

Assignment:

Compare and contrast essay using at least two sources.

Format:

Single 100 minute in-class session.

Learning Outcomes:

After the session, students will be able to...

- Develop research questions of an appropriate scope
- Describe characteristics of different sources of information
- Develop criteria for evaluating a source based on context and authority

Activities:

Course Guide: <http://library.spalding.edu/eng109>

1. Research Questions & Keywords Brainstorm

Directions: Using markers and large post-its on the walls, small groups or pairs generate a specific, open-ended research question for their assignment, as well as keywords, synonyms, and related terms for their question/topic.

2. The Information Spectrum

Directions: Each student is given a slip of paper with an example of an information source (e.g. Wikipedia article, tweet, peer-review journal, book, online news article) to tape onto the [information spectrum concept map](#). Students justify their placement by describing the source according to traditional v. emerging and exclusive v. public.

3. Evaluating a Source for Context & Authority

Directions: Groups of 2-3 are given an [example source](#) for a topic related to their assignment to apply the [“Evaluating a Source for Context & Authority”](#) handout.

Previous Student Reflections:

Students learned/enjoyed...

- “The different types of research you can do and how many different [types of information] there are”
- “I learned a lot from the work we did on research questions on our artifact”
- “The activities were very specific and made me think”