

Lesson Title	<b>A Long Way Gone: Research Day</b>
Course	English 1010
Lead	Librarians and library peer mentors
Location/# students	Library classroom/22 students
Duration	50 minutes
Learning Goal(s)	<p>1. Students will define their information needs in order to anticipate what they and their audience needs to know and to focus, shape, and organize their ideas and writing.</p> <p>2. Students will use a variety of sources to explore a topic in order to develop an appreciation of different types of information and their purposes.</p> <p>3. Students will evaluate information for its value, relevance, and accuracy in order to develop the critical thinking skills of analysis and self-reflection.</p> <p>4. Students will recognize problems in their own research and writing in order to get assistance and further develop their writing and information literacy skills.</p>
ACRL Standard(s)	1, 2, and 3
Summary of lesson	Librarians can provide a demonstration of Academic Search Premier and Article Linker to begin session (5 minutes). Students then break into groups and librarians, peer mentors, and English instructors coach the groups in selecting an appropriate resource and searching. Librarians, peer mentors, etc. are encouraged to take students to areas of the library that have the physical items needed by each group.
Materials/Handouts	<p>Create a LibGuide for your class or use the generic ENGL 1010 LibGuide: <a href="http://libguides.usu.edu/english1010">http://libguides.usu.edu/english1010</a></p> <p>Article Linker Handout <a href="http://library.usu.edu/instruct/handouts/article-linker.pdf">http://library.usu.edu/instruct/handouts/article-linker.pdf</a></p>
Prerequisites/ Sequencing	Deepening Research Through Inquiry

### Additional Lesson Information

Lesson Extensions	<p>These tools can be used to assist student discovery, collaboration, and sharing. Librarians can teach either the instructor and/or the class how to use these tools.</p> <p>1. del.icio.us: Students can set up accounts and share bookmarks to web sites that they discover. They can also ask the librarian to post bookmarks to the library's <i>A Long Way Gone</i> account: <a href="http://del.icio.us/longway">http://del.icio.us/longway</a></p>
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	<p>2. LibGuides: Your librarian can create a special LibGuide for your class. You can use the “user suggestion” feature to have students post links that they find useful for class.</p> <p>3. wikis: Your librarian can help you set up a free wiki for your class. Students can post summaries of their research, suggested readings for others, and use it as a tool to organize and synthesize their information before their class presentations. Students can use the model of Wikipedia to summarize their information and make edits/corrections/additions to each other’s work.</p> <p>3. blogs: Your librarian can help you set up a free class blog to do some of the same things that you can do with a wiki. Students can comment on each other’s research, but they can’t edit it, as in a wiki.</p>
<b>Assessment / Evaluation options</b>	Librarians can assess the final products of student research, such as presentations, annotated bibliographies, wikis, blogs, etc.
<b>Credits</b>	Adapted from an original idea by Wendy Holliday, Heather Robison, and Melissa Bowles

