



HLC Accreditation 2016-2017

# Evidence Document

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Academic Affairs

University Libraries

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## Biology 210L: Spring 2016 Lesson Plan

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Additional information:

## **BIOL 210L – Spring 2016 Lesson Plan**

This lesson plan addresses Standards 1.1-4, 2.1-5, 3.2&7, and 5.3 of the ACRL Information Literacy Standards.

### **Learning Outcomes:**

Students will be able to:

- Distinguish and compare scholarly discourse from a variety of academic and online resources
- Collect, evaluate and restate background information utilizing library resources on two topics: the plant genus *Brassica rapa* and potato enzymes
- Locate and select relevant scholarly articles via subject-specific databases or journals on their topics
- Identify parts of a citation and practice CSE-Style resource citation, discussing scholarly conversation and ethical research
- Describe pathways and processes of exploring, searching and utilizing library resources

### **Materials:**

- Resource Evaluation Process Cards
- Smartboard Citation Activity
- Presentation Slides
- Ebsco Host Accounts

### **Lesson:**

#### **Introduction**

#### **Activity – Group Resource Evaluation & Discussion**

In groups of 5 to 7, students will take 5-10 minutes to order their resource types according to formative processes. Students will then share their rankings with the class and explain why they decided to order things the way that they did. Discussion will concern how different “processes” contribute to the relative “value” of information in various contexts, while exhibiting that there is no one “correct” order.

#### **Questions:**

- What are some differences between “scholarly literature” or “academic research publications” and other information resources?
- When is a twitter post or blog entry *valuable*?
- When might you consult a Wikipedia article?
- Explain the difference between a news or magazine article / report and a scholarly article or book.

## **Introduce Library Resources**

- Library home page (pathways from MYWSU & web addy – overview of resources
  - Have students login to EBSCO host and explain why (citation lists, folders, resource management)
- Research Guides – find BIO 210 course guide – practice pathway
- Briefly explain Smartsearch function, Catalog, and demonstrate/practice pathways to Biological Sciences databases and journals.

## **Activity – General Reference Topic Search**

Students will utilize WSU Libraries reference holdings (links in Research Guide) and an open web resource (suggested links in Research Guide) to find information on their topics. Students will share and summarize information they find [format?].

Rapid Cycling *Brassica* Plants

Potato Enzymes

Demonstrate a number of pathways to reference articles while students also are searching for their own. Keep in mind resource evaluation from first activity as they select *appropriate* and *reliable* resources, open discussion around WHAT resources selected and WHY appropriate for their BIO 210 assignment.

## **Searching Subject Databases for Scholarly Articles**

- Demonstrate pathways into databases: search options: limiters: keywords: abstracts
- Demonstrate subject-specific scientific journals: search options:
- Note differences between open-web, SmartSearch & database & journal search returns (demonstrate by searching topics in each and discuss amount & variation of returns)
- Discuss differences between General Reference Resources and scholarly articles (content): reiterate Primary Research Articles / Secondary Reference Resources (materials & methods – results – discussion / expert review and report)

## **Activity – Smartboard Citation Activity**

Examine the parts of a citation and their import for scholarly conversation. Discuss various citation styles and conventions emphasizing accuracy and efficiency needs for uniformity, standardization and database / research referencing. Ethics of citation / plagiarism (reference resource evaluation activity and attribution of Time, Effort, Research, Editing and Authorship.

CSE Style (Name-Year System):

Work through (or have student volunteers) rearranging the parts of a citation into CSE-Style:

Author (Name). Date (Year). Title. Source. Volume/Issue. Pages.

For following resources:

- Journal Article (Name. Year. Title. Source. Vol/Iss:Pages.)
- Journal Article with more than one author (Names separated by commas. Year. Title. Source. Vol/Iss:Pages.)
- Work with unknown author (Organization if known. Year. Title. Source. Vol/Iss:Pages.)
- Online resources (Title [Internet]. Year. Source; [updated Date; cited date]. Available from: URL.

See examples in *Writing Papers in the Biological Sciences* Fifth Ed. Victoria McMillan pp 136-

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## Questions?

### Work Period:

Students will use class period to locate primary research articles on two topics given. May print or save or email or place in EBSCOhost folder. Students will practice citing selected resources (both general reference and research articles).