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<th>English 101 skill</th>
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<th>Activity/Assignment</th>
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| **“Introduces... strategies of primary and secondary research”**  | o Students will recognize that the means for sharing information affects its use in order to select the means to share information they create.  
o Students will recognize the differences in the way information is shared in order to select relevant information. | How and why are you sharing information – what goes into creating information for others.  
• Give information stripped of all identification and then match to sharing/publishing medium. Ask students to complete in groups and then come back together to go over the answers. (need help finding information to use in class? – ask a librarian)  
• Ask students: Did anything surprise you about this exercise? What was it? If nothing surprised you – why? Based on this exercise is there anything you would do differently? (this can be a free-writing/journaling activity if desired) |
| **Information Creation as a Process** | o Students will identify that there are various ways to share information in order to select information and create new information.  
o Students will recognize that the way information is shared has a purpose in order to identify and add to the information cycle. | Prezi on the information cycle - http://prezi.com/sbpifu_fy7sb/?utm_campaign=share&utm_medium=copy  
**Activity: Hands on information cycle**  
• Collect different types of information focused on the same event or discovery. (if this is difficult ask a librarian to help)  
• Distribute the information to the class – break them into pairs or small groups if desired.  
• Ask students to look at the information and answer some basic facts about it first – Who, Why, Where, When, and How.  
• Then as a class put the pieces of information into order by date published, this is the class’s information cycle on this event.  
• Have students present on what they have – go back to the Who, Why, Where, and How.  
• If desired take notes on the board or have different students do this.  
• Final questions: How will they use what they have learned? Is there a purpose for researching different parts of the information cycle? Can finding one piece of information in this timeline help them find more information easily? (the second two question might be harder to answer) |