Library Science 101: Annotated Bibliography Lesson Plan

Students
All level college students ages 17 and up.

Learning Environment
25­35 students per class. The class is delivered online through the Blackboard course management system.

The learning takes place completely online and focuses on a mixture of individual and group work. There is an emphasis on reflective learning activities. Although the class takes place in an online environment, students will not need to go beyond the course site or the Library’s website to access course materials.

Students will submit their individual homework assignments to me through Blackboard and will work with one another using the class discussion board.

Learning Objectives for Annotated Bibliography
● Develop a research statement
● Correctly cite a source in MLA, APA, or Chicago/Turabian format
● Summarize each source
● Critically evaluate each source
● Provide rationale, either verbal or written, for each source

Learning Activities
Unit 1: Keywords & Creating a Research Question (Weeks 1 - 2)

Instruction:
● Watch a YouTube video on Boolean operators: http://www.youtube.com/watch?v=x5Szps3NH-M
● Watch a YouTube video on choosing a research topic: http://www.youtube.com/watch?v=5_cYq256YEA

Activities:
● Students will use The Image Quiz, http://www.gamesforthebrain.com/game/imagequiz/ to learn how to brainstorm keywords.

Assessment:
● After completing The Image Quiz post about your experience to the class discussion board.

Assignments:
● Concept Map worksheet
  ○ Come up with a topic that you’re interested in and write down keywords related to the topic.
  ○ Perform Google searches on your topic and record the top three results.
  ○ Follow the directions for the concept map to come up with three different perspectives on your topic that you want to research.
  ○ Write down keywords that you will use to find more information on each perspective.
  ○ Use your new terms to perform another set of Google searches and record your new
results.
○ Describe how the second set of results differs from the first. Is one set of better quality? Why/why not?

● Creating a research question worksheet
○ Follow the example in the worksheet and come up with four broad topics (you may use one from your Concept Map assignment).
○ Narrow each topic down to a restricted topic, then a narrow topic, and finally a question about your topic.
○ Tell me which one you’re most interested in researching and why.

● Boolean searching worksheet
○ Using your chosen research topic, come up with a list of keywords related to your research question.
○ Put together three Boolean searches using these keywords. You need one AND, OR, and NOT search.
○ Perform these searches in the Library catalog and discuss your results. Did you find what you were looking for? Did you have to revise your search? If so, how?

Unit 2: Evaluating Sources & Popular vs. Scholarly Content (Week 3)

Instruction:
● Watch a YouTube video on evaluating sources: http://www.youtube.com/watch?v=EyMT08mD7Ds
● Watch a YouTube video on popular vs. scholarly sources: http://www.youtube.com/watch?v=Qlw6PuR8oBk
● Review CRAAP method class slides.

Activities:
● In assigned groups of 3 or 4 read one of the Jayson Blair New York Times articles and evaluate it using the CRAAP method.
● Individually, read “Open Access: The question of quality”.

Assessment:
● Post NYT group finding to class discussion board. Discuss how and why your group came to its decisions.
● Post your thoughts on the “Open Access: The question of quality” article to the “Open Access / Scholarly Journals” discussion board.

Assignment:
● Evaluating sources worksheet
○ Choose one of the websites from the top of the worksheet and perform a CRAAP assessment. Is the website a hoax or the real thing? How do you know? Would you use this website for a research project? Why/why not?

Unit 3: Subject Headings (Week 4)

Instruction:
● Watch a YouTube video on subject headings vs. keywords: http://www.youtube.com/watch?v=aDR3VjwXvEo
Activities:
- Choose one article to read from the Library Classification Systems course folder.

Assessment:
- Post to the class discussion board. Think about how we use library classification systems to organize information and whether or not there is a better method. Weigh the pros and cons that were discussed in your article and write about your opinion on the topic.

Assignment:
- Finding Articles worksheet
  - Use Academic Search Premier to find articles using subject headings.
  - Use the same research question that you have worked with on previous assignments.
  - You can start with a keyword search to find appropriate articles and look at the subject headings associated with those.
  - Once you have a collection of subject headings begin to use those to search for articles.
  - You can combine subject headings using Boolean Operators.
  - Discuss your findings.

Unit 4: Citations & Citation Management Software / Annotated Bibliographies (Weeks 4 - 5)

Instruction:
- Watch the RefWorks video in the class folder.
- Review the Annotated Bibliography class slides.

Activities:
- Practice importing sources from Academic Search Premier or any other database that you have used for your research.

Assessment:
- Post one full annotation to the class discussion board.
- Provide thoughtful commentary on a classmate’s annotation. Review their source and annotation and make suggestions for improvement or ask questions if needed.

Assignment:
- Turn in annotated bibliography draft of three sources with annotations. Generate citations using RefWorks.
  - Revise assignment based on classmates and instructor’s feedback