Session 2: Evaluating Sources

Jargon
These are words and phrases that we are going to learn about today in class
• Peer Review
• Publication Process
• Database/electronic resource

Session 2 Learning Outcomes:

• Students will distinguish between different types of resources in order to select relevant and reliable sources appropriate to the topic and assignment
• Students will use abstracts, subject headings and limiters in order to narrow a search successfully
• Students will know how to use link resolvers in order to expand the number of full text articles they are able to retrieve

General Learning Outcome:

• Students will know the location of and services available at the Information Desk and how to use Ask A Librarian in order to solicit help on their own

Lesson Plan:
Please adapt as you see fit.

Section 1 (10 minutes): Interactive Source Evaluation Exercise

• Active learning exercise to engage students with the session content. (Initiates a metacognitive measure.) You can also use this time to review the podcasts and the homework assignment. (This exercise can be found in the EN102 LibGuide under the Evaluating Tab)

Section 2 (10 minutes): Conversation about podcasts 5-7:

• What does scholarly mean? Does scholarly mean believable? Can there be bias in a scholarly source? What is peer review? Who is a “scholar”? Talk about the requirement that professors stay current in their field through research and publication
• What is popular? (guide them to the concept of “academic” and “non-academic”- help them determine the purpose for which their source was written and published- does it represent research? Or was it just written to inform?
• What is the internet? Is the internet a source (or a tool that can be used to find sources?) Can we find reliable sources on the Internet?
Section 3 (5 minutes): Identifying Target Sources

- Look at the map of the thesis- identify what kinds of information are needed to prove this claim. What kind of sources would provide this information?

Section 4 (20 minutes): Examine the Sources

- Select examples of a website, a popular source and a scholarly source and talk about their concrete differences. Give students sign-post to go by to recognize, even in the catalog record, whether a source is popular or scholarly. Base the discussion, not on popular=bad/scholarly=good, but the difference between the intent and nature of each (informal/ formal; information sharing/ reporting on research or scholarship.)

Section 5 (2 minutes): Self Service

- Show students how to use Ask a Librarian and inform them about the Information Desk

Section 6 (5 minutes): Assessment

- Ask students to take short quiz on evaluating sources (located in a tab in the EN102 LibGuide)

Section 7 (10 minutes): Individual Search time

- Allow students to search for articles, books, and/or other resources related to their topic