# Information Literacy One Shot Annotated Outline

## Draft 3 – 8/13/2015 – T. Smith/A. T. Salopek

### Summary/Purpose:

This in depth outline was created for the Trinity Information Literacy Committee- One Shot Task Force and submitted for review at the 8/15/15 meeting.

The purpose of this outline is to provide a framework for any librarian that is giving a one shot library instruction class. These bullet points have been identified as important concepts, techniques, ideas, and information that is vital for students to become information literate and lifelong learners. The annotations are intended to elaborate on the concepts mentioned and provide guidance to the Instructional Librarian. Please refer questions to

### One Shot Outline:

1. Introduction
   1. About me
      1. *Introduce yourself to students in a personal way*
   2. Goal of instruction class: Research 101 @ your library
      1. *To be a successful researcher and student at Trinity Washington University*
      2. ***Information Literacy is a Life Skill****. These skills will help you get the info you need. Example: your mother gets sick with a disease, your child has an allergy, a loved one is in legal troubles.*
   3. “I have an assignment, what do I need to know?”
      1. Topic
      2. Number of resources
      3. What kind/types of resources
      4. Length of assignment
2. Where to Start? Types of Resources/ Information cycle
   1. Open Web
      1. Google – “How does it work?”

-*discuss how google finds its results, creating an index through webcrawls (follow links) to create an index that by using an algorithms isn’t spam for the best results*

* + 1. Wikipedia – “Can I use Wikipedia?”

*-Wikipedia is a great start to help you narrow down your topic, and the links which the articles cites to is a great place to start, but do not cite to Wikipedia*

* + 1. Best websites – .gov/.edu/.org

*-.gov cites are the best for information, especially the federal government’s information, think of it as the best possible peer-reviewed source*

*-.edu are universities and schools and educational institutions, thus usually are decent places to find factual information*

*-.org are organizations, they are often good places to find some information on specific topics, but be highly skeptical over all the information found*

* 1. Newspaper & Magazine (Popular Resources)

*-great resource to start getting more in-depth into subjects, also help you understand more difficult subjects to give you a clearer picture of the present landscape*

*-Historic newspapers and magazines are great resources to see what people for different time periods thought on different subjects.*

* 1. Journal Article (Scholarly Resource) – What are they?
     1. Peer reviewed process

-*Experts from the field review a(blindly, they don’t know the author) paper and decided if it meets the requirements for the field and publication*

* + 1. Articles in database

*-the articles in the databases are peer-reviewed if you clink the peer reviewed button*

* 1. Book (End of information cycle, most in depth)

*-After a scholar gets a number of articles published they usually write a book to further expound on ideas they are interested in. Books are the end of the information cycle and usually contain the best ideas; they are a good place to start. The articles usually will have more up to date information*

1. Databases
   1. What are they for? Why we use them? How they work?
      1. *Database: An electronic system for retrieving information*
      2. *We use databases to organize information and to make it easy for people to discover information*
      3. *Databases use keywords and search terms you input. Based on the Field you tell the database to search it will bring up results based on the amount of times the keyword appears in the text. Or if the Keyword (Author, Title, Journal) is an exact match.*
   2. Examples: Trinity Library catalog, JSTOR, Academic search Premier
      1. *Ask for examples from the class. Maybe students already have a topic in mind.*
   3. Databases Have controlled fields: Author, Title, Year, Subject Terms
      1. *Instagram as example to explain Subject terms and searching (?)*
2. Trinity Library – Searching in Databases – “How do I find scholarly resources”
   1. Searching for Books

*(Books are the most comprehensive, in depth scholarly resources. Explain the information cycle to elaborate)*

* + 1. @ Trinity Washington University
       1. *Live portion: search for a book using title and author*
    2. WRLC
       1. *Live: Search using subject terms, title*
       2. *Explain about WRLC services, requesting books and articles*
    3. Types of Searches;
       1. Keyword
       2. Subject
       3. Author
       4. Title
    4. Last resort: ILL
       1. *Explain how ILL works and it’s a last resort because it takes a long time and is normally short un guaranteed loan.*
  1. Searching for Journal Articles

*Search Live and try to ask students for suggestions on topics*

* + 1. Checking the Peer Reviewed box and the Linked full text
       1. *This helps to ensure that the results are peer reviewed and the full text will be available immediately*
    2. Keyword search to get subject headings
    3. Abstract search
       1. *The abstract is?? a summary. This means if search terms show up in abstract the article may be more useful to your information needs*
    4. Searching with a citation
       1. Author search
       2. Title Search
    5. Natural language searching in Thesaurus to get Subject heading
       1. *The words we use in our day to day are different from how the database categorized those topics, terms, or words. The Thesaurus helps with this*

1. Evaluating a Resource – “Should I use this article or book?”
   1. Remember Step 1: What is my topic? What do I need to know? My thesis?
   2. Look at the Abstract
      1. A summary of article, key terms? Topic?

-*Look at the article and examine the different parts of it and see if it fits the subject you are interested in*

* + 1. Reviews of book? Table of contents?

-*looking at the index and the table of contents and even a bibliography will help you decided if a book is a good resource for your topic (NB: even if articles disagrees with your thesis the information contained in it can be extremely useful for your paper)*

1. Citing & Plagiarism
   1. “Why is it important? Why Should I Cite?”
      1. Acknowledge other people work

*-It is important to give credit where credit is due*

* + 1. Makes you more credible/ Adds credibility

*-It makes you sound like you know what you are talking about more, because these people and these journal believe it to*

* + 1. Avoids plagiarism

-*It absolutely makes sure you do not plagiarize*

* + 1. Makes sources easy to find

-*Gives you the ability for other people to build on your research*

* 1. When do I cite?

-*Whenever you are using ideas that are not your own*

* 1. Citations resources
     1. OWL

-Live <https://owl.english.purdue.edu/>

* + 1. On Trinity website

-Live <http://www.trinitydc.edu/library/links-citations/>

1. Trinity Library – About Us
   1. Hours
   2. Contacts – email
   3. Programming and Workshops