

HANDOUTS, RESOURCES & WEBSITES:

- Library website/"research help"
- Handout

AGENDA: (50 MIN TOTAL)

- Intro/Review [5 min.]
- Key words & searching the databases [12 min.]
- Database searching [15 min.]
 - Find a newspaper article; if you finish, look for resources for your final paper. This is your chance to get help searching.
- Share with a neighbors [5 min.]
- Wrap-Up & Homework/Resources [5 min.]

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

- Create a list of ideas and keywords from a topic
- Locate and use the "email," "cite," "full text," "peer reviewed" functions in DB
- Use AND/OR, truncation, [resource type] to narrow or broaden search
- Decide from search results whether search needs to be broadened or narrowed
- Locate an article in the EBSCOHost or ProQuest databases for assignment #2
- Locate a useful source for their final research paper in library resources (catalog, database, e-reference)

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

- MUST KNOW
 - Function of AND/OR, full text, "", other DB limiters
 - How to email themselves articles/citations
- SHOULD KNOW
 - Using abstracts, subject terms
- WOULD BE NICE

ACTIVITY: *How will the students learn?*

- Agenda (on board)
- Group discussion & demo: topic > ideas > keywords; using the database
- Exercise: find articles or resources in the databases
- Partner feedback



INFORMATION LITERACY CURRICULUM PLAN

ENGL 201

Jan. 18, 2012 – 11:30-12:30, 12:30-1:30pm – D240L - 26 students

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Rachel Woodbrook

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

- Lecture was too long...is there a way to do a kinesthetic activity while talking about keywords, BT/NT/RT?
Should I cut that out?
- Ran out of time for sharing in both classes...