic policy," entailed terminology manipulation as well as cross-referencing. These were assigned to students with pretest scores above 60%. Other subjects chosen, like "child abuse" or "AIDS," were more direct, one-step searches and were given to students who scored below 60% on the pretest.

The application of the ability-grouping concept was predicated on our desire to avoid boredom (a common student reaction to BI), enhance cognitive learning, and ensure a uniform finishing time. Where ability level had been disregarded with previous classes, the "better" students finished their searches much ahead of the other students and made disparaging remarks about the assignment's "lack of challenge." "We had this stuff in grade school," students would say.

Upon identification of an article in an index, students were directed in Step #4 to retrieve the periodical containing the article.

Step #5 was a culmination of the first four steps, calling for compilation of a bibliography of items retrieved in the preceding steps. If items were missing, students had to rely on the bibliographic data recorded in each of the earlier steps for this compilation. Such an exercise, it was hoped, would have direct transfer value to other courses requiring documented papers. Step #5 was prefaced with a sample bibliography in order to acquaint students with correct form and punctuation, in accordance with MLA style.

Posttesting: Measuring Progress (Phase III)

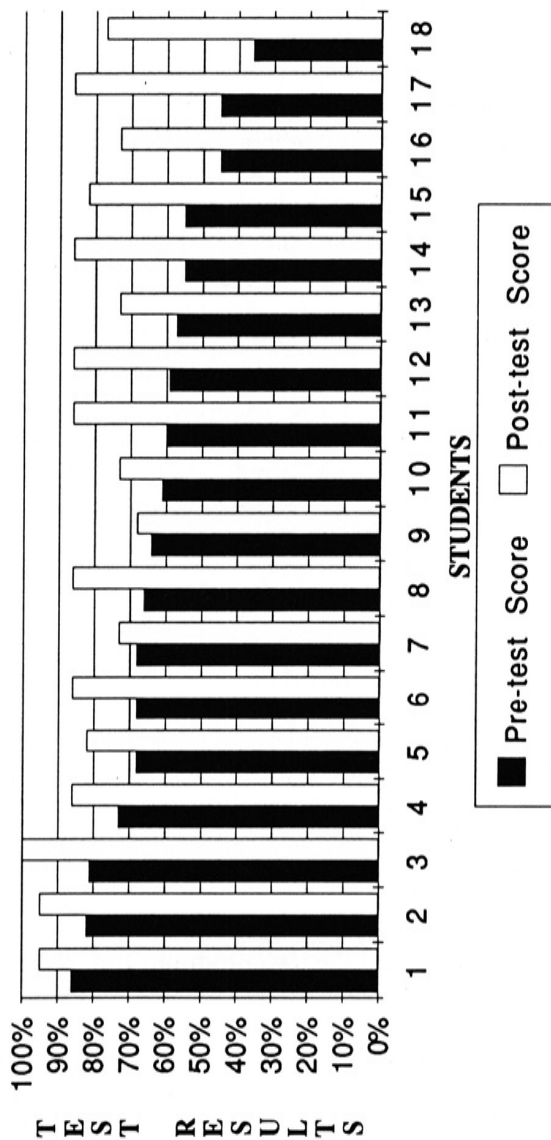
In order to discern measurable progress after the hands-on exercise in Phase II, a posttest was designed and administered to students during the third of three class periods devoted to our instructional sequence. The posttest, like the pretest, entailed nineteen questions regarding a catalog card facsimile and sample entries from *Readers' Guide*. Though specific example content was different from the pretest, both tests were structurally (i.e., in terms of question wording, format, and answer type) identical in order to provide maximum test validity.

Results, Evaluation, and Conclusion

Most DW students in all seven classes over the three-year period demonstrated marked improvement in their comprehension and application of basic research skills and concepts during this three-phase BI sequence. The mean pretest score for all classes was 62% correct, and the mean posttest score for the classes was 78% correct. (Table II reflects individual improvement for the Fall, 1988 class.) In the intervening practicum, Phase II, student performance improved dramatically, many students almost doubling their pretest scores.

The main problem area for students in the pretest occurred with identifying component parts of a catalog card facsimile (e.g., joint author, title, subject headings, complete call number, and bibliographic note) but was not nearly so troublesome in either Phases II or III. Deciphering periodical index entries was not as problematic for students in any of the three phases. The only recurrent difficulty was in distinguishing pagination (they often confused pagination with volume number) and dates. Students were gratifyingly able to

TABLE II
A COMPARISON OF PRE- AND POST-TEST SCORES
(FALL 1988 CLASS)



sift through a number of index entries and critically select appropriate articles.

Interestingly enough, the mean score in the intervening hands-on phase in the library was 88% correct. For many students, their score in this phase exceeded their posttest score. Even though the hands-on exercise introduced new material and new situations (i.e., the online catalog, actual retrieval of items from the library stacks, and the need to compose a four-item "real" bibliography), students responded very favorably to the opportunity to actually use the computer terminals and indices and handle the books.

Though score increases were, in themselves, encouraging, the long-term attitudinal changes alluded to in our original goal statements were even more gratifying. (Table IV presents actual evaluation-form statements along with mean student rankings of our BI sequence.)

Increased confidence was one indisputable result of instruction, as reflected in responses to Statement #8, "I will be able to use the library more confidently as a result of this presentation." One freshman student, who graduated from a large inner-city Minneapolis high school, elaborated in her comments: "It's definitely easier to use the library now. It makes me smile and gives me satisfaction to find something, and I'm so proud to know my way around the library."

The hands-on approach was an important factor in building student confidence, indicated partly by the 3.6 mean ranking (on a 4.0 scale) of Statement #7. Written comments support this conclusion. "In high school, I had used only the basics—not even the *Readers' Guide*—and was embarrassed about this," reported a freshman from another large inner-city Minneapolis high school. "I had never used a computer catalog, only the card catalog; the staff would find periodicals for you. Then in college, they assume students know how to find material; kids are scared to ask and embarrassed they don't know," she added.

The theory that the lecture-tour approach must yield to a hands-on approach was given further credence in our "experiment." "You must learn a little and practice a little—the librarian could talk for a whole hour, but until you practice, this doesn't mean anything," remarked a sophomore student from South Korea. "I learned bibliography and footnoting practices from actually using the periodical indexes," he added. "Because I was absolutely library illiterate, the big thing was the computer catalog which I'd never touched," observed a Canadian sophomore.

Transfer value was another pattern noted in student comments.

Table III
Profile of Mean Scores
for three-phase BI sequence

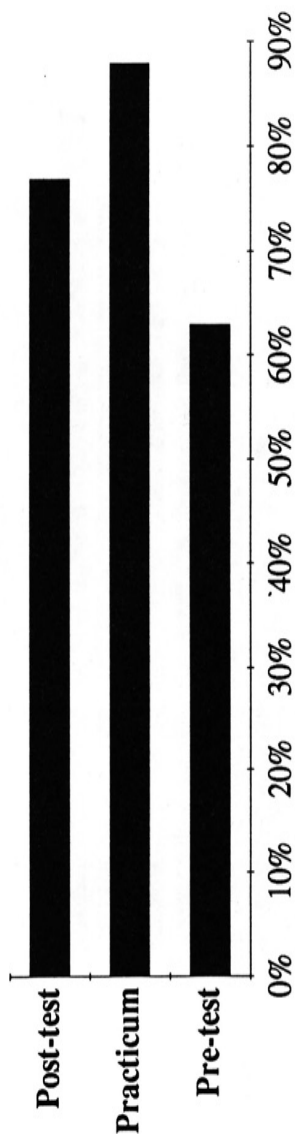
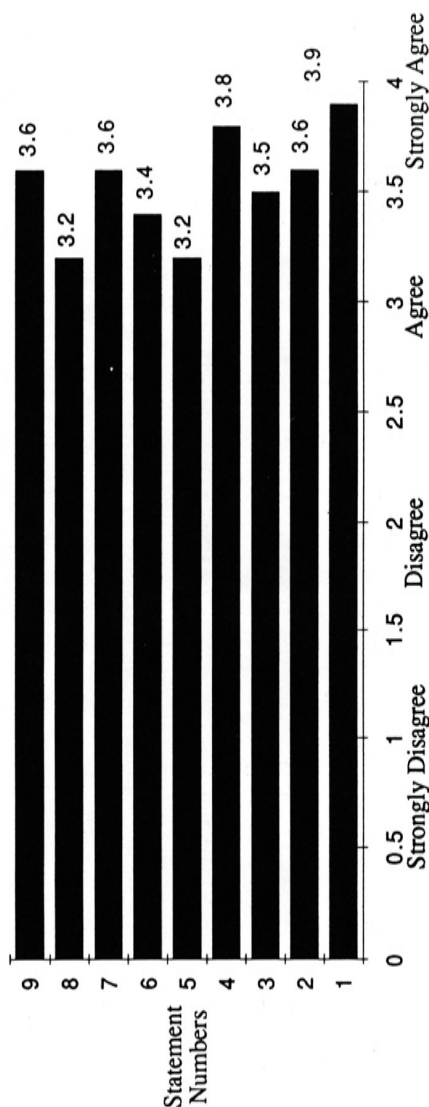


Table IV LIBRARY INSTRUCTION EVALUATION
Average Rating



STATEMENTS ON EVALUATION FORM

1. The librarian seemed to know the subject matter presented.
2. The librarian's goals for the session were clear.
3. The librarian gave explanations that were clear and to the point.
4. Questions were invited during and after the presentation.
5. The written exercise on library skills *before* the librarian's visit was useful in letting me know what I needed to know about the library.
6. Going over the exercises in class was helpful.
7. The trip to the library and the worksheet on *actual use of materials* was helpful.
8. I will be able to use the library more confidently as a result of this presentation.
9. If I need library research help again, I'd feel free to ask this librarian for help.

"What I learned about tracking periodicals in the library from the indexes to the stacks has really helped me in my religion class; I'm glad I know this procedure now," attested another sophomore. "I have been able to use the *Social Sciences Index* for my courses in Asian history and social work," said the South Korean student.

Traditional interpersonal barriers between student and librarian as well as stereotypes were also eroded in this instructional sequence. Statement #9 on the evaluation form, "If I need help with library research in the future, I would feel free to ask this librarian for help," elicited a mean ranking of 3.6.

Thus, although our populations of students in basic writing were diverse, their overall responses to our phases of bibliographic instruction were not. Without exception, our students made progress—attitudinally, behaviorally, and cognitively—as we guided them through the steps of a library search. Affectively, students' confidence levels were raised as they realized that they actually could learn a bibliographic system and succeed in finding materials on their own. Principles of collaborative learning played an important role in our exercise as students discussed tasks, shared information, helped each other with specific assignments, and praised each other's accomplishments. They reported positive responses to the library and to library personnel and stated that they would be much more confident in subsequent trips to the library because of instruction received in Developmental Writing.

Students were rewarded at several stages during the learning process and, ultimately, with success in finding actual materials at the end of their searches. They were able to complete the steps from beginning to end of the task provided and, in fact, read the periodical article or book chapter they had found at the end of their search. Using students' own contexts not only was beneficial, again as affective inducements to the task, but also as cognitive frameworks into which students could more readily integrate new material learned regarding the library. Thus, from exposure to advance organizers in the classrooms prior to library visits, to the posttest follow-up measures, students responded that they felt they had learned the basics of a bibliographic search.

Thus, with this procedure and exercise, we believe we have made considerable and significant progress toward our goal of helping our Developmental Writing students learn research basics, showing them that the library is another place where they can be successful as independent learners, and reinforcing the usefulness of the library as a ready source for relevant and current information. We expect to see our students using more effectively and enjoying

more fully any library resources they may encounter because of our work in Developmental Writing.

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