

THOMAS J. GARLAND LIBRARY

RESEARCH 101 INFORMATION LITERACY SESSIONS



**PROVIDING INFORMATION LITERACY AND
RESEARCH SKILLS TO YOUR STUDENTS**

**EACH SESSION IS DESIGNED TO COVER A DIFFERENT
ASPECT OF INFORMATION LITERACY AND RESEARCH
BASED SKILLS.**

Research 101 Sessions Catalog

The Research 101 Information Literacy Sessions are short workshops/information literacy classes offered as supplements to regular courses through the Thomas J. Garland Library at Tusculum University. Each session covers a different aspect of the Research Process and provides students with the knowledge and techniques for easier research during their college careers.

Each session can be modified to meet a specific need for a course or subject. At the end of each session, students will participate in a short assessment quiz to review what they learned.

This catalog provides the details of each session. If you wish to have one or more sessions presented to your class, please fill out the Request Library Instruction form (<https://garland.tusculum.edu/request-forms/request-library-instruction/>) found on the Thomas J. Garland Library Website or contact Lelia Dykes, Reference and Instruction Librarian (ldykes@tusculum.edu) or Jennine Goodart-Lovette, Distance Learning Librarian (jgoodartlovette@tusculum.edu).

The Research 101 Sessions

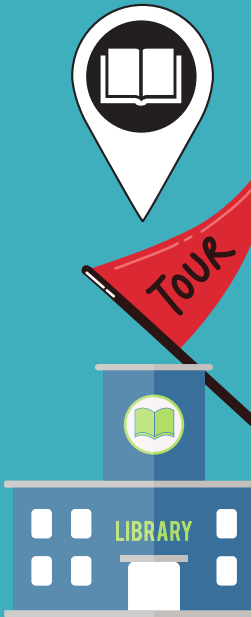
- Information Literacy Introduction
- Information Literacy- General overview
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- Paraphrasing
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- Evaluating Sources
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Session Overviews

Information Literacy Introduction (25 to 30 minutes)

During this session, which is aimed at Orientation classes for incoming freshmen and transfers, students will take a “Librarian’s” tour of the library building. They will be given information about where resources and staff offices are located and have a short introduction to how the Library of Congress Classification System differs from the classification system utilized by most high schools. Introductions will be made with the library staff. Afterwards, students will break into small groups to complete an interactive assignment, in which they will draw a map of the library and attempt to provide details that they received on the tour. Students will be given 5 minutes to draw their maps as a group, working together to recall the most relevant information about the library. This activity is designed to reinforce their new found knowledge of the library layout, its staff, and how to navigate its resources. Once five minutes have passed, each group will be asked to present their maps, with each member of the group speaking, providing details about the library that they learned on the tour, and the staff members they met. This activity is presented as a “contest” to encourage students to recall as much information as possible. Further information literacy instruction will be provided to students during Information Literacy General Overview.



Information Literacy General Overview (30 to 45 minutes)

This session, aimed at students taking English 110 and/or English 111 courses, and will take students on a virtual tour of the library's website. Students will be given brief explanations of what Information Literacy is and how it will benefit them during their college careers, different resources used for research, brief explanations of some search strategies, and a short overview of plagiarism and citations, as well as source evaluations. The session will also discuss where to find basic information about the library including operating hours and how to contact their librarians via email or live chat. Students will also be given information regarding log in requirements for online resources when attempting to access databases and eBooks from personal devices or from off campus. Students will be asked at the end of the session to take part in a brief online assessment that will review what they learned during the session. For further instruction regarding research, plagiarism and citation, see the following session details.





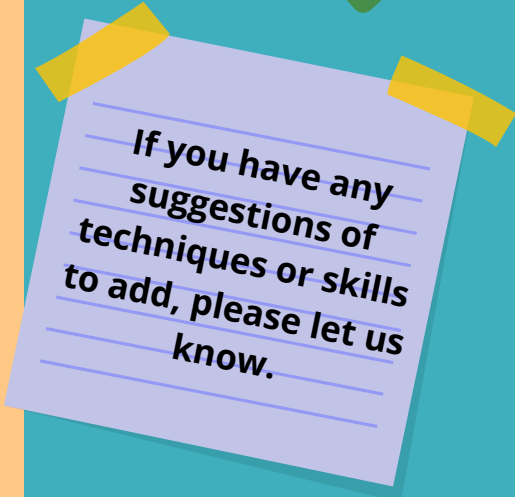
Beginning Research (25 to 30 minutes)

This is part one of two sessions regarding the Research Process. During this session, students will gain an understanding of how research works as well as some strategies to make the process easier. The session will begin with helping students find ways to understand their assignment, choose a topic (if one is not provided by instructors), and to refine, narrow, and broaden the topic. Students will also be shown how gathering background information on their topic can be beneficial to the research process and generating keywords for their research. Students will be taken through various processes on how to generate keywords, research questions, and theses. A general overview of Boolean Operators and how they are used in research will also be provided. Students will be given an opportunity to practice generating keywords using a provided topic or their own topic and a provided keyword generator worksheet. This session is designed to provide students with more details on how they can begin their research. Further information on conducting research will be provided in the session Conducting Research.



Conducting Research (25 to 30 minutes)

This is part two of two sessions regarding the Research Process. During this session, students will be reintroduced to the Research Process, then they will be provided information on what the purpose of research is. Students will be guided through the different types of resources they may encounter, as well as how they are able to filter results while conducting research. This session will also cover a few more strategies and tricks that students will be able to use to make their research process easier. A part of this session will be used to cover Filter Bubbles and how they affect research through online sources. The latter part of the session will be used to discuss ways that students can maintain neutral searches online and learn that when conducting research “failure IS an option”. At this point in the session, students should be able to recognize that they can learn from their mistakes and their failed searches. They will also be given the opportunity to contact their librarians for further research assistance, should they need it.

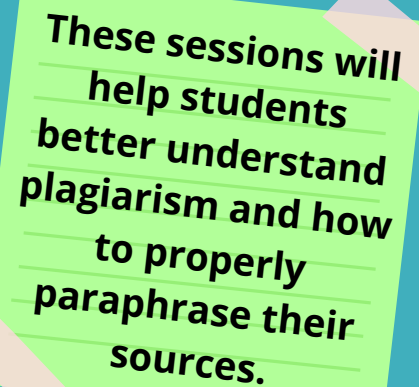


If you have any suggestions of techniques or skills to add, please let us know.



Plagiarism (30 to 45 minutes)

This session was adapted from a lesson designed by Dr. Stephen H. Fox and Dr. Rosiana L. Azman of the University of Hawai'i Maui College. This session covers the "persistent plagiarism problem" and how students can recognize and overcome it. During the session, students will learn how and why plagiarism happens. They will also be presented with Tusculum University's policy on plagiarism for further information. As part of the session, students will learn of the various types of plagiarism and how they happen. A definition of plagiarism will be restated at the end and students will be given a variety of ways in which they can avoid plagiarism. Further instruction on Paraphrasing, Quoting and Summarizing will be covered in the following session.



These sessions will help students better understand plagiarism and how to properly paraphrase their sources.

Paraphrasing (25 to 30 minutes)

This session is aimed at helping students better understand paraphrasing, quoting, and summarizing and how it can help them avoid plagiarism in their assignments. During the session, students will learn what paraphrasing is and how it differs from quoting and summarizing. They will also learn how and when it is appropriate to quote, to summarize, and to paraphrase. There will also be a small discussion on Common Knowledge, what it is, and when students should cite Common Knowledge sources. A part of this session covers some "Dos and Don'ts" of paraphrasing and quoting. This part discusses the idea that paraphrasing is about interpretation and a way to showcase understanding of a source. It also restates the facts that students should not simply switch out words or just quote something to get by. There will be a small explanation as to why students should attempt to paraphrase rather than quote when writing the papers/ speeches. The final parts of the session will include a few strategies for paraphrasing, showcasing the use of taking notes and attempting to paraphrase from notes with a chance to practice their paraphrasing skills.



be yourself




Citation Basics (30 to 45 minutes)

The Citation Basics session is designed to give students an opportunity to practice citing sources. The session begins with a discussion of what citations are, as well as why they are important. There will also be a discussion to state when it is important to cite a work. Students will also be briefed on the different styles of citations that they may use during their college career. Following this discussion, there will be a breakdown of the parts of a citations or rather what parts of each type of source students will use to create a citation. Students will have a chance to see that there is different information needed to cite a book, a periodical, and a web source. Students will be introduced to a few helpful resources such as Zotero, RefWorks, Endnote and the O.W.L. at Purdue. This session will help students prepare for their assignments and feel more comfortable with citations.



Evaluating Sources (25 to 30 minutes)

During this session students will have a chance to have a more in-depth look at how they can evaluate their sources. They will take a closer look at each part of the C.R.A.A.P. test and how it will help them determine the credibility of each source they intend to use for their assignments. Students will be guided through each part of the C.R.A.A.P. test and learn how using this test can help them determine the best sources to use for their assignments. They will learn how the currency of a source can affect the information they use or provide in their assignment. Students will come to understand that finding relevant information will help to reinforce their own ideas about their topic. Further discussion will be held on the authority, accuracy, and purpose of sources and how finding credible sources can strengthen their assignments and support their own ideas. At the end of the session, students have an opportunity to test a provided source or one of their own to gain some hands-on experience with the C.R.A.A.P. test.




How to Read a Peer-Reviewed Article (25 to 30 minutes)

The purpose of this session is to help students with reading scholarly and peer-reviewed sources. At times they may feel overwhelmed and unable to fully understand the sources they are required to use. This session will prepare them with a small set of steps to make this part of research easier. The session will begin with assuring students to not be intimidated, by explaining why reading scholarly sources will help them grow as researchers and learners. There will be a small discussion on how a scholarly source is laid out and what each part represents in the source. Following this, students will learn what each part of the scholarly source holds, helping them to better understand where to find certain types of information. Then the discussion will go into a four-step process to help them gain a better understanding of their sources. At the end of the session, students will have a chance to participate in a Kahoot Quiz to review what they learned during the session.



Types of Resources (25 to 30 minutes)

During this session students will be introduced in more detail to a variety of sources that are available to them for the purpose of research. They will learn more about the difference between primary and secondary sources, books/eBooks, periodicals, and web sources. During the session, students will also be introduced to some difficulties they may encounter, such as Fake News. This session will also cover the differences in website domains and how a quick glance at them can help determine the credibility of web sources at a glance. Students will also be introduced to WorldCat and OCLC and how the Thomas J. Garland Library uses it for our interlibrary loan service. At the end of the session, students will have a chance to determine the best sources for a provided prompt or the prompt from their assignment. The purpose of the session is to help students become more familiar with all the different types of sources that students are able to use for research.





Databases (25 to 30 minutes)

The Databases session is designed to introduce and explain to student what databases are and how they differ from the free web. The session will provide an explanation of what can be found in library databases. The session will also cover what results can be found: full text or citation listings and even covers the basic differences between general databases and specific databases.

Some examples of library databases are included in the session. There is also a brief explanation of the interlibrary loan service provided by the library.

Fake News (25 to 30 minutes)

During this session, students will be guided further into what Fake News is and how it may affect their research. There will be a discussion of what Fake News is and many of the traps that come along with it. Students will be presented with a video and discussion on Fake News and what it means to them. Following the video, students will be introduced to many of the traps that Fake News presents to them, such as Filter Bubbles, Echo Chambers, Bias, and Motivated Reasoning. Students will then be presented with a few strategies to help them overcome and avoid Fake News during their research processes. At the end of the session, students will participate in a Kahoot Quiz to review what they learned.



In Closing

These Information Literacy sessions are in no way a means of replacing any content that instructors wish to cover in their courses. This is merely an opportunity to save time and effort and allow the students a chance to learn valuable skills from a librarian's perspective. These are supplemental to regular courses and may be adapted to suit the needs of students and instructors alike. Online versions will be available as well. For more information on these versions, please contact Jennine Goodart-Lovette, Distance Learning Librarian (jgoodartlovette@tusculum.edu). To request a session, please contact the library at (library@tusculum.edu) , fill out the request form (<https://garland.tusculum.edu/request-forms/request-library-instruction/>), or contact Lelia Dykes, Reference Librarian (ldykes@tusculum.edu).

