



Session 1 Outline for 50 minute session [With Brainstorming]

Quick breakdown:

Welcome/introduction – 5 minutes

CQ Researcher -- 5 minutes

Brainstorming activity – 10 minutes

Searching – 25 minutes

Wrap-up/Assessment – 5 minutes

5 minutes

1. Introduce yourself and provide contact information. Explain the goals for the day-we are here to help them with their research.

5 minutes

2. Demonstrate CQ Researcher. Explain that it's a resource for finding background information on your topic.

10 minutes

2. Brainstorming activity:

- a. Each whiteboard is separated into 4 sections (What, Who, How, and Why) for a class-wide topic. Thinking about using this topic for the assignment, have each group add as many ideas as they can for the following areas:

What? <ul style="list-style-type: none">• What is your topic? What other issues/events are similar or related to your topic?	Who? <ul style="list-style-type: none">• Who is affected by your topic? Who is involved?
How? <ul style="list-style-type: none">• How does your topic impact society, culture, politics, economics?	Why? <ul style="list-style-type: none">• Why does this topic matter to you? Why should it matter to others?

Topics for brainstorming:

Fake News

Prison Reform

Genetically Modified Food

Beauty, Race, and Gender



Have each group write down a research question based on what they wrote down. Have each group share their research question, noting similarities, etc.

Use one of the questions and write it on the board. Have students pick out the keywords and list synonyms for each keyword.

25 minutes

4. Demonstrate Academic Search Complete. Using the keywords from the Brainstorming Activity as a springboard, demonstrate how to search in Academic Search Complete. Allow time for students to search on their own and ask questions.

5 minutes

5. Wrap up/Assessment. Remind the students of your name and e-mail address. Remind students that they can submit a question for help using the link on the [I am an Undergraduate](#). Generally reinforce that the Libraries are here to help them and support them. Ask students to share their “a-ha moment” using the link on the [I am an Undergraduate page](#).



Session 1 Outline for 50 minute session [With Evaluating Authority]

Quick breakdown:

Welcome/introduction – 5 minutes

CQ Researcher -- 5 minutes

Evaluating Authority Activity– 15 minutes

Searching –20 minutes

Wrap-up/Assessment – 5 minutes

5 minutes

1. Introduce yourself and provide contact information. Explain the goals for the day-we are here to help them with their research.

5 minutes

2. Demonstrate CQ Researcher. Explain that it's a resource for finding background information on your topic.

15 minutes

2. Evaluating Authority Activity

Split the class into four groups. Give each group a different type of source (popular source, scholarly source, government document, and advocacy website, all on the same topic). Ask each group to skim their source, and collectively determine what type of source this is, whether the source is reliable, and why or why not. Ask them if they would use the source in their ENGL101 paper, and if so, how? Have students jot down answers on whiteboards. Bring the class back together and have groups share their findings. On the board, list some of the features students looked at to determine the type of source and its reliability.

35 minutes

4. Demonstrate Academic Search Complete. Using the keywords from the Brainstorming Activity as a springboard, demonstrate how to search in Academic Search Complete. Allow time for students to search on their own and ask questions.

If time remains, demonstrate an additional database (JSTOR LexisNexis, WorldCat) or demonstrate advanced search features on Academic Search Complete.

5 minutes



5. Wrap up/Assessment. Remind the students of your name and e-mail address. Remind students that they can submit a question for help using the link on the [I am an Undergraduate](#). Generally reinforce that the Libraries are here to help them and support them. Ask students to share their “a-ha moment” using the link on the [I am an Undergraduate page](#).





Session 1 Outline for 75 minute session [With Brainstorming and Evaluating Authority]

Quick breakdown:

Welcome/introduction – 5 minutes

CQ Researcher -- 5 minutes

Brainstorming Activity -- 10 minutes

Evaluating Authority Activity-- 15 minutes

Searching –35 minutes

Wrap-up/Assessment – 5 minutes

5 minutes

1. Introduce yourself and provide contact information. Explain the goals for the day-we are here to help them with their research.

5 minutes

2. Demonstrate CQ Researcher. Explain that it's a resource for finding background information on your topic.

10 minutes

2. Brainstorming activity:

- b. Each whiteboard is separated into 4 sections (What, Who, How, and Why) for a class-wide topic. Thinking about using this topic for the assignment, have each group add as many ideas as they can for the following areas:

What? <ul style="list-style-type: none">• What is your topic? What other issues/events are similar or related to your topic?	Who? <ul style="list-style-type: none">• Who is affected by your topic? Who is involved?
How? <ul style="list-style-type: none">• How does your topic impact society, culture, politics, economics?	Why? <ul style="list-style-type: none">• Why does this topic matter to you? Why should it matter to others?

Topics for brainstorming:

Fake News

Prison Reform

Genetically Modified Food

Beauty, Race, and Gender



Have each group write down a research question based on what they wrote down. Have each group share their research question, noting similarities, etc.

Use one of the questions and write it on the board. Have students pick out the keywords and list synonyms for each keyword.

15 minutes

3. Evaluating Authority Activity

Split the class into four groups. Give each group a different type of source (popular source, scholarly source, government document, and advocacy website, all on the same topic). Ask each group to skim their source, and collectively determine what type of source this is, whether the source is reliable, and why or why not. Ask them if they would use the source in their ENGL101 paper, and if so, how? Have students jot down answers on whiteboards. Bring the class back together and have groups share their findings. On the board, list some of the features students looked at to determine the type of source and its reliability.

35 minutes

4. Demonstrate Academic Search Complete. Using the keywords from the Brainstorming Activity as a springboard, demonstrate how to search in Academic Search Complete. Allow time for students to search on their own and ask questions.

If time remains, demonstrate an additional database (JSTOR LexisNexis, WorldCat) or demonstrate advanced search features on Academic Search Complete.

5 minutes

5. Wrap up/Assessment. Remind the students of your name and e-mail address. Remind students that they can submit a question for help using the link on the [I am an Undergraduate](#). Generally reinforce that the Libraries are here to help them and support them. Ask students to share their “a-ha moment” using the link on the [I am an Undergraduate page](#).



Second session workshop outline:

About a week before your second session, contact the professor and ask for a list of the topics each student is working on. It's important to make sure that each topic corresponds with a student name. Divide students into groups based on overarching topics.

Right before class starts: as students are arriving put students into their groups based on overarching topics.

1. Introduction or re-introduction -- 5 minutes

Remind the class how they can contact you. Ask if there are any questions

2. Workshop -- 40 minutes (if a 50 min. session) 65 minutes (if a 75 min. session)

Try to pair students into sections based on overarching topics. Work with students individually. It is helpful to see any work they've done up to this point (ie. Annotated bibliography, paper, etc). You can also use this time to demo any additional databases that were not covered in the first session.

3. Wrap up/Assessment -- 5 minutes

Remind the students of your name and e-mail address. Remind students that they can submit a question for help using the link on the I am an Undergraduate page. Generally reinforce that the Libraries are here to help them and support them. Ask students to share their "a-ha moment" using the link on the I am an Undergraduate page.