Crossroads Information Literacy Lesson Plan

The core of this Lesson is made up of three specific parts that can be modified or interchanged depending on the style and need of the Librarian.

Part one consists of a 3 section PowerPoint presentation. This presentation acts as:
a.   An Introduction to the concept of Information Literacy
b.   An overview of specific Library resources including CUNY+ and general Databases.
c.   A brief exercise that will give the students an opportunity to get a feel for the CUNY+ catalog.

Part two consists of a tour of a short tour of the physical layout of the Library.

Part three is a short exercise for the class to assess how much the class absorbed of the presentation given in part one (i.e. see basically if they were paying attention at all or if they were just texting/twittering/emailing). Using information they searched for in Part one section c, the students will search the library collection to find specific materials.

PowerPoint Presentation

Information Literacy and Research
This section of the PowerPoint Presentation (Slide 02 through Slide 08) is a short overview of
Information Literacy. Throughout the Presentation are brief one slide interludes titled "Did You Know…"
which either give an interesting fact or video that can drive home the point of the previous slide.

**Before Beginning the Presentation make sure to hand out the Book Search Worksheet (last page of
this document) that will be use later on in the class.**

Slide 02 What am I doing here in the middle of the summer anyway?
   a.   What is Information Literacy? Why is it necessary?
   b.   What is the difference between Information, Fact, and Opinion? What does it mean to
        you as a student?

Slide 03 Did You Know…
   c.   Mentioning the Growth in the amount of Information between a modern person and a
        17th century person drives emphasizes the idea of why it is necessary to develop the
        skills to analyze and process information.

Slide 04 Google and Wikipedia – Lifesaver or another year in Purgatory?
   d.   Google is useful for general searches but is largely unreliable for college-level research
   e.   Google searches tend to produce too many unreliable results
   f.   Wikipedia is not a source that most professors will accept for research papers

Slide 05 Did You Know…
   g.   Wikipedia is a quick and easy to use BUT because it is written collaboratively by
        volunteers rather than scholars, it is not always accurate and can be very unreliable,
        particularly on controversial subjects.

Slide 06 Popular versus Scholarly – Why Bill Gates rules the World!
   h.   Popular material is created by journalists who work for newspapers and/or magazines
        that they write for.
   i.   Scholarly material is written by researchers who are experts in their subject and tend to
        be employed by institutions of education and/or research.
   j.   Is one better than the other?

Slide 07 How to judge a Book by its cover – Yes a Book!
   k.   How can you trust a source of information?
   l.   What is the role of the library in this process?
   m.   When selecting books, journals, magazines, newspapers and websites, how important is
        the Library in all this?

Slide 08 <u>Did You Know…</u>
- n. Literacy used to mean that a person just had the ability to read and write. Now being Information Literate means that a person must also know how to <u>FIND</u>, <u>EVALUATE</u>, and <u>UNDERSTAND</u> the effectiveness of the entire process.

Library Resources
This section of the PowerPoint Presentation (Slide 09 through Slide 13) deals with specific Library Resources – CUNY+ catalog and an overview of Databases.

Slide 09 <u>CUNY+ - Gesundheit!</u>
- o. What is CUNY+? How can you use it?
- p. What is a Call Number? I can do what with it?!
- q. What are the most useful ways to use CUNY+?

Slide 10 <u>Untitled</u>
This slide is technically a "Did You Know…" interlude but the need for space on the slide meant that the title had to be left out.
- r. This section is a close-up of the CUNY+ basic search page as well as the Search Type section and Search Bar. Rather than exit the presentation and break the flow, it is easier to explain and point out the search specifics of a Basic Search on this slide.

Slide 11 <u>Databases – You're not in Kansas anymore Dorothy!</u>
- s. What exactly is a database?
- t. What does it mean for me as a student? What's in it for me?
- u. How do I use it? And which one is the best one for me?
- v. My teachers want how many articles?!

Slide 12 <u>Untitled</u>
This slide is technically a "Did You Know…" interlude but the need for space on the slide meant that the title had to be left out.
- w. Given the limited amount of time for the class, rather than actually go into a couple of databases and give some example, this slide is meant to mention the names of a couple of the more popular databases.

Slide 13 <u>Facts are stubborn things… Key Information Literacy Points to Remember</u>
This is a couple of suggestions for the class to keep in mind for when they begin searching for information in the system
- x. What are you looking for?
- y. Where would be the best place to look for it?
- z. Is what you've found useful? Can you use it?
- aa. How did I complete my assignment?!

Student Activity
This section (Slide 14) takes place at the conclusion of the presentation. It should take the students about 5-7 minutes to complete.

Slide 14 Student Activity
This section is where the students will put all the information they have hopefully absorbed into practice.

bb. Search through CUNY+ for a book on a topic that interests you.

Note: *In the event that they have no interests or ideas of their own, a list of suggested topics for them to choose from will be presented.*

cc. Fill out necessary information on Book Search Worksheet.

dd. Make sure to write down necessary information including <u>Title, Location, and Call Number</u>.

ee. After the tour of the library, find the book you looked up on the shelves and then return with it to the classroom.

Library Tour

This section can be of varying length, depending on the interest and need of the Librarian. If extra time is needed for the lesson in part one or for the exercise in part three, this section can be brought down to as little as five minutes. Note: During the Library Tour, mention should be made of two frequently asked issues – first the lack of Microsoft Office on the computers on the second floor and second that the stacks are split with A-H on the second floor and the rest of the alphabet on the first floor. These are the two most asked questions at the Reference Desk.

Key points to mention:
- The Reference Desk (and Reference Handouts around the Desk)
- Circulation (Sticker necessary to take out books)
- Stacks
- Computers (lack of Microsoft Office)
- Law/Periodicals section

Find a Book Exercise

Have the students take the results of their search of CUNY+ in Part one and have them actually find the books they looked up. In the event that they might not find the book or that they checked their email instead of looking up a book to look for, have a short list of call numbers available to be searched for. Give a time limit to the students to find these materials or most likely you will not see them again.

Once the students return with their books, ask if they have any other questions and let them know that if they have any further questions they can stop by the Reference Desk, E-Mail or Chat online with a Librarian or check out the Library Website from home. Then bid them Adieu and sigh loudly. ☺

Searching in CUNY+

Feel free to search for whatever topic or subject interests you! However if nothing immediately springs to mind, please choose a topic from the following list.

Cybercrime	Terrorism	Basketball	Winston Churchill
Urban Renewal	Thomas Jefferson	Gangs	Mafia
Murder	Shakespeare	Careers	John Adams
World War 2	Abraham Lincoln	Baseball	The Civil War

Searching the Stacks

After having searched though CUNY+ for a topic that interest you and having found a book (including Title, Location, and Call Number), search through the Library collection for it. In case you have not been able to find all that information on your own, here is a list of examples you can search for.

Encyclopedia of religion	Reference BL 31 .E46 1987
A dictionary of angels	Reference BL 477 .D3
The atlas of early man	Reference CB 311 .H35 1976
Cambridge encyclopedia of Russia	Reference DK 14.C35 1994
The essential Middle East	Reference DS 43 .H57 2003
The almanac of American history	Reference E174 .5 A45 1983
Lincoln's assassins	Reference E 457 .5 .S99 2001
A history of children	Reference HQ 767 .85 .C65 2001
Yale book of quotations	Reference PN 6081.Y35 2006
Making a living while making a difference	Reference HF 5381 .E853 2000
Blackwell encyclopedia of social psychology	Reference HM 251 .B476 1995

Book Search Worksheet

Use CUNY+, the library catalog to get the following information about a book:

01. TITLE OF BOOK : _____

02. LOCATION : _____

03. CALL NUMBER : _____

Once you have found your book, use the book itself to fill out the rest of this page:

Describe the book:

Author(s) or editor(s) _____

Last name first, then Initial(s) _____

Title of book _____

Date of publication _____

Place of publication _____

Publisher _____

When writing a term paper, you would have to list all the sources of information, also known as references, at the end of your paper in a section called the Bibliography. At John Jay, most professors ask students to use American Psychological Association format (APA style) to do so. An example of a source cited in this format is:

Fersch, E. L. (2005). *Thinking about the insanity defense.* New York: iUniverse.