**Lesson Plan: Defining a Scholarly Source**

|  |  |  |
| --- | --- | --- |
| **Activity Description** | **Resources** | **Time** |
| Summary:  Students will compare 3 different articles to determine which one is scholarly and will then list out the reasons why they think it is scholarly. This activity allows students to think critically about publications in order to deduce the features that give scholarly sources their scholarly nature.  Learning Outcomes:   * Students will evaluate the features of scholarly and popular sources. * Students will develop a definition for “scholarly sources.”   ACRL Framework for Information Literacy:  This activity connects with the frame “Scholarship as Conversation.”  Instructions:   1. Provide students with 3 articles to review related to the course content: a peer-reviewed, scholarly research article; a popular source; and a source somewhere in-between, such as an article written by a scholar, but not published in a journal. These articles can be provided as print copies or online links to the articles 2. Working in pairs or small groups, have the students compare the three articles for 10 minutes. 3. They should identify areas where the articles are different. They should also discuss what is scholarly and what is not. 4. After each group has had time to review the articles, ask students to tell you which article they thought was scholarly and why. 5. Note their criteria on the whiteboard 6. If anything is missing, add it, and explain. 7. Based on the criteria, ask them to define what a scholarly article is.   Extension Activity:   1. For steps four and five, consider using an ed tech tool like Poll Everywhere or Mentimeter. Students could vote on which article they think is scholarly, and/or they could recommend criteria for scholarly articles. | Required Materials:   * Three articles related to the unit project assignment, including a scholarly article, a popular source, and something in between | **20 minutes** |