

**HANDOUTS, RESOURCES & WEBSITES:**

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- Library website/"research help"
- Handout
- Google doc
- Physical resources (periodicals, books)

**AGENDA: (50 MIN TOTAL)**

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- Introduction [5 min.]
- Databases & Evaluation: What do you already know? [10 min.]
- Database/Evaluation group exercise [15 min.]
  - Find and evaluate a useful article on your topic
- Presentations & Discussion [12 min.]
- Wrap-Up & Homework/Resources [3 min.]

**LEARNING OUTCOMES: *What should the students be able to do?***

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- Navigate to databases from LMC web page
- Choose & evaluate potential resources based on credibility, relevancy, and need
- Articulate how database helped or hindered their search

**KNOWLEDGE BASE: *What do the students need to know to do it well?***

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- MUST KNOW
  - Navigation path
  - Criteria for evaluation/where to look
- SHOULD KNOW
  - AND/OR, \*, full text, "" other database limiters
  - Using abstracts, subject terms
  - Email themselves articles/citations
- WOULD BE NICE

**ACTIVITY: *How will the students learn?***

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- Agenda (on board)—what you should know at the end
- Brainstorming session: database use, evaluation criteria, questions
- Group exercise: find an article and evaluate it
- Group presentation (with guided discussion)



## INFORMATION LITERACY CURRICULUM PLAN

ENGL 201

Jan. 11, 2012 – 11:30-12:30, 12:30-1:30pm – D240L - 26 students

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Rachel Woodbrook

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[OPTIONAL] FINDINGS/CHANGES (for example, what you learned, what you might change, notes, etc.)

- Pre-fill the Google doc with db & topics beforehand, or it's too confusing
- 3 topics instead of 6? Could compare whether same groups got same articles
- Lots of people struggled with searching and I told them "different ideas in different boxes," but is there a way to incorporate more about searching into the lecture beforehand?