**You Say *Periodical*. I Say *Magazine*. And then there are *Journals!***

*What Does It Matter as Long as I can Get the PDF?*

**SCRIPT/LESSON PLAN**

**Audience**

1st year composition

**Session Length**

It can be an entire 65-minute session, or, it could be done in 30-minutes, depending on how much of it you do! It’s flexible.

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| **Aim** | **Learning Outcomes** |
| This is designed to introduce students to the wonderful world of periodicals, in their great variety, and to how they will appear in different databases. It also begins the work of building their skills at evaluating information sources, determining perspective. | * Identify a periodical source;
* Describe different periodical information sources;
* Identify relevant author credentials;
* Describe relevant author credentials.
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| **Prior Knowledge Needed** | **Materials** |
| This is introductory in nature, but it assumes at least a passing acquaintance with the library’s discovery system or some database they expect to use to locate articles for research. | Worksheets, print or online!A “One-minute Paper” type evaluation form. |

**Instructional Content**

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| **Introduction/Key Points** | Improve your skill at evaluating periodicals of the type you will be using in various research projects and papers. |
| **Activities** | * Identifying titles of periodical sources in online databases.
* Locating relevant information about specific periodicals.
* Locating relevant information about the background of the authors of specific periodical articles.
* Articulating differences in audience for periodicals.
* Articulating the distinguishing characteristics of a scholarly journal.
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| **Agenda** | **Introduction & Welcome (5 minutes)**Ask class about their experiences with different periodicals, journals, magazines, etc. **NOTE:** I didn’t put times on the following activities because these pieces are very flexible. They can be hurried or slowed, done in more or less detail, depending on the overall goals of the session.**Part One Main Worksheet**Working in pairs, have students complete the 5 questions on the worksheet. You can break it up into 5 mini-worksheets and “correct” each one before they move on to the next or have them do it all at once. Their answers initially may be very *thin* and you will probably have to send them back for more detail or ask them to be more thoughtful about their responses and language. **How about other academic disciplines?*****(Optional Question?)*** If some students finish well ahead of others, have them do the “optional question.” While it would be good if everyone did this question, if time forbids, it can be optional!**Debrief**This exercise could be immediately followed by a variety of other activities depending on the needs of a particular class. One would be to compile, in some fashion, a “master” list of the distinguishing characteristics of a scholarly journal. Each pair will have come up with different characteristics. Maybe they are about to embark on their own research. Then you could ask them about which academic disciplines they would expect to hear from on their topics. Or, you could discuss selecting a database depending on who you want to hear from. Or, even non-academic perspectives … describing them, searching for periodical articles that represent them, and so on.**Assessment Questions**These could be delivered in paper or through Google form. I’ve liked this one:Think about your own research habits. Tell me something you will START doing as a result of what you just learned from these exercises and discussion. Then, tell me something you will STOP doing as a result of what you just learned.  |
| **Assessment** | Worksheets & 1-minute paper or Start/Stop type question |