

**WML Information Literacy Instruction Assessment 2022-23**  
**Classroom Activity Report – Individual**

**Faculty Librarian:** Donna Witek

**Semester:** Spring 2023

**Course Number and Name:** T/RS 315: John's Gospel and Letters (EP)

**Course Instructor (Last Name):** Azar

**Date(s) of Information Literacy Instruction:** 2/20/2023

**Time(s) of Information Literacy Instruction:** 6:40-7:40pm

**Location:** STT 413

**Number of Students Registered in Course:** 17

---

**Summary of research assignment or task**

Students write a researched essay in which they analyze a passage from the Gospel of John according to its literary, historical, theological, interpretive, and scholarly contexts. This paper is completed in a multi-phase process with due dates spread throughout the semester, the first three of which focus on finding specific types of sources about their passage. The course instructor, Fr. Azar, provides handouts with resources that guide students in where to search for the different kinds of sources and how to format their paper and references in the Society of Biblical Literature (SBL) formatting style.

I created a research guide for this course and assignment (<https://guides.library.scranton.edu/theology/azar-trs315>) that mirrors the content on Fr. Azar's source-finding resource and embeds active links to the different search tools and resources he recommends they use. My research guide also adds searching tips for each resource where appropriate. The information literacy lesson is focused on teaching students how to use these resources to find the required sources for their papers and also on understanding the role of research in their papers.

**Classroom Student Learning Outcomes (SLOs) – at least one, no more than three**

SLO 1: As a result of this information literacy instruction, students will engage in inquiry into historical interpretations of their John passage by accessing and studying Bible dictionaries and historical commentaries.

SLO 2: As a result of this information literacy instruction, students will analyze their John passage through accessing and reading scholarly articles and essays from the sustained discourse on their passage.

PLO4: Students will articulate the key elements in their research questions in order to develop and execute a search strategy.