City University of New York (CUNY)

# CUNY Academic Works

2015

# SEEK Summer Bridge Program in the Hunter College (CUNY) Libraries 2015

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**SEEK Summer Bridge Program in the Hunter College (CUNY) Libraries 2015**

**Learning outcomes**

At the end of four 50-minute library sessions, students will be able to
- Generate questions based on material given in class
- Identify open-ended and researchable questions

**Project goal**

We are exploring what kinds of affective issues might prevent students from feeling comfortable interacting with library resources and faculty/staff. In future iterations of this project, we expect to be able to add an affective outcome to our list around this target.

**Authors**

This curriculum was created by librarians Mason Brown, Stephanie Margolin and Sarah Ward, with feedback from all participating instructors in summer 2015. The material is licensed under a Creative Commons license (see below). Thanks to our instructor/collaborators: Malin Abrahamsson, John Carey, Iris Finkel, Sarah Johnson, John Pell, Phil Swan and Clay Williams.

**Looking toward 2016**

We produced this document based on our 2015 curriculum. For 2016, we are considering how best to implement the following changes:
- Including at outcome to explicitly reflect our *affective* learning goal for the workshop (e.g. getting students more comfortable in the library/seeking help from librarians)
- Modifying Session 1 in order to be clearer on what we are teaching -- and what we are NOT teaching (e.g. no library tours, no databases searching, etc. )
- Beginning Sessions 2-4 with a reflection that is based on work done in the prior class. Reflections will be written in the students' 'zines.
- Fewer comic panels for selection. Last year, we offered each class approx. 20 panels. This year, we will offer 10 panels, no duplicates.
- May rethink our Ask Me Anything exercise (Session 3)
- For Ask Me Anything (Session 4), we are trying to invite some rising sophomores, so that the students can ask questions about college research to real-life former freshmen.
- We will remove the brief introduction to the library (Session 4). This was added based on issues that arose mid-workshop last year; we hope to better manage expectations from the outset in 2016, thus not needing to include this.

Session 1

| Activity | Timing | Instructor Cues | Materials |
|---|---|---|---|
| *Pre-test*:<br>Students will complete a hand-out provided by instructor.  As hand-outs are completed, they will be posted around the room, forming a gallery. When all the hand-outs are complete, spend approximately 5-10 minutes looking at and discussing the materials as a group. | 00:20 | Before students begin, remind them that there is no right or wrong answer – this isn't a test. This is just an ice-breaker so that we can get to know each other.<br>As you're looking at the work, where possible make comparisons and find common threads among the students' work.  Ask questions like, "In this comic, it looks like the student is feeling [anxious]. Is there anyone else who feels like this?"<br>Remember what we started with: there's no right or wrong answer. | Pre-test hand-out will ask for students' names and a few demographic questions. Students will also be given the start of a comic panel and will be asked to complete their own 6-word word-bubble responding to "How do you feel about doing college research?" |
| *Brief introduction to the workshop material* | | Instructors can introduce themselves and explain that we'll be meeting for 4 sessions over the next two weeks to develop skills that will make their freshman year easier.  We will be using comic book panels to help build familiarity with beginning the research process. We'll be building on skills that the students already have. | |
| *Exercise 1: Brainstorming questions*<br>To begin this exercise, put students in groups of 4. They will remain in these groups for all 4 sessions.  Each group will select a single comic panel (choices provided), and the groups will be instructed to ask as many questions as | 00:20 | Remind students that questions can be big, small, simple or complex, but try not to give them an actual sample questions.  If there is something that the student knows as a fact, s/he should rephrase as a question (just like Jeopardy). These can be questions that may or may not be possible to answer. | 10-20 panel selections will be provided.  We will have 2 copies of each panel in each class.  Each will be accompanied by a blank sheet for questions.<br><br>There will be one folder per |

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| they can about their panel.  They should take turns, making sure that every group member has a chance to speak, and alternating the "scribe" position. | | In total, we'd like to provide about 15 minutes of question-asking time with the students alternating among who is asking the question, and who is recording the questions. Students take turns asking questions, one question at a time, so that each student has an equal chance. We expect to get through about 5-10 minutes of question-asking in this session.  Collect the panel(s) and the questions at the end of class – be sure that the group members' names are on it. They will get it back next time.  Give students time-checks every 5 minutes. | group with team names already assigned. At the end of the session, collect their panels, questions and booklets all in their folders. |

Session 2

| Activity | Timing | Instructor Cues | Materials |
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| *Recap from last session:* Before you return students folders, group discussion: What is the point of all this? Discuss how and why asking questions is important to the research process -- both for college research papers and for research on the job/for their personal life. While this is often a step that we skip, it is valuable to take the time to ask yourself some questions before you start -- and to think about research as a process to get answers for your questions. | TBD | | |
| *Exercise 1: Brainstorming questions, pt 2* Get students back in their groups and give the panel and the questions back to them. They should determine the following: -  Total number of questions that they came up with - First question - Last question - Most interesting question. This last one is subjective; students in the group don't have to agree.  Each student can | | | |

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| write his/her most interesting question in the booklet for Day 2. *Brainstorming questions, pt 3* Each group passes their panel and their questions to a nearby group (instructors sort out swap). As a group, look at the panel, take a look at all the questions, and select the most interesting one. Circle or highlight it. | | Class discussion: Show the panels on the board and write down each group's total, first, last and most interesting questions. Did the *other* group agree on the most interesting question?<br><br>Possible prompts:<br>● How easy or hard was this exercise?<br>● How did you came up with your questions?<br>● Did your questions change as you spent more time on them? How come? | |
| *Exercise 2: Reading for answers* Each student is given the full page that relates to his/her original panel. They are asked to read their panel with two questions in mind (from the last exercise): their first question and their most interesting question. Students should take notes on whether their questions are answered (and what the answer is), can be partially answered, or can't be answered at all. | Read: 00:15<br><br>Talk: 00:15 | REASSURE: Both before and after the reading, remind students that we don't always find what we're looking for when we read. We can't always answer our questions with the first source that we use. If a student completes the reading/answering before the time is up, s/he can read through a second time, using different questions.<br><br>Class discussion: Have any new questions occurred to you following the reading? What kinds of questions could be answered? Could you partially answer any of your questions? What kinds of questions could not be answered? Any idea why? How do you use a reading to help answer questions? | One full page/student, materials depend on students' original panel selections. |

| | | Is there a source outside the comic book that you think would help answer a question? <br> * Talk about what questions you'd ask a librarian in this situation, and how * | |
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Session 3

| Activity | Timing | Instructor Cues | Materials |
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| GAME: Ask Me Anything | 00:10 | - FULL CLASS PARTICIPATION<br>- Go around the room and have each person ask a question about the library. Have them alternate between yes/no questions and open-ended questions. Write all the questions on the board.<br>- As a class, decide what is the most interesting question IN GENERAL. Why?<br>- Then give these contexts and re-evaluate what will get you the most information and why, is it open-ended or y/n:<br><ul><li>Does anyone in the class know the answer to any of these questions?</li><li>Of the remaining, which are the top 3 questions (they vote) that do you think that you'll need the answers to first-- we'll answer these right here</li><li>Top 3 questions to ask of someone who has already been through ENGL 120/freshman year</li></ul> | |
| *Exercise 3: Brainstorming Questions, Redux* | 00:15 | This is a repeat of the initial question asking process, but instead of asking questions about the single panel, the students will be asking questions about the entire page. Having extra content and context might make this process easier, or it might be more difficult because there could be too much to work with.<br>Prompt: | Each group will be using the full page that contains their panel. |

| | | ● How many new questions occurred to you following the reading? <br> ● Given the context of writing a 3-5 page research paper on this comic, select your most interesting question out of your whole question list & write it on the board/paper (students will do the writing when they are ready) | |
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| *Exercise 4: What's a good question?* Each group selects what they consider to be a "good" question. <br><br><br><br><br><br><br><br><br> CRITERIA 1: Each group should consider their question and make sure that it meets the criteria. If it does not, they should adjust it as needed. <br><br><br><br><br><br><br> CRITERIA 2: Again, each group | 00:10 | Each group puts their best question on the board (~ 6 questions total). Discussion: What are the similarities between all of the questions on the board (good or bad similarities). <br><br> As a class, develop a checklist for what makes a good research question. <br><br> Have the students apply that new set of rules to one (or more) of the questions on the board -- in order to improve them. Change the question to conform to the checklist. <br><br> CRITERIA 1: OPEN-ENDED. The question can't have a yes/no answer. We recommend words like How, Why, What are the effects of…. <br><br><br><br><br><br><br><br> CRITERIA 2: MANAGEABLE. In real-world | Have the students record their questions in their zines. |

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| considers their question and adjusts as needed. | | research, there are many sources and this can be hard to determine. But for right now, just consider the context of a short research paper. What is too broad? What is too narrow? | |
| *Question Modeling and Revising* | 00:20ish | Model for the class with the following question:<br><br>Are they villains or superheroes? [too broad/specific] → What is the significance of villains in superhero comics? [still too broad] → How are the villains different in Batman vs. Wonder Woman? [more manageable]<br>● Who are they?<br>● What do they represent?<br>● Does gender come into play?<br>● How do they challenge the hero?<br>● What are the villains powers?<br><br>Following the model, have the groups revise their questions on the board/paper and develop at least 3 sub-questions. Write these in p. 3 of their booklets.<br><br>We want to see the revision process. Walk around and help.<br><br>Class discussion:<br>Look at all of them.  Perhaps ask each group | |

| | | how and why they had to change their questions.<br>* How could a librarian help with this process?* | |
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Session 4

| Activity | Timing | Instructor Cues | Materials |
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| *Recap of Session 3/Asking Questions* | 00:05 or 00:10 | At your discretion, review a few of the small group stickies from the last class.  One idea is to annotate and/or circle key concepts.  Where possible, try to make your points by asking questions and encouraging the class to answer. | |
| *Exercise 5: Connect to "real-world" academic research*<br>Students no longer need to work in groups for this exercise.  Each student will be given a copy of the same (text-based) reading. Students should read the article, taking note of any word or term that they don't understand.  When they are done (or at our prompt), they should write down one (interesting) question, based on the article, that meets the criteria of the last lesson (e.g. one that you could use to guide a 3-5 page/short research paper) | Read & Question 00:20<br><br>Discuss 00:15 | Starting this exercise, remind the students of their checklist. You might even want to write these on the board.<br>Select a few students to post their questions on the board (or read them out, if you think that they're comfortable), then ask for a show of hands of others who have similar questions.<br>Class discussion:<br>● Make connections between their questions.<br>● Select good examples to ask if questions are open-ended and manageable.<br>● Ask if the question-asking process was easier with the comics or with the written article. | Rivera, Lysa. "Appropriate(d) Cyborgs: Diasporic Identities in Dwayne Mcduffie's Deathlok Comic Book Series". *MELUS* 32.3 (2007): 103–127. |
| *BRIEF introduction to the library website.*<br>*Remind students that the booklets are* | | Using the information on the back of the students' booklets, make them aware of the Ask-a-Librarian feature and of the Lib Guide. | |

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| *for them to keep.*<br>*They should also complete the "One thing I want to remember" section (last page).* | | Also make sure that they have your (their librarians') contact information in their booklets. | |
| *Making comics of your own*<br>Pass out their pre-tests from the first day of class, along with the new hand-out (and a packet of comic-making supplies). Students should create a new comic panel (new handout) about how they feel about college research. There is no word limit this time. | 00:10 | Give students time to reflect on their original work and make their new work. At the end, collect both old and new panels.<br><br>NOTE: There are questions on the back that students also need to complete.<br><br>GIVE OUT BUTTONS!! Buttons were made using comics that we selected for this class. | Return pre-test handouts<br>Post-test handout<br>Comic-making supplies |
| *If there is time left…*<br>Have a lightning round of AMA: The Library | | We recommend capturing all questions (photos of white boards, or write on sticky note posters) so that you know what incoming students are curious about. | |

**MATERIALS**

| Comic | Characters | Collected Edition (if available) - ISBN |
|---|---|---|
| Adventure Time (2012) #5 | BMO | Adventure Time Vol. 2 - 1608863239 |
| Adventure Time (2014) #35 | Finn, Jake, Princess Bubblegum, etc | Adventure Time Vol. 6 - 1608864820 |
| Avenging Spider-man (2012) #4 | Spider-man, Hawkeye | Avenging Spider-Man: My Friends Can Beat Up Your Friends - 0785157794 |
| Avenging Spider-man (2012) #10 | Spider-man, Robyn Hood | Avenging Spider-Man: The Good, The Green, The Ugly - 0785157808 |
| Avenging Spider-man (2012) #12 | Spider-man, Deadpool | Avenging Spider-Man: The Good, The Green, The Ugly - 0785157808 |
| Batman: The Brave and the Bold (2012) #12 | Cain, Abel | Batman: The Brave and the Bold - The Fearsome Fang Strikes Again - 1401228968 |
| Batman: The Brave and the Bold (2012) #15 | Batman, Mr. Miracle | The All-New Batman: The Brave and the Bold - Small Miracles - 1401238521 |
| Batman: The Brave and the Bold (2012) #16 | Batman, Batgirl, Bat-mite | The All-New Batman: The Brave and the Bold - Small Miracles - 1401238521 |
| Chilling Adventures of Sabrina (2015) #1 | Sabrina the Teenage Witch | Chilling Adventures of Sabrina - 1627389873 |
| Daredevil (Vol. 4 - 2014) #1 | Daredevil | Daredevil Volume 1: Devil at Bay - 0785154116 |
| Haunt of Fear (1992 reprint) #4 - Grim Fairy Tale | medieval butcher and peasants | The EC Archives: The Haunt of Fear Volume 1 - 1616559934 |

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| Weird Fantasy # 22 (1992 reprint) - The Fossil | aliens | n/a |
| Hawkeye (Vol. 4 - 2012) #3 | Hawkeye (Clint Barton), Hawkeye (Kate Bishop) | Hawkeye, Vol. 1: My Life as a Weapon - 0785165622 |
| Ms. Marvel (2015) #12 | Ms. Marvel (Kamala Khan) | Ms. Marvel Vol. 3: Crushed - 0785192271 |
| The New Avengers (2006) #17 | Luke Cage | New Avengers, Vol. 4: The Collective - 0785119876 |
| Rocket Raccoon (2014) #1 | Rocket Raccoon, unnamed robot, Cosmo | Rocket Raccoon Volume 1: A Chasing Tale - 0785193898 |
| Rocket Raccoon (2015) #6 | Rocket Raccoon, Groot | Rocket Raccoon Volume 1: A Chasing Tale - 0785193898 |
| Squirrel Girl (2015) #6 | Squirrel Girl, Chipmunk Hunk, Koi Boi | The Unbeatable Squirrel Girl Vol. 2: Squirrel You Know It's True - 0785197036 |
| Strange Sports Stories (2015) #2 - The Patchwork Palooka | boxer, zombie | Strange Sports Stories - 1401258646 |
| Wonder Woman (2011) #0 | Wonder Woman, Ares | Wonder Woman Vol. 1: Blood - 1401235638 |
| Wonder Woman (2011) #2 | Wonder Woman, Alekes | Wonder Woman Vol. 3: Iron - 1401242618 |

To learn how to fold 'zines, we recommend this video: https://youtu.be/3vzGOczF1Hg. You might also see Barnard's Zine Library, which has tutorials: https://zines.barnard.edu/howtomakeazine.