Information Literacy for First Year Students

Lesson Title: The Academic Conversation module

Level: First Year Seminar (IL Class A)

Duration: 50-80 minutes (one class period)

Overview:

Building on students’ prior information research experiences in high school, students will explore characteristics of scholarly, trade, and popular information. Students shall observe that using scholarly and trade resources are an integral part of the academic and professional conversation. Students will be introduced to the physical and virtual academic library to access information sources to support academic learning and investigation. Students will identify scholarly, trade, and popular sources from D’Amour Library and the open web. Students will explore the role of these resources in the process of academic information research.

Competency:

Demonstrates the ability to distinguish among popular, trade, and scholarly sources and to explain the differences among them. (General University Requirement: Foundations: Information Literacy)

Outcomes:

- Students will be able to locate the physical and virtual library.
- Students will be able to identify defining characteristics of popular, academic and trade sources of information.

Pre-Class Assignment:

- Students access “Information Essentials” classroom in Kodiak (all students & FYS faculty will be in the classroom)

- Prior to the first “A” session of information literacy students will:

  1. Complete Modules 1 & 4 of ResearchPath the information literacy tutorials AND related quizzes found in the “Information Essentials” classroom of Kodiak. (30 minutes)

  2. Read selected article(s) option as identified by FYS faculty and librarians and complete “Popular, Trade or Scholarly?” assignment

In Class Activities:

- During the “A” session, students will analyze a set of articles based on the criteria discussed in the ResearchPath tutorials. The students will identify how information is represented in the articles, as popular, trade, or scholarly.
Students will be asked to observe and identify differences in terms of the **quality** of the information presented as well as the information components present in the three articles. *Students will consider the following characteristics: author, content arrangement of the article, intended audience, purpose, point-of-view, vocabulary used, and currency.* These observations will form the basis of the discussion of the articles.

Students will use these criteria to identify scholarly and trade information on the open web.

Separate articles for LA100, BUS101, and ENGR102 will be found in the Kodiak classroom. Each set of articles will consist of three different types of publications. One article will be from a popular publication, another from a scholarly publication, and a third from a trade publication. *You may also select your own three articles if desired.* One set of articles will be tied to the summer reading assignment.

**Components of Instruction:**

- Meet in the Digital Learning Center (D215) in D'Amour Library or other designated location
- Discussion of previous information research experiences (5 minutes)
- Brainstorm criteria for evaluating information (5 minutes)
  1. author, audience, purpose, vocabulary, article structure, relevance, currency
- Groups analyze assigned information source (10 minutes)
- Share activity on defining characteristics of popular information resources (5 minutes)
  1. author, audience, purpose, vocabulary, article structure, relevance, currency
  2. Review criteria for popular article main points (1 minutes)
- Share activity on defining characteristics of scholarly information resources (5 minutes)
  1. author, audience, purpose, vocabulary, article structure, relevance, currency
  2. Review criteria for scholarly sources (1 minutes)
- Share activity on defining characteristics of trade information resources (5 minutes)
  1. author, audience, purpose, vocabulary, article structure, relevance, currency
  2. Review criteria for scholarly sources (1 minutes)
- Share activity on defining characteristics of blog information resources (10 minutes)
- Introduce arrangement and content of library’s virtual information tools for finding, locating and accessing academic information sources by type of resource (2 minutes). This will be the starting point for session B.

**Suggested Assessment:**

- Graded In-Class "Popular, Trade, or Scholarly" Activity
- Graded quizzes

**Focus Questions:**

- What are the characteristics of academic, scholarly, trade and popular articles?
- Why would academic and scholarly sources be useful for research?
- How would you access the academic sources available through the library?
- How would you select an information resource for your research?