

## Summary of Unit Outcomes and Components

### Unit Outcomes

1. Students will review library terms, book parts, online card catalog use, and standard reference sources.

2. Students will explore encyclopedia use and purpose and how to "independently" use an encyclopedia efficiently and effectively (print and online).

3. Students will discuss the types of information available on databases accessible from our library.

4. Students will "independently" use information sources and the accompanying technology to conduct web-based searches.

### Outcome Components

1. Tour our library while reviewing library terms and the physical arrangement of libraries. Review Library Pro (online card catalog) and how to find resources in our library.

2. Review book parts and how to efficiently and effectively find information in a book.

3. Examine five major reference sources and demonstrate how to BEST find information using the source: dictionary, thesaurus, atlas, almanac, and encyclopedia.

4. Play games to reinforce their ability to select appropriate resources for a specific task.

1. Locate encyclopedias in this library (print and online) and use the source effectively by demonstrating a knowledge of parts or features, use of cross references "see" and "see also", and use of

2. Develop an understanding of the importance of choosing keywords (successful strategies for locating information).

3. Explore print and online encyclopedias by completing sample searches using features or tools available.

4. Compare and contrast print vs. online.

1. Explore features of eLibrary and some of the Kansas State Library databases.

2. Conduct sample searches using databases. Complete a PowerSearch using the Kansas State Library Databases.

3. Compare and contrast the features of each database and how to determine which is most appropriate resource for specific task (info. need).

1. Define common web terms and explore the use and features of browsers and dashboard widgets.

2. Conduct sample searches using dashboard widgets for personal interest as well as curriculum related needs.

3. Explore the features and use of Google as well as other search engines.

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4. Conduct sample searches using Google and other search engines.
5. Compare and contrast multiple sources to verify accuracy, relevance and comprehensiveness of information.
6. Narrow or broaden search using Boolean terms.
7. Develop and use successful strategies for locating information by building successful search strings.

5. Students will "independently" use their information seeking skills to complete a final product (research paper).

1. Pick topic and independently use information sources and the accompanying technology to conduct their research according to guidelines of assignment.
2. Demonstrate the knowledge and skills to organize an information product.
3. Complete notecards, bib cards, PDs, and a Works Cited page to accompany their paper.
4. Communicate information by writing a research paper with an intro. that includes a hook, thesis statement, and adequate number of sentences; a body with information arranged in a logical order; a conclusion that includes the thesis statement and sums up the theme of the paper.

6. Students will complete a comprehensive final exam of information skills developed and explored during this 9-week course.

1. Demonstrate knowledge and use of media types explored in this course.

7. Students will explore the necessity of evaluating information.

1. Evaluate websites for authority, accuracy, currency, bias, etc.
2. Explore hoax sites to prove the need to make sure a site is accurate and authoritative.