

ENGL 1030 - Finding Reliable Sources

In Person Lesson Plan

Fall 2025

Link to presentation:

https://docs.google.com/presentation/d/1eT1NwJdaDyTktLdMDIV0Aa-UEO7a_70slmowC7LxnXc/edit?slide=id.g36c42304cc6_0_27#slide=id.g36c42304cc6_0_27

What you'll need:

- 6 folders
- Print 12 articles in Sharepoint Folders:
<https://clemson.sharepoint.com/sites/ENGL1030-FindingReliableResourcesSession/Documents%20for%20ENGL%201030%20Finding%20Reliable%20Sources%20Session>
- Place two articles in each of the 6 folders. Here is the suggested pairing:
 - Folder 1: Haverkamp & Schamel (Library catalog) and History of Smokey Bear (Google Search)
 - Folder 2: Comic Book (Library Catalog) and Zobel (Google Scholar and Library Catalog)
 - Folder 3: Helmers (Google Scholar and Cited in other Sources) and freerange.com (Google Search)
 - Folder 4: Dalby (ChatGPT) and Rhetorical Analysis (Google Search)
 - Folder 5: Forest History Society (CoPilot) and Lewis (Cited in other sources)
 - Folder 6: Smokey Bear website (Google Search) and Congressional Report (Library Catalog)

Learning Outcomes

- By the end of the session, student will be able to:
 - List the difference between a reliable and unreliable source of information
 - Identify at least 3 tools for finding reliable information sources
 - Explain the difference in natural language searches and keywords
 - Analyze sources based on criteria for evaluation

Outline

Slide	Talking Points	Activities
1 - Title	We are here to help empower you to think critically about the search tools you use and the information you find because YOU are a crucial factor in finding quality information	None

2 - Lib Info	Before we get started, we want to make sure you know that you have a lot of help and support through the libraries	Ask students if anyone has ever used a library service listed
3 - Learning Outcomes	Briefly cover the learning outcomes for the session	Ask students if there is anything they are curious about learning that is not listed - this will probably get crickets, but you never know
4 - Why is Info Lit Important	Point out that humans always matter in the search for information because incorrect information is being created and shared all the time	Ask students if they have ever run across information that was incorrect when using search tools
5- Project Description	This slide lays out what we will discuss in class	You can ask students if they read the article...not all classes may have been required to
6 - Challenge 1	Explain that this session will be split into two Challenges: Evaluating and Finding. First, we will think about what you need to know in order to quickly evaluate a source	None
7 - What is Reliable info?	4 key things that should appear on this slide are: • Author • Date • Publication • References listed	Ask students what they think are indicators and co-create a list with them. If they miss something you can suggest
8 - Tips for reading an Academic Article	Not all students have been exposed to academic writing. This slide provides a link to a sample paper with an overview of how to approach reading information in this format.	Click on link provided and review paper
9 - CRAAP Test	This is a commonly used technique that can be used to evaluate resources.	
10 - How is information created	This slides talks about different formats	
11 - Format Review	This scale might help to summarize levels of skepticism based on the format of the information.	Ask students if they agree with the scale.
12 -	This slide links to the article discussed in the	Ask students to think about

Practice	assignment. You can click on the link to pull the article up in front of the class. As you scroll through it, point out: • Author is listed at beginning of article and her affiliation is at the end of the article • References are listed • This is a “Response Essay” as indicated at the top of the paper - thus it will clearly represent an option or stance • You can point out that the library catalog indicates that it is from a peer reviewed journal and that can help them make fast decisions	the difference between stance and bias
13 - Activity 1	Now that students know what to look for to evaluate, hand out the folders. There are two articles in each folder and students should be divided into groups of about 4 making 5 groups. Give students about 5-6 minutes to review articles. Once they are ready, note that it did not take them very long to make their decisions once they knew what to look for.	• Each group has 2 sources • Use this checklist to quickly evaluate your articles. • Add a sticky note to ones you would trust to use in a paper as a citation • Briefly describe your sources to the class and why they are reliable
14 - Challenge 2	Tell students that during this challenge, we will think about which tools are available and how you can best use them	Ask students which search tool they start with when they know they need to find sources (we listen and we don't judge)
15 - Using Tools	Explain to students that you will go through the different ways that were used to find information for this assignment	Ask students to have one person for each source ready to stand up when they see that the search tool being discussed was used to find their article
16 - Keyword v. Natural Language searching	This slide talks about the differences in searching with keywords as is common in many databases and searching with natural language as is common with many AI tools and internet searches	
17 - Venn	This slide features a visual to help students	

Diagram of Boolean Operators	understand how keyword searching can be used to refine searches.	
18 - Google	Review the search used. Possibility could have used the search prompt used for AI. Noted misspelled word Make sure the students suggest using quotation marks. Watch out for “Smokey the bear” instead of “Smokey Bear” Review how you know you are looking at a website and not an online journal article	Ask students if there is anything that could be done to make the prompt stronger Once you have discussed the slide, ask students to stand up who have a source that was found using Google and look for number of sticky notes indicating reliable sources
19 - Google Scholar	They may talk about the date, but reminding them that this is a historical topic and limiting by date could be detrimental Review how you know you are looking at a journal article - what features: • Title of journal along with title of article • Page numbers that may not start with 1 • Point out that not all articles are on a .org or .edu site	Ask students what could be done to the search differently. Ask students who have Google Scholar articles to stand up. Any difference with the Google search?
20 - ChatGPT/ CoPilot	Tell students about the prompt and how it asked to help find sources and not write the paper. The prompt could have been a bit stronger by asking it to provide sources for a freshman level English course at a top university. It could also have requested not to return any student work. Also, Smokey is technically “Smokey Bear” and not “Smokey THE Bear” so that could have made a difference.	Ask students if there is anything that could be done to make the prompt stronger Once you have discussed the slide, ask students to stand up who have a source that was found using ChatGPT and look for number of sticky notes indicating reliable sources
21 - Library	Review the prompt and explain how the Library	Ask students what could be

Catalog and AI Discovery tool	AI tool works. Point out that they can get to more sources.	done to the search differently. Once you have discussed the slide, ask students to stand up who have a source that was found using Google and look for number of sticky notes indicating reliable sources
22 - Keywords matter	Show the different numbers when searching in Academic Search Ultimate Talk about how this is a popular search interface that will ONLY return results from resources that libraries subscribe to and how that matters	
23 - Conclusion	Review the things learned with students	
24 - Ask students what else they learned.	This provides a quick check in to see how students processed what they learned.	
25 - Resources	Remind students of library services as well as that we are all set up to help with their ENGL 1030 assignment • Learning Commons • Chat • LibGuide	

Asynchronous Lesson Plan

1. Ask student to review the Google Slides:
https://docs.google.com/presentation/d/1eT1NwJdaDyTktLdMDIV0Aa-UEO7a_70slmowC7LxnXc/edit?usp=sharing
2. Then, ask them to review the documents in the folders on Sharepoint:
<https://clemsontech.sharepoint.com/sites/ENGL1030-FindingReliableResourcesSession/Documents%20for%20ENGL%201030%20Finding%20Reliable%20Sources%20Session>
3. Ask students to reflect on what they learned about the differences in the results in various search tools and if what they learned might change the way they conduct searches for reliable information.