

HANDOUTS, RESOURCES & WEBSITES:

- Library website/"research help"
- Handout?

AGENDA: (50 MIN TOTAL)

- Review/Lingering questions? [5 min.]
- MLA Citation: mini-lecture [3 min.]
- Annotated Bibliography exercise [15 min.]
 - In groups of 3 or 4 (1/2 ecotourism groups?), check another group's citation & annotation and critique it.
 - Email assessment to others, me.
 - Present one thing the annotation does well, one thing that could improve it. [5-7 min.]
 - Reflect: Use the frameworks given you (questions in the assignment, or in your stasis reading) to examine your final bibliography for coherence and gaps. Is there any more information you could imagine finding that would fill a hole in your argument?
- Student evaluation [5 min.]

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

- Recognize a properly-formatted citation for a book or article using MLA guidelines.
- Use assignment criteria to critique an annotation on its use of summary, author's expertise, contextualization of argument, drawing out thesis and explaining intended use.

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

- MUST KNOW
 - Where to find information for citation
 - Where to access/how to navigate MLA resources (learned in class?)
 - [How to apply questions to annotation]
 - Why citation and annotation are important and useful...??
- SHOULD KNOW
- WOULD BE NICE

ACTIVITY: *How will the students learn?*

- Agenda (on board)
- Mini-lecture
- Exercise: evaluate annotated bibliographical entry (citation & annotation)
- Group report-back & questions



INFORMATION LITERACY CURRICULUM PLAN

ENGL 201

Feb. 7, 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.)

- More time to discuss? The emailed critiques were not always that helpful. It'd be much more useful also if there were some way to follow up by suggesting that they use the critique to look at their group annotation, and critique their own individual annotations.
- I was only able to give feedback on the annotations I saw before class, as I forgot to print the others—oops!