



## Campbell University Freshman Seminar

Class 5

Chapter 10

TOPIC: Information Literacy and Communication

### ACADEMIC PATHWAYS & SUCCESS

Students will be able to:

- Distinguish between various types of sources for a research assignment (book, blog post, newspaper, journal article, etc.)
- Evaluate the academic value of various types of sources by considering its currency, relevance, authority, accuracy, and purpose.

### CLASS OUTLINE

TIME	ACTIVITY
10 min.	<p><b>Review the Homework</b></p> <p>Students have watched three “Inform Your Thinking” videos for homework. To refresh their memories, pick <b>one video to show</b> in class (<a href="http://guides.lib.campbell.edu/CUFS100">http://guides.lib.campbell.edu/CUFS100</a>).</p> <p>Video #1: Who Do You Trust and Why? (Video = 3 min)</p> <p>Discussion points:</p> <ul style="list-style-type: none"> <li>● <b>Sometimes experts differ on their conclusions about issues; for example, many researchers think diet soda can lead to cancer, and many do not, even after conducting research on the topic. What should scholars and researchers do in a case like this?</b> <ul style="list-style-type: none"> <li>○ <b>Takeaway:</b> This is an opportunity to talk about a couple of things. First, we can synthesize research from many places to gain insight into the bigger picture. Second, sometimes the answer to a question is that we don’t have the answer quite yet! We may need to keep doing research.</li> </ul> </li> <li>● <b>Your professors will frequently ask you to use academic sources for your assignments. However, what are some ways that non-academic sources could be used as sources for academic projects?</b> <ul style="list-style-type: none"> <li>○ <b>Takeaway:</b> There are many different possibilities. Often non-academic sources like news sources and websites will give voice to people really affected by the problems you are studying, or present narratives that make research necessary in the first place. For example, a Public Health journal article may discuss the impact of lead poisoning from community water; a newspaper article would tell the stories of those affected by the Flint, Michigan water crisis.</li> </ul> </li> </ul> <p>Video #2: How is Your Information Created? (Video = 3:48 min)</p> <p>Discussion point(s):</p> <ul style="list-style-type: none"> <li>● <b>How do you tend to react when you encounter inaccurate information online that has been shared as a fact? What can you do to avoid being the person who shares it?</b> <ul style="list-style-type: none"> <li>○ <b>Takeaway:</b> Simple things like fact checking websites (i.e Snopes.com) can go a long way. However, so can educating yourself about a topic well enough that you can distinguish good information. It is worth noting that the real reason people share inaccurate information is usually because they *wish* it was true, but wishing things were true is not how we do research.</li> </ul> </li> </ul> <p>Video #3: Search Smarter (Video = 3:41 min)</p> <p>Discussion point(s):</p> <ul style="list-style-type: none"> <li>● <b>Why is it important to break down your topic into subcategories before you search for it?</b> <ul style="list-style-type: none"> <li>○ <b>Takeaway:</b> Topics like “global warming” are too big to write a paper on -- one reason is because you will end up with too many sources that do not get at the heart of what *you* want to write about. The more narrow your idea and the words you choose, the closer the things you will find will be to your topic.</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>• <b>Why is it important to look in more than one place (Google vs. the library, for instance) for information?</b> <ul style="list-style-type: none"> <li>○ <b>Takeaway:</b> These different sites contain entirely different things for entirely different purposes. For academic perspectives, you can use the library.</li> </ul> </li> </ul>
30 min.	<p><b>Source Card Activity</b></p> <ul style="list-style-type: none"> <li>○ Pass out the In-Class Activity sheet to each student, and break students up into small groups considering timing necessary for each group to report out at the end of the activity (approximately 4 students in each group).</li> </ul> <p><b>Student Group Work (15 min)</b> Each small group will receive a subset of the <b>SOURCE CARDS</b>. The groups will have ten minutes to read the information on each card to get to know their sources. Students will use the questions on the back of their In-Class Activity sheet to guide their discussion, evaluate each source. (E.g., in what way is this source authoritative? How is it relevant to their research question? What are its limitations?) After evaluating each source, they will choose <b>TWO SOURCE CARDS</b> that they would want to use in their research paper.</p> <p><b>Student Presentations (15 min)</b> Each group will present their findings to the class: They will provide a brief description of the <b>SOURCE CARDS</b> they were given, explain how they evaluated the sources, and <b>WHY</b> their group selected the <b>TWO SOURCE CARDS</b> they would use in their paper.</p> <p><b>*Note that this activity works best with small groups of 3-4 students per group. Each group should get a variety of source types (see “Format” on source card).</b></p> <p>Debriefing:</p> <ol style="list-style-type: none"> <li>1. The format (e.g. blog post, survey, scholarly article, book) may influence your perception of information. Reflect on why you chose each source.</li> <li>2. Different types of sources will provide unique perspectives on a topic, and are created with different audiences in mind. Many research papers will include a variety of authoritative sources in order to create a well-rounded view of the topic.</li> <li>3. While good research may include a variety of sources, it is important to critically evaluate the sources you use. Not all sources are divided into “good” and “bad,” but there are some sources that will raise a red flag. What is an article is posted without an author? How can we evaluate the authority of this source? What if the author uses overly positive or harsh language? We need to critically evaluate that source for bias. Some students may stress about actually <i>finding</i> the resources, as all of the sources were provided for them here. Don't worry! Students will learn more about how to locate sources in their English classes.</li> </ol>
5 min.	<p><b>Assign Homework</b></p> <p>“How Do You Respond to Stress” Questionnaire on Google Docs – <i>This worksheet should be completed a few days before class so that the professor/peer mentor can compile the data and create an appropriate graph that is representative of the students’ top 10 most frequently occurring stress symptoms (from Section B of their homework responses).</i></p> <p>Faculty member – this is the link to the Google document (<a href="https://docs.google.com/forms/d/1iSPQc8RogiMR-Qi4zCE0PUWmlDg84mNPAq26YNJNt6l/edit?usp=sharing">https://docs.google.com/forms/d/1iSPQc8RogiMR-Qi4zCE0PUWmlDg84mNPAq26YNJNt6l/edit?usp=sharing</a>). You will need to MAKE A COPY of this template form in order to get an individual link to give your specific class. You will need to click on the three vertical dots beside their circle avatar at the top of the screen and select “make a copy” before sending it to your class (see screenshot at the end of the lesson plan for more information).</p>

**ROLE OF THE PEER MENTOR**

- Co-lead video & class discussion
- Assign groups for in-class activity
- Check in with groups as they work
- Share personal research experience in debriefing



## MATERIALS NEEDED

- CUPS 100 research guide <http://guides.lib.campbell.edu/CUPS100>
- One Source Card Set for in-class activity (one set of 16 cards)
- Copies of in-class activity directions (one per student)