MH510 Embedded Information Literacy Component

LIBRARY RESEARCH LESSONS

Week 3: Intro to History Research

The current LRL (http://guides.norwich.edu/online/historyresearchlrl), outlined below, is comprised of videos and screenshots that detail research strategy concepts and sample search construction in select databases for the major. Corresponding learning outcomes and ACRL standards appear next to each item. Learning outcomes were mapped to Association of College & Research Libraries (ACRL) Information Literacy Competency Standards, which appear at the end of the document.

Week 3 Core Research Strategies:

- Meet Your Librarian (introduction video)
- What are Databases? [L3,S2]
- What is a Research Strategy? [L6,S3]
- Developing and Analyzing Your Topic [L1,S1, S2, S3]
- Choosing Keywords [L2,S2]
- Constructing Your Search [L3,S2]
- Refining and Broadening [L5,S2]
- Searching Examples [L4,S2]
- Mining Bibliographies [L5,S2]
- Getting Help – other helpful guides and contacting the library
- Search construction is modeled in the following subject databases:
  - JSTOR [L4,S2]
  - America: History and Life Full Text [L4,S2]
  - Historical Abstracts [L4,S2]
  - Military and Government Collections [L4,S2]

LEARNING OUTCOMES for LRL: Intro to History Research

- Students will be able to define a research question that fits the scope of the assignment in order to prepare an appropriate search strategy. (S1)
- Students will be able to identify key concepts and terms, synonyms, and related terms for the information needed in order to produce stronger search results. (S2)
- Students will be able to construct a search strategy using appropriate commands in order produce stronger search results. (S2)
- Students will be able to implement a well-formed search strategy in JSTOR and EBSCO databases in order to retrieve relevant resources. (S2)
- Students will be able to notice gaps in their search results and revise their search strategy accordingly in order to find more appropriate resources. (S2)
Students will be able to describe and contextualize developing a research strategy in order to validate understanding and interpretation. (S3)

**Week 5: Finding Primary Source Materials**

The current research lesson, as seen below ([http://guides.norwich.edu/online/primarysourceslrl](http://guides.norwich.edu/online/primarysourceslrl)) is comprised of videos and screenshots that detail the definition of primary sources and how to find them in the library, on the web, and in the archives. Corresponding learning outcomes and ACRL Standards appear next to each item. Learning outcomes were mapped to Association of College & Research Libraries (ACRL) [Information Literacy Competency Standards](http://guides.norwich.edu/online/primarysourceslrl), which appear at the end of the document.

**Week 5 Core Research Strategies:**

- Meet Your Librarian (introduction video)
- The Different Types of Sources
  - What is a Primary Source? [L2,L3,S4]
  - What is a Secondary Source? [L1,L2,S1]
  - What is a Scholarly Source?[L1,S1]
  - What is a Popular Source?[L1,S1]
- Before You Start Searching [L4,S4]
- Finding Primary Sources through the Library [L4,S4]
- Finding Primary Sources on the Web [L4,S4]
- Finding Primary Sources in Archives [L4,S4]
  - About Archives
  - Using Finding Aids
  - Contacting Archives and Getting Copies
- Evaluating Primary Sources [L3,S4]
- Getting Help – other helpful guides and contact info for both archives and the library

**LEARNING OUTCOMES for LRL: Finding Primary Source Materials**

- Students will be able to identify the purpose and audience of potential sources (e.g. scholarly vs. popular) in order to think critically about sources in the scope of scholarly history. (S1)
- Students will be able to differentiate between primary and secondary sources in order to recognize how their use and importance vary in the scope of scholarly history. (S1)
- Students will be able to describe what constitutes a primary source and when they are useful for research in order to incorporate them effectively into a research paper.(S4)
- Students will be able to develop a research strategy for locating primary sources on their particular topic in the library’s print and digital collections, as well as the open web and in archives, in order to support their research paper.(S4)
ACRL Information Literacy Competency Standards

- Standard 1 (S1): The information literate student determines the nature and extent of the information needed.
- Standard 2 (S2): The information literate student accesses needed information effectively and efficiently.
- Standard 3 (S3): The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.
- Standard 4 (S4): The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.