<table>
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<th>English 102 Outcome</th>
<th>Class Outcome(s)</th>
<th>Activity/Assignment</th>
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<tbody>
<tr>
<td>Evaluating and integrating information from outside sources</td>
<td>Authority Is Constructed and Contextual</td>
<td>Students will examine information in order to evaluate its value and authority.</td>
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**Lesson:** - *Critical thinking and evaluating information: What do you believe?*
- Give students different types of information on the same topic (i.e. books, articles, websites, etc. – be creative and find things they might not recognize at first – if you need help ask a librarian!)
- Distribute these through the class (can break class into pairs or small groups)
- Ask students to work together to answer the following questions about what they have:
  - What is the purpose of this?
  - Who are the authors?
  - Why/How would they use this?
  - Do they think this information is relevant to them? Or relevant to answer a specific research question?
  - Do they believe or trust that the information is true? Why or why not?
- Give students time to think/discuss this, then ask them to present to the rest of the class – what do they have and how did they answer the questions.
- As students present ask other questions, encourage the other students to be curious about what their classmates are presenting – they can ask questions too!
- You can always make lists on white boards and use these as evidence of student learning.
- At the end of class, ask students how they might apply what they have done that day.
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| Evaluating and integrating information from outside sources | Authority Is Constructed and Contextual | Students will dissect information in order to determine how the information fits their need. | Lesson/Activity:  
• Give students a question, break into groups to find the answer using any resource (online, google, library, etc.).  
• Ask them how they found an answer. Why did they choose this? How did they know it would answer or start to answer the question? Can they use what they have found to find more information?  
Questions to ask:  
• Why this? How do we choose information? On google? When researching for class? Finding quick information? Are there differences? |
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| Evaluating and integrating information from outside sources | Authority Is Constructed and Contextual Students will recognize that information may be social in order to determine appropriate sources of information. | Questions to ask:  
• When do you ask other people for information? Are people ever a source of information? Or a source of research? Is this research? Why or why not? Does context matter here (i.e. the type of research or the specific question you are trying to answer)?  
Lesson/Activity:  
• Give each student a set of questions (4-5 or as many as you would like) and give each student one of the answers to the questions. On the sheet with the questions provide a place for the answer and who gave them the answer or where it came from. Give students time to circulate and find the answers AND who/where they came from. If you would like you can give prizes for the quickest to find answers AND complete the sources.  
• After the activity ask students to reflect on what they have learned and what they might do differently after the activity. (this can be a free-writing/journaling activity if desired) |
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| Evaluating and integrating information from outside sources | 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. | **Lesson:** *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) |
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| Evaluating and integrating information from outside sources | - Information Creation as a Process: Students will identify that there are various ways to share information in order to select information and create new information. 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) |
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| o Students will recognize rights of authors and publishers in order to explain the importance of citing information. | **Lesson: Copyright & Citations**  
- Copyright primer can be delivered in lecture form or discussion.  
Specifics to go over – the purpose and history of copyright, the rights of authors/information creators, the rights of users, educational rights, how this relates to citing sources. Is copyright the same, or is it different? Ask students to reflect on their responsibilities in each of these areas and how these issues might be linked to each other. |
| o Students will identify their rights as information creators in order to explain the necessity of citation practice. | **Lessons/Assignments: Information Creators**  
- **Ask:** What rights do students have as information creators?  
- **Give:** Give each student a set of questions (4-5 or as many as you would like) and give each student one of the answers to the questions. On the sheet with the questions provide a place for the answer and who gave them the answer or where it came from. Give students time to circulate and find the answers AND who/where they came from. If you would like you can give prizes for the quickest to find answers AND/OR complete the sources.  
- **Students:** Students write an essay or paper on a common topic, ask students to revise their writing to incorporate the thoughts of their peers. They should cite where this information has been incorporated (quoted or summarized). Students can share results or discuss the process of doing this in class or on blackboard. |
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| Evaluating and integrating information from outside sources | Students will explain academic integrity in order to relate it to moral ethics and the ethics of information use including proper usage of citations. | Prezi: Academic integrity  
http://prezi.com/n003fyltxeq7/?utm_campaign=share&utm_medium=copy  
• A librarian could create a test or assessment for this information in blackboard. |