

Madeline Hunter Lesson Plan Template

Professor Name: Denise Malloy

Date/Location: 2/11/2020

Course: WRT 105

Number of students: 14/15

Objectives	<p>Students will:</p> <ol style="list-style-type: none">1) connect main concepts within a research question using boolean and wildcard logic IN ORDER TO effectively retrieve resources from topically-relevant database(s)2) evaluate discovered resources using criteria for scholarly, peer-reviewed and popular resources IN ORDER TO understand the variety of quality and useful materials within the publication and information landscape3) combine the themes of various sources to create a summary or topic statement/question IN ORDER TO recognize that scholarship is a conversation between different scholars on a given topic through their publications (your sources)4) revise an original research question based upon newly discovered resources IN ORDER TO adopt an iterative approach to the research and writing process	Time needed
Review (What students already know.)		
Anticipatory Set	<p>KIM: Upon entering the room and being signaled by instructions on the screen, students will add their current research question/topic into a google doc (an example)</p> <p>https://tinyurl.com/MalloyS2020</p> <p>Picking a Topic is Research</p> <p>So, you already have a research question in mind, but during today's class, we'll dig into some of the sources that might help you support and perhaps even tweak and narrow that question</p>	5 min

<p>Body/Procedure</p> <p>Model (How will you demonstrate skills?)</p> <p>Check for Understanding</p> <p>Guided Practice</p>	<p>1) Let's start finding some relevant material for your tentative topics</p> <p>2) And then we can consider the quality and rigor of the sources you chose.</p> <p>Introduce 2 methods based on your starting point. Are you still really broad and searching around for a concrete research question or are you pretty clear on the direction where you're heading? Look at our session today as exploration. Maybe you'll find an idea as you look through a few sources that tailors your question even more than what you walked in with.</p> <p>Browse method and targeted topic method</p> <p>SARAH: DEMO Article & Books - creativity healing Limit to articles, peer-reviewed, subject = psychology or medicine, publication date</p> <p>KIM: Concept map strategy - video (we will likely demo the concept map live)</p> <p>Time to search - check off or keep in tabs resources that look good to you Add sources here: https://tinyurl.com/Malloy1F2019 https://tinyurl.com/Malloy2F2019 https://tinyurl.com/Malloy3F2019</p> <p>SARAH: Based on what's in your google doc chart, let's begin to evaluate our sources for their quality and rigor. Students look at sources that their successor identified. Using the guide beside you - http://libguides.lib.rochester.edu/ld.php?content_id=11722859, see if you can figure out if the sources are scholarly and determine some reasons to back up your claim. (Mention this relates to the research journal they are keeping for the class)</p> <p>Questions before moving on?</p> <hr/> <p>SARAH: 2 questions in google doc</p>	<p>5 min</p> <p>5 min demo</p> <p>10 min</p> <p>15 min Time Search</p> <p>10 min eval (depends on how many resources each evals)</p> <p>5 min discussion</p> <p>-----</p> <p>55 min elapsed</p> <p>20 min</p>
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	<p>Student fills in last two columns in the google doc for their own topic (10 min)</p> <p>With a partner, each student takes 5 minutes to discuss the topic, clarify, and perhaps add more and/or narrow the topic (10 min)</p>	
Closure	<p>Take away - based on what you found today (only the beginning!), has your research question shifted at all? If so, write down a new question that will get you closer to achieving the next assignment. HOMEWORK - enter newly written topic into google doc beyond class time</p>	5 min
Independent Practice		
Materials, Resources & Physical Space	<p>Libguide: http://libguides.lib.rochester.edu/c.php?g=718555 </p>	
Reflection		