<table>
<thead>
<tr>
<th>English 101 Outcome</th>
<th>Class Outcome(s)</th>
<th>Activity/Assignment</th>
</tr>
</thead>
</table>
| Understanding the theory of research | Research as Inquiry | - Students will construct a research question in order to develop a search strategy.  
- Students will dissect a research question in order to design a search strategy and determine where to begin their research. |

**Prezi on Key Terms** - [http://prezi.com/exmz39g-98w3/?utm_campaign=share&utm_medium=copy](http://prezi.com/exmz39g-98w3/?utm_campaign=share&utm_medium=copy)

**Activity:** - How to develop a research question and where to start your research

Ask students to take one complex question and break it out into parts. Are there steps they need to take in answering a complex question? Does answering one question lead to another?

- For example, what did they think about when choosing to come to Drexel? – Main question – should I attend Drexel? Are there factors they had to answer to make a decision or answer that question- for example – do they have what I want to study? Can I afford to go there? Financial aid? Will I have job opportunities? Will I fit in there? What is it like to live in Philly? Etc.
- This can also be repeated when making an expensive purchase like a car, choosing an apartment, etc.
- Create a concept map around this idea. Start with one question and break it into pieces that students need to work on.
- From here you can also create a concept map of related search terms or keywords that can be used to search for the information.
<table>
<thead>
<tr>
<th>English 101 Outcome</th>
<th>Class Outcome(s)</th>
<th>Activity/Assignment</th>
</tr>
</thead>
</table>
| Understanding the theory of research | Students will identify social or primary research in order to conduct their own research and recognize research as a natural process. | **Activity:** - *Social or primary research*
  - Give students a piece of social or primary research to read/watch/listen to, such as an interview, study, news piece, survey, etc.
  - Use this work to start a conversation on whether what they read/watched/listened to could be considered research. Is this research? Why or Why not?
  - Should you cite this kind of information you would a book or an article? Ask them if they would cite a friend’s opinion on a specific topic. What if the friend was researching or closely studying the topic? Does this change with how they are communicating the information – for example would it be different for a newspaper article versus a paper that is turned in for ENGL 102? What about an email? |
<table>
<thead>
<tr>
<th>English 101</th>
<th>Outcome</th>
<th>Association of College and Research Libraries’ Information Literacy Framework</th>
<th>Class Outcome(s)</th>
<th>Activity/Assignment</th>
</tr>
</thead>
</table>
| Understanding the theory of research | Research as Inquiry | Students will demonstrate the ability to find information in the physical or digital library in order to construct a search strategy OR select relevant information | **Tutorial**: Option to have students do the Guide on the Side tutorial for Summon as a class activity OR as homework (You can ask for a certificate of completion or ask that a test for this information be built in blackboard): [http://services.library.drexel.edu/guidedhelp/tutorial/summon-an-introduction](http://services.library.drexel.edu/guidedhelp/tutorial/summon-an-introduction)  
**Activity**: - *What can you find through the library*  
- Give students a topic or choose a topic that applicable to research they will need for class.  
- First break that topic into Keywords that can be connected with AND & OR  
- You can make a concept map together of words that are related to the topic or simply work as a class to come up with alternate terms or words that can be used in a search.  
- Ask students to search this topic in the library’s main search box (Summon)  
- Give students time to look through the database and try their search – encourage them to find one piece of information on the topic  
- Bring group back together and talk about Summon – potential questions for discussion.  
  • What was puzzling?  
  • What did you have trouble doing?  
  • How is this tool different than google?  
  • How do you find the articles or books to read them?  
  • While searching did you find alternate keywords?  
  • What is the next step here? |
<table>
<thead>
<tr>
<th>English 101 Outcome</th>
<th>Class Outcome(s)</th>
<th>Activity/Assignment</th>
</tr>
</thead>
</table>
| Understanding the theory of research | o Students will recognize the diversity of voices and information in order to discover a breadth of information.  
o Students will evaluate information within one field in order to recognize differing viewpoints and identify what they can contribute. | Ask students to see that one person is not the authority, recognize the importance of other viewpoints.  
**TED Talk: Filter bubbles** – the idea of the internet showing us what it thinks we want – http://www.ted.com/talks/eli_pariser_beware_online_filter_bubbles?language=en  
• Ask Students: Should you look at opposing viewpoints when researching? Why or why not? What can they tell you about a topic?  
**Activity:** Bring in opposing viewpoints on an issue and use this to begin a class discussion.  
- Ask Students: What is the point of this? What does it tell us? Should we care about opposing viewpoints? How do you find opposing viewpoints?  
• **Alternate Blackboard activity:** Ask students to find two opposing viewpoints on one issue (this can be the student’s choosing or an assigned issue). Student cites the viewpoints (depending on your preference you can require them to find these in a specific medium or format). Students also write a reflection where they answer some of the questions above that are suggested for a class discussion. |
<table>
<thead>
<tr>
<th>English 101 Outcome</th>
<th>Class Outcome(s)</th>
<th>Activity/Assignment</th>
</tr>
</thead>
</table>
| Understanding the theory of research | o Students will analyze the means in which information is shared in order to identify where they fit within the information cycle.  
 o Students will evaluate the contributions made by others in order to contribute to the field at an appropriate level. | Prezi: Information Cycle - Introduce students to the information cycle with the prezi or the lesson on the information cycle ([link](http://prezi.com/sbpifu_fy7sb/?utm_campaign=share&utm_medium=copy)).  
**In class or on Blackboard:**  
• For discussion, ask students (can be used for written reflection in and out of class): Do you have a place in this cycle of information? Why or why not? Do you create things that are part of the information cycle?  
• The goal is to help students see their place in the information cycle. You can do that by bringing previous student work in and show how it is shared.  
• Also: Ask students where they go to find information first? If they are being truthful they will say google or Wikipedia. Bring up the fact that they can contribute to both of these – it’s easy to put your opinions on the internet and anyone can contribute to Wikipedia and thus be part of the information cycle. The web is now a means of publication.  
• How do researchers share information? How can it help you? Are you part of the community of those sharing information. |