

## CLASS OUTLINE - Intro to Research with Primary Sources at SCRC

Course number/title: WRT 205

Faculty name: Erin Mullikin

Venue: Lemke Room, Bird Library 6th Floor

Library instruction date/time: 2/15/2016

Audience affiliation/type: Undergraduates

Number of students: 20

Duration: 80 minutes

Prep time spent:

Materials	<ul style="list-style-type: none"> <li>● Instructor workstation with projector/screen</li> <li>● Student laptops/tablets</li> <li>● SCRC Manuscript call slips</li> <li>● SCRC Rare Book call slips</li> <li>● SCRC Registration cards</li> <li>● Pencils</li> <li>● Notepaper</li> <li>● Placeholders</li> <li>● Gloves</li> <li>● Foam supports</li> <li>● Worksheets (include space for discoveries &amp; questions on one side, and survey on reverse)</li> <li>● Handouts (about SCRC, services, hours, instructor/librarian contact information)</li> <li>● Research prompts, scavenger hunt style (brief description of an item or piece of information to be found within our collections)</li> </ul>
Preparation for Class	<ul style="list-style-type: none"> <li>● Students will come to class with a semester-long writing project. No further student prep is necessary.</li> <li>● Instructor will create and print handouts, prompts, and worksheets.</li> <li>● Instructor will write/project instructions for students upon entering the classroom</li> </ul>
Learning Outcomes	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Recognize the purpose of archives and special collections within an academic institution, as well as the overall information landscape.</li> <li>2. Identify what makes a source “primary” vs “secondary”</li> <li>3. Describe the range of primary sources that may be found in a repository.</li> <li>4. Demonstrate how to properly handle a variety of physical materials*</li> </ol>
What Parts of the ACRL Information Literacy Standards or Threshold Concepts Do These Outcomes Reflect?	<p>Standard 1: The information literate student determines the nature and extent of the information needed.</p> <p>PI1: defines and articulates the need for information</p> <p>PI2: identifies a variety of types and formats of potential sources for information</p> <ul style="list-style-type: none"> <li>● Differentiates between primary and secondary sources, recognizing how their use and importance vary with each discipline</li> <li>● Realizes that information may need to be constructed with raw data from primary sources</li> </ul> <p>PI3: considers the costs and benefits of acquiring the needed information</p> <ul style="list-style-type: none"> <li>● Determines the availability of needed information and makes decisions on broadening the information seeking process beyond local resources</li> <li>● Considers the feasibility of acquiring a new language or skill in order to gather needed information and to understand its context</li> </ul>

	<p>PI4: reevaluates the nature and extent of the information need</p> <ul style="list-style-type: none"> <li>● Reviews the initial information need to clarify, revise, or refine the question</li> <li>● Describes criteria used to make information decisions and choices</li> </ul> <p>Standard 2: The information literate student accesses needed information effectively and efficiently.</p> <p>PI1: selects the most appropriate investigative methods or information retrieval systems for accessing the needed information</p> <p>PI2: constructs and implements effectively-designed search strategies</p> <p>PI3: retrieves information online or in person using a variety of methods</p> <ul style="list-style-type: none"> <li>● Uses specialized online or in person services available at the institution to retrieve information needed</li> <li>● Uses surveys, letters, interviews, and other forms of inquiry to retrieve primary information</li> </ul>	
Why Should Students Care?	<p>Ss want a passing grade</p> <p>Ss are curious about special collections holdings</p> <p>Ss can apply “deep structure” about sc/a to the world at large (what information is important? who decides? how do we know what we know?)</p>	
How Will I Know These Outcomes Are Achieved?	<ol style="list-style-type: none"> <li>1. Observation</li> <li>2. Comprehension checks</li> <li>3. Analysis of worksheet data</li> </ol>	
<b>Introduction</b>	<ul style="list-style-type: none"> <li>● Ss collect worksheet and handout as they arrive</li> <li>● Ss see instructions upon entering class to navigate to the library website and the SCRC landing page (<a href="https://library.syr.edu/">https://library.syr.edu/</a>) (<a href="https://library.syr.edu/find/scrc/">https://library.syr.edu/find/scrc/</a>)</li> <li>● Ss begin free exploration, writing down at least one discovery and one question on worksheet provided</li> <li>● Introduce self</li> <li>● Lay out objectives/agenda for the class</li> </ul>	<b>Time 8min</b>
<b>Teaching Strategy 1</b>	<ul style="list-style-type: none"> <li>● Ss share discoveries with the class.</li> <li>● Elicit: What kinds of things do we have here at SCRC?</li> <li>● List on board: correspondence, business records, ledgers, a/v materials, speeches, articles, diaries, drafts, books, artifacts, etc. (“manuscripts” or “papers” or “records”)</li> <li>● many of these things = primary sources ... but what exactly IS a primary source?</li> <li>● <a href="https://www.youtube.com/watch?feature=player_embedded&amp;v=cHTtpYYbhm0">https://www.youtube.com/watch?feature=player_embedded&amp;v=cHTtpYYbhm0</a></li> </ul>	<b>Time 10min</b>
<b>Comprehension Check</b>	<p>Verbal quiz (primary, secondary, or depends)</p> <ol style="list-style-type: none"> <li>1. diary</li> <li>2. news article</li> <li>3. bank statement</li> <li>4. census</li> <li>5. home movies</li> <li>6. encyclopedia</li> <li>7. documentary</li> </ol>	<b>Time 2min</b>

	8. Oscar	
<b>Transition</b>	Now, say we have a particular research question, and we want to find primary sources. How do we find what we need?	<b>Time 2min</b>
<b>Teaching Strategy 2</b>	<ul style="list-style-type: none"> <li>● Elicit some of the search options discovered in the free play time</li> <li>● Instructor lists additional options</li> <li>● Develop research question as group</li> <li>● Explore finding aid database w/ keyword searches</li> </ul>	<b>Time 10min</b>
<b>Transition</b>	Divide into groups of 3-6, and distribute research prompts	<b>Time 2min</b>
<b>Teaching Strategy 3</b>	<ul style="list-style-type: none"> <li>● Guided practice - groups search finding aids</li> <li>● Each groups identifies an item to request</li> <li>● Complete manuscript call slips</li> <li>● Instructor circulates to assist</li> </ul>	<b>Time 10min</b>
<b>Comprehension Check</b>	Check call slips for accuracy/completeness	<b>Time 2min</b>
<b>BREAK</b>	Break for item retrieval**	<b>Time 10min</b>
<b>Teaching Strategy 4</b>	<ul style="list-style-type: none"> <li>● Ss turn over and begin completing side 2 of worksheet (to turn in at the end of class, likert scale survey)</li> <li>● Items and place holders distributed to groups</li> <li>● Describe and model proper handling method</li> <li>● Distribute gloves/foam, if needed</li> </ul>	<b>Time 15min</b>
<b>Comprehension Check</b>	Why only one box/folder/handler at the time?	<b>Time 2min</b>
<b>Closing</b>	<ul style="list-style-type: none"> <li>● Review objectives met</li> <li>● Collect worksheets</li> <li>● Ss may stay after class in SCRC's reading room to start exploring the materials they've just accessed.</li> <li>● Ss may wish to fill out SCRC registration with SUID before leaving (speeds up the process for when you return to do research!) - may take registration cards as needed</li> </ul>	<b>Time 5min</b>
<b>Learning Assessment</b> End of Class		
<b>Learning Assessment</b> End of Course		

Things to Remember for Next Time	
<b>Notes</b>	<p>*Learning outcomes sourced from Peter Carini's January 2016 article in portal, "Information literacy for archives and special collections: defining outcomes"</p> <p>**Note on timing for retrieval: Since we'll be handing out prompts directed toward particular items/info in the collections, we may be able to have many of the boxes pulled ahead of time (but held behind the access point), so that staff will only need to retrieve those items that we have not anticipated. If we've done a good job in the session, hopefully we'll be able to anticipate most or all requested items.</p>

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