

Lesson Title Using Research to Narrow a Topic	Course Face-to-Face ENGL 2010 (50 or 75 min.)
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<p>Learning Outcomes</p> <ul style="list-style-type: none"> • Students will be able to describe/explore a number of broader ideas regarding their topic • Students will become familiar with conducting searches in Academic Search Premier • Students will invest in peer’s research topics to help brainstorm ideas for their papers • Students will find one source that pertains to their narrowed topic <p>Frames: Strategic Searching, Research as Inquiry</p>
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<p>Preparation for Instructor & Students</p> <ul style="list-style-type: none"> • Students should have a general idea for a persuasive research topic and instructor should have introduced the assignment. <i>*Encourage instructors not to have students narrow too much before this point if they are using this lesson.</i> • Students should complete Academic Search Premier Guide on the Side Tutorial • See homework – Reading Strategies video and Canvas writing prompt due after this session. 	<p>Preparation for Librarian</p> <p>Print out the accompanying handout and make enough copies for the class.</p> <p>Double-check that instructor has materials posted in Canvas (both pre- and post-work)</p>
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<p>Materials Needed</p> <p>Handouts</p>
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Lesson Overview

Learning Activities	Description	Estimated Time
<p>Discussion</p> <p>(Need to save time? Skip #2 and go to 3)</p>	<p>1. Librarian introduces herself and the purpose of this class, which is to narrow their topic and conduct preliminary research. The purpose is to use research to find interesting and focused topics. The best topics are often the things we don't know exist yet.</p> <p>2. Write a broad topic on the board</p>	<p>10 min.</p>

Hands-on Activity	<p>Recommended topic: social media Brainstorm on board various angles of this topic</p>	
	<p>3. Show/remind students how to get to ASP. Tell students that in a moment they will type in “Social media” to see what angles appear. TIP: Split the class into thirds and assign them each a page of the result list to look at (1, 2 and 3). Give them 2-3 minutes to scan those results and jot down angles or have them write them on the board for a more active approach.</p>	5 min.
	<p>4. Have a few students from each group share the angles they found and write on board. Ask: Why is a (insert narrow topic) better than just researching social media? Reinforce that it’s more interesting and more researchable (social media has 65,000+ results)</p>	5 min.
	<p>5. Pass out worksheet. Instruct: “Don’t work ahead. You’ll need your partner for some of this and I’ll give you instructions as we go.”</p>	
	<p>6. Instruct students to write their topic at the top of the handout. Using key search terms, repeat the previous activity of looking for angles using their own topics this time. Give them 5 minutes. TIP: Students may struggle here – circulate and make sure that they are finding narrower angles for the bullet points in question 1.</p>	8 min.
	<p>7. When they are ready, gets students back together as a large group. Ask them for a few examples of angles they are finding. Remind them to email themselves articles that seem interesting and show them how. Instruct: “Now that you have done some searching, choose the angle that is most interesting to you and write it down for question #2.”</p>	10 min.
	<p>Pause for students to complete.</p> <p>Instruct: Now consider what search terms you should add or change in your search to get more of what you want without having too many results.</p>	

	<p>For example, on your handout you can see what a search might look like if you wanted to focus on social media AND self esteem AND adolescents.</p> <p>This gives us about 60 results which is a pretty good place to start. Write down the terms you'll try for your topic – continue to play with them until your satisfied with the number and type of articles your seeing in the result list.</p> <p>8. Instruct: For the rest of the time in class, continue to search for things to help you learn more. Feel free to spend the time reading and thinking too. Save or email articles to yourself.</p>	<p>30 min. – whatever time remains</p>
<p>Conclusion</p>	<p>Conclusion: Remind students that narrowing a topic helps focus their attention and improves the quality of their overall argument. Remind them to contact a librarian for help.</p> <p>Assign Homework: Watch Reading Strategies Video in Canvas and respond to writing prompt (review 2 articles)</p>	<p>2 min.</p>

Assessment:
 Librarian will circulate and check worksheets for scope of topics. Don't collect. Encourage students to use the handout to use the key terms they came up with.