

Introduction to BOOST

To help students and instructors meet the course goals and learning outcomes of Berea College's General Studies curriculum, Hutchins Library and the Learning Center have developed **BOOST (Berea's Online Orientation Skills Tutorial)**—a web-based research and writing tutorial. BOOST is designed to supplement services provided through the Library and the Learning Center.

Please note: Using faculty and student feedback, BOOST will be updated on a continuing basis to meet the needs of the new General Education curriculum (in particular, GSTR 1 and GSTR 2) as it develops and is implemented.

Utilizing BOOST: the Basics

BOOST Modules

Because of the complex nature of library research, BOOST has been divided into modules that should be completed one at a time or as needed to support an assignment.

BOOST consists of the following instructional modules:

1. **The Research Process**—introduces students to the steps involved in conducting sound research, including the Assignment Calculator- a project management tool for students based on the original [Assignment Calculator of the University of Minnesota](#).
2. **Defining Research Needs**—emphasizes the understanding of one's assignment and the differences between resource types;
3. **Developing a Research Strategy**—emphasizes the defining of a topic, the posing of a research question and the brainstorming of search terms;
4. **Conducting the Search**—describes the process of searching for relevant resources and gives students the opportunity to find appropriate resources (books, articles, and websites); includes the use of BANC and online periodical databases;
5. **Evaluating Resources**—details the use of a working bibliography and conducting searches for appropriate books, articles, and websites for one's research needs; and
6. **Using Resources**—emphasizes the understanding of plagiarism and the proper use and citation of resources, including links to tutorials on plagiarism and citing resources.

BOOST Worksheet

Integrated throughout BOOST is an Assignment Worksheet intended for use with a specific research/writing assignment and containing questions associated with each BOOST learning module. As questions are closely tied to the student's individual research, BOOST should be assigned in conjunction with a research assignment. Student response to BOOST questions can be used to gauge student research progress and to identify and address weaknesses.

The Assignment Worksheet can be printed out (in either MS Word or PDF format) for use by students as needed or questions can be answered directly within BOOST and saved for later use—thus allowing for modules to be completed at separate sittings or as needed.

Note: Students **must** be logged in to BOOST through a student account in order to be able to save their responses to the worksheet. At any time, a logged in student may view his/her worksheet answers by clicking the "**View Worksheet**" link at the top of the page. Students can save their responses as a separate document and send as an attachment to their instructor for review.

Links to Additional Resources

Many BOOST modules contain links to outside tutorials and resources that can be useful for development of skills, the deeper understanding of research and writing concepts, and as reference materials. For example, BOOST links to tutorials on plagiarism, BANC tutorials, exercises on citing resources, the Hutchins Library Virtual Tour, and the online version of A Pocket Style Manual (4th ed.) of the St. Martin's Handbook.

BOOST Menu

The BOOST menu contains links to the Library Home Page, the Learning Center, BANC Tutorials, *WriteNote*®, and to campus resources. It is our hope that students will become familiar with the Library and Learning Center home pages, learn to successfully identify appropriate resources, and be prepared for future research and writing assignments.

Developing Research and Library Skills

BOOST is designed to supplement library and research skills taught in-class or in the Library keeping in mind the following:

- the best instruction is connected directly to assignments created for each section or class;
- early exposure to a library skill intended for a later course, or repeated attention to a skill covered in an earlier course, may be desirable;
- certain library skills, such as recognizing and avoiding plagiarism, are appropriate on a continuing basis; and
- as the electronic environment in the library is constantly changing, repeated instruction serves to enhance skills and diminish frustration for the students.

(Summary of the General Education Communication Sequence- An Update to the 1994 document and addition to the document "Writing at Berea College")

Thus BOOST ([based on the LOBO Tutorial of NCSU Libraries](#)) has been designed to:

1. connect directly to student research assignments;
2. be used throughout students' college careers as it can be repeated or reviewed by module or as a whole;
3. expose students to issues (such as plagiarism) needing continual reinforcement; and
4. be easily accessible and updated to meet the needs of the ever-changing electronic environment of the Library and Berea College. Hopefully, input on the use and content of BOOST will lead to updates meeting the immediate needs of

instructors and students. (Please refer to the BOOST Homepage for information regarding updates and recent changes to BOOST).

BOOST is meant to be utilized by instructors of and students enrolled within Stories, U.S. Traditions, and Western Traditions. It is our hope that BOOST allows for the early exposure to, and development of, library and research skills that are transferable to and reinforced in upper level classes. If utilized early in a student's college career, BOOST can be later used to refresh earlier learning and encourage ongoing skills development.

Meeting the Writing and Library Goals of the General Education Sequence

As noted above, BOOST has been developed to help students and instructors meet the writing and library goals of Berea College's General Studies curriculum. BOOST has also been intentionally designed to be updated on a continuing basis to meet the needs of the new General Education curriculum as it develops and is implemented.

Outlined on the following pages are the specific writing and library curricular goals of the Stories sequence (as outlined in the General Education Communication Sequence) and sample corresponding sections of BOOST designed to aid students and instructors in meeting these goals. Corresponding Assignment Worksheet Questions are also referenced.

Table A: Stories Writing Goals and Corresponding Sections of BOOST

Goal	Corresponding Sections of BOOST	Corresponding BOOST Worksheet Questions
Goal #1: Demonstrate thoughtful engagement with ideas, experiences, issues, and texts in various types of critical and imaginary writing.	<ul style="list-style-type: none"> • The Assignment Calculator- with links to information found on the Learning Center’s website with a focus on reflecting on writing, the writing process, and steps to completing a writing assignment. 	
Goal #2: Use the writing process to <ul style="list-style-type: none"> • generate and explore ideas • draft a focused essay with a clear purpose and controlling idea • revise the essay effectively • proofread accurately so that the final product has few surface errors. 	<ul style="list-style-type: none"> • The Assignment Calculator- with links to information found on the Learning Center’s website focusing on exploring and defining topics and revision and proofreading strategies. 	
Goal #3: Write complete, grammatical sentences and compose well-developed paragraphs.	<ul style="list-style-type: none"> • The Assignment Calculator- with links to Learning Center website focusing on strategies of improving sentence clarity and reviewing drafts of written work. 	
Goal #4: Use the <i>St. Martin’s Handbook</i> effectively as a guide to the writing process, grammar, style and documentation.	<ul style="list-style-type: none"> • The Assignment Calculator- links to the online editions of <i>The St. Martin’s Handbook</i> and <i>The Pocket Style Manual (Bedford/St. Martin’s)</i> for use in documenting sources. • Links to numerous MLA documentation style exercises available through the online edition of The Pocket Style Manual. • Provides links to model papers with MLA style citations through the online edition of The Pocket Style Manual. 	

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Table A: Stories Writing Goals and Corresponding Sections of BOOST; page 2

Goal	Corresponding Sections of BOOST	Corresponding BOOST Worksheet Questions
<p>Goal #5: Document references to primary texts in MLA style, recognizing and avoiding plagiarism.</p>	<ul style="list-style-type: none"> • The Assignment Calculator- links directly to the online editions of <i>The St. Martin’s Handbook</i> and <i>The Pocket Style Manual</i>. • BOOST: Using Resources- section of BOOST devoted to developing skills in integrating resources into a writing project and appropriately and correctly citing sources both within text and as work cited citations in MLA citation style. Provides students, the opportunity to create citations. • BOOST: Understand Plagiarism- defines plagiarism and the consequences of plagiarizing at Berea College. Includes links to outside tutorials on plagiarism (through the online edition of The Pocket Style Manual), a discussion of plagiarizing from websites, and how to avoid plagiarizing the work of others. • Introduction to the use of WriteNote 	<ul style="list-style-type: none"> • 6.1.1 • 6.2.1 • 6.2.2 • 6.3.1 • 6.3.2

Table B: Stories Library Goals and Corresponding Sections of BOOST

Stories Library Goals Library Instruction sessions are intended to enable student to:	Corresponding Sections of BOOST	Corresponding Assignment Worksheet Questions
Goal #1: Become familiar with the physical facility of Hutchins Library.	<ul style="list-style-type: none"> BOOST contains, where appropriate, links to the Hutchins Library Virtual Tour which familiarizes students with the library’s physical facilities, layout, and call number system. 	<ul style="list-style-type: none"> 4.3.3 4.3.4
Goal #2: Learn where to find specific services and resources.	<ul style="list-style-type: none"> Ask-A-Librarian Need Help? 	
Goal #3: Learn to navigate BANC, the online library catalog.	<ul style="list-style-type: none"> Conducting the Search- Section dedicated to finding resources including books, periodicals and websites. How to Find Books- Utilizing BANC- Section with tutorials and links to additional library resources on utilizing BANC. Directly linking to BANC and provides students with the opportunity to use BANC for a specifically defined project. <ul style="list-style-type: none"> BANC Tutorials 	<ul style="list-style-type: none"> 4.1.1
Goal #4: Learn to use basic reference sources.	<ul style="list-style-type: none"> Conducting the Search- Section dedicated to searching for resources including books, periodicals and websites. 	
Goal #5: Become familiar with the Dewey Decimal System.	<ul style="list-style-type: none"> Find Call Numbers- Section of BOOST focusing on Hutchins Library use of the Dewey Decimal System and a quick explanation of the system. Contains link to Hutchins Library webpage on the Dewey Decimal Classification system. 	<ul style="list-style-type: none"> 4.3.1-4.3.4
Goal #6: Learn to evaluate basic reference sources	<ul style="list-style-type: none"> Evaluate Resources- Section aiding students in developing skills needed to effectively evaluate texts, periodicals and websites and select useful information for their project. 	<ul style="list-style-type: none"> 2.1.1-2.1.6 2.2.1
Goal #7: Learn to navigate the Library Home Page and to become familiar with the location of library web resources.	<ul style="list-style-type: none"> Links to and references the Hutchins Library Home Page and BANC. Links to periodical databases available through Hutchins Library. 	<ul style="list-style-type: none"> 4.2.1-4.2.4