**Lesson Plan: English 92/Kongshaug Spring 2010**

**(1 hour, 35 minutes)**

**Bring to Class**:

* Popular vs. Scholarly Handout
* MLA Guidelines Handout
* Credibility Criteria Handout and Activity 1 sheet
* Research Log Handout
* Activity: Reference Databases Practice
* Activity: Library Catalog Practice
* Activity: Ebsco Practice
* Whiteboard markers

1. Introductions and purpose: Helping you search, identify, evaluate and locate 3 authoritative sources for your paper and project.
2. Begin with overview on the book—what excited me about the book—the author’s use of Spanish words and phrases throughout the text. First I used a dictionary to help me understand the terms, but then, I found myself not needing the dictionary—just going with the flow and becoming engrossed in the story. I found that the Spanish words added a sense of realism and flavor to the novel. So, I decided that my research topic would be on Julia Alvarez’s use of Spanish words and phrases throughout the novel.
3. Write the question on the board. **How does Julia Alvarez’s immigrant background and native language add interest and flavor to her novel, “In the time of the butterflies”?** Use the markers to circle the keywords. Explain related terms, synonyms , broader and narrower terms. Brainstorm with the class, come up with at least: *Bilingual, bilingualism*, Spanish-speaking, immigrant, dual-citizen, literature, popularity, best-seller….

**Library Catalog**:

1. Briefly describe the library catalog.
2. Demonstrate a library catalog search:

* Cannot search by phrase—no filler words!! Search terms/subject terms/keywords only
* First do a **basic search** on **Julia Alvarez**, browse the results, point out some relevant titles and irrelevant titles.
* Click on ***Reading U.S. Latina…***
* Browse citation info, table of contents, subjects, call number/location
* Point out the subject heading: American Literature—Hispanic American Authors—history and criticism. Click on it.
* Browse the 2 titles—look at them.
* Click on the search button, click on **advanced search**
* Put **bilingual\* in subject**—point out truncation
* Put **authors in subject**
* Click search, browse selections, select ***Lives in translation***—bingo!

1. **ACTIVITY: Allow 10 minutes** for students to conduct a catalog search.

**Periodicals: Popular vs. Scholarly: 10 minutes**

1. Pass out green handout. Briefly describe the difference between scholarly and popular periodicals using the handout.
2. Pass out database printouts of articles, ask students to determine whether they are popular or scholarly and why.

**Reference Databases:** May have to just demonstrate one—for time!!

1. Briefly describe what a database is and isn’t—then show where located on the library’s webpage. Introduce the 3 reference databases: Gale, History Resource Center and CultureGrams.
2. Demonstrate your searches.
3. **Gale:**  Type: Julia Alvarez—show source and type, look at first 2 items.
   * On second item, point out the *Further Readings about the author*—Catholicism/religion---interesting topic.
   * Note that there is no citation info—must write down or print out first page with details.
   * Notice print function is controlled by your browser, select print preview first. No e-mail function.
4. **History Resource Center: World:** Type: Julia Alvarez, search—show different tabs and resources listed there.
   * Look at the Biography tab—point out source citation—not quite correct—but if use, write it down, mostly correct.
   * Look at the periodicals tab—click on 2 and 3—no citation info, must write down or print out.
   * Point out print and e-mail functions at top of page.
5. **CultureGrams:** Select World Edition, select: Dominican Republic, browse selections on side—such as language and religion.
   * Look at the print and e-mail options, print this section or up in the right corner for the entire PDF.
   * Look at generate citation in upper right corner for correct MLA citation
   * Look at the tabs at the top of the screen—look at recipes and photos
6. **ACTIVITY:** **10 minutes**. Walk around to help.

**Boolean Searching**

Briefly describe Boolean searching. Do the following activity, have the students stand-up when they meet the search criteria: *I’m doing research on WCC students and I need to create a Boolean search:*

* + All WCC students stand up
  + All WCC students **and** those with blonde hair stand up
  + All WCC students **and** those with blonde hair **and** a purse stand up
  + All WCC students **and** those with blonde hair **and** a purse **or** a backpack stand up
  + All WCC students with blonde **or** brown hair stand up

**Periodicals: Ebsco**

1. Show where Ebsco and ProQuest are located on library webpage—and describe. Demonstrate a search on Ebsco:
   * Type: Julia Alvarez, point out full-text option/scholarly option, click search
   * 1,513 articles—way too many, but I’m going to browse the first couple of pages to see if any articles hit the mark. Look at article #4: *Bilingualism…*, select it by clicking on the title—point out subjects.
   * Re-do search with Bilingualism in the subject field. But, first check the search terms for other good subject terms—point out some.
   * Browse the results and select *In the Contact Zone*
   * Show all—author affiliations, bibliography, new subject terms, print, e-mail, citation options.
2. **ACTIVITY:** **Allow 10 minutes** for students to complete an Ebsco search—walk around to assist.

**ASPECT:**

**Activity: Allow 10 minutes**: Pass out ***Credibility Criteria*** handout and ***Activity 1*** sheet. Briefly go over and the importance of evaluating information. Have each group of students evaluate a periodical print-out pair or book pair. Ask for volunteers or walk to each group and ask.

**Citations:**

1. Pass out the ***MLA Guidelines*** handout, go over plagiarism and tips for avoiding plagiarism. Describe in-text citations from handout. Point-out instructions for creating their Works Cited Page.
2. Emphasize the importance of printing out the first page (if not the whole item) to collect the citation information. Point out the information needed.
3. **Activity: Allow 5 minutes** to write an MLA citation—demo on board.
4. Go to reference desk or writing center for help. Point out OWL at Purdue.

**Pass out:**

1. **Research Log to each student—FYI**
2. **Rubric**
3. **Research Handout**