**What Exactly IS that Source You are Quoting From? Or,** *It may truly be that “Authority is Constructed and Contextual”!*

**SCRIPT/LESSON PLAN**

**Audience**

1st year composition

**Session Length**

65 minutes

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| **Aim** | **Learning Outcomes** |
| Students will practice writing contextualizing statements, e.g. describing authors, genres, types of periodicals, for a variety of information sources of the type they will be using in their own research projects. | * Identify different types of periodical information sources; * Describe different periodical information sources; * Identify relevant author credentials; * Describe relevant author credentials; * Compose a valid contextualizing statement describing an information source.   Addresses the ACRL Frames “Authority is Constructed & Contextual” and “Information Creation as a Process.” |

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| **Prior Knowledge Needed** | **Materials** |
| This is introductory in nature, but it assumes students will have a need to use periodical sources in a research product of some sort. | Worksheets/Handouts  LibGuide  Google Forms |

**Instructional Content**

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| **Introduction/Key Points** | Improve skill at introducing your information sources in your research paper |
| **Activities** | * Identifying titles of periodical sources in online databases * Matching sources to contextualizing type descriptions * Distinguishing 3 distinctive elements in contextualizing statements * Constructing/composing contextualizing statements for periodical sources * Debrief |
| **Agenda** | **Introduction & Welcome (5 minutes)**  Ask class about how they introduce evidence in their writing, how they describe their sources?  **PART ONE: Reading**  Pairs proceed through these first three exercises at their own pace. But, it is important to have them all finish Part One before moving on.    Distribute first ½ page exercise sheet & demo  first source  **Identification Exercise**  **Matching Exercise**  **Distinguishing Elements Exercise**  **PART TWO: Composing**  As a class, work through the Warm-Up article one element at a time, completing the Google form. Important issues/ideas that should arise while doing this:  *How much of the source do you have to read to describe it?*  *Where do you get information about the author?*  *How much information about the author do you need?*  *What is important to say about the author?*  *Where do you get information about the source/periodical?*  *What do you say about it?*  Assign remaining articles to the pairs of students, making sure that each article gets described by at least two pairs, more, if there is time.  **PART THREE: Debriefing/Comparing**  Project different statements for the different sources and compare the various descriptions as a class. Consider the different choices of what to say/include and how to say it. Discuss how different students found different elements. |
| **Assessment** | The submitted Google forms |