research success

instructor guide

lesson synopsis
This 50 to 80 minute lesson will provide the skills that ASU lowerclassmen need to complete their first university research assignment using library resources. This lesson is self-contained and designed to be taught independently by instructors in the absence of a librarian. It contains all of the materials and worksheets that are needed, and should be taught in a classroom equipped with computers for each student.

what students will learn
Following this lesson, students will be able to:

1. Give two examples of why a scholarly database is a better choice for university research than Google.
2. Put the steps of the research process in order.
3. Demonstrate keyword brainstorming by splitting a search topic into major concepts and generating at least two related keywords for each concept.
4. Locate a scholarly article in the database Academic Search Premier and provide its MLA citation.
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Part 1 – Introduction

Overview
Library research is frustrating for many ASU students. They commonly believe that they can find whatever they need through Google, but they end up wasting hours trying to wade through poor quality websites. Meanwhile, ASU Libraries offer more than 500 databases full of quality information that they could be using to complete their assignments. Students aren’t familiar with what the libraries have to offer.

This 50 to 80 minute class will provide the skills that ASU lowerclassmen need to get off on the right foot at ASU. Students will learn everything they need to complete their first university research assignment. This lesson will also set a foundation for learning more advanced research skills. Students in this course will be able to draw upon these transferable scholarly research skills for the rest of their college education. They will also learn to demonstrate academic integrity by properly documenting their research sources with citations.

Intended Users: ASU students that are completing one of their first college-level research project (e.g. argumentative essay, stakeholder paper, etc).

Length: 50 minutes to 80 minutes. This lesson is fast-paced and can be completed in 50 minutes without Pretest or Posttest, and can be completed in 80 minutes with Pretest and Posttest or with Bonus Content. See Important Note on Time, Page 4.

Instructional Goal
Students will demonstrate their understanding of the scholarly research process by locating and citing a scholarly article in the database Academic Search Premier on a given search topic.

Instructional Objectives
Following this lesson, students will be able to:

1. Give two examples of why a scholarly database is a better choice for university research than Google.
2. Put the steps of the research process in order.
3. Demonstrate keyword brainstorming by splitting a search topic into major concepts and generating at least two related keywords for each concept.
4. Locate a scholarly article in the database Academic Search Premier and provide its MLA citation.
**Organization**

Lesson structure:

- **Pretest (Optional)**
- **Introduction**
- **Main Lesson**
  - 1 - Google vs. Scholarly databases
  - 2 - Steps of the Research Process
  - 3 - Keyword Brainstorming
  - 4 - Searching in Academic Search Premier
  - More Useful Information
- **Posttest (Optional)**
- **Lesson Feedback Form (Optional)**

Administering and then comparing results of the Pretest and Posttest allows you (and librarians) to measure student learning and ensure lesson effectiveness. The Pretest is meant to be anonymous and exists solely to measure students’ existing knowledge. The Posttest can also be given anonymously or used for course credit. The Pretest can be given at any time before the lesson: in a previous class or for homework (see Page 7 for more information). The Posttest is given after the lesson and can also be assigned as homework or administered in a later class (see Page 15). This guide also includes a Lesson Feedback form for students and for you, the instructor (see Page 15). This is also optional.

The lesson begins with a brief introduction to what the students will learn. The introduction is followed by the main lesson. Each of the four main lesson sections includes instructional content, practice, and extra “tips for success.” The content and practice directly relate to the instructional objectives. The Pretest and Posttest only measure students’ mastery of instructional objectives, and don’t cover the extra “tips for success” or “more useful information.”

**Important Note on Time**

For a 50-minute class, *do not* use the Pretest, Posttest, or Lesson Feedback form in the same 50-minute period as the lesson. You won’t have time. This lesson is fast-paced and will fill the fifty minutes easily. If you wish, you can present Bonus Content (Page 14) in a prior or later class period.

For an 80-minute class, you will have time for the Pretest, Posttest, or Lesson Feedback form, but the extra time might be better utilized for other activities – see Bonus Content on Page 14 of this guide. You can also present Bonus Content in a prior or later class period.

**Materials**

Learners will have a student booklet, which is theirs to write in and keep. Optionally, students should also receive one Pretest and Posttest each, which they will turn in. Also optionally, each student will receive and *anonymously* complete a lesson feedback form.
**Unit Planning**
This lesson should be used after students have been assigned a research project. To get started, flip through the student booklet and then read through the rest of the instructor booklet. All of the information you need should be contained in this booklet. Contact librarians with any questions, or with suggestions for improvement.

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Part 2 – Lesson Sequence

Preparation
Become familiar with how to locate Academic Search Premier from the library home page, and become familiar with your class’ Library Guide. Read through the instructor’s guide in its entirety before giving the lesson. Know how to do the following:

Navigate to Academic Search Premier:
1. Go to the library’s home page at www.lib.asu.edu
2. Scroll to the bottom to “Frequently Used Resources”
3. Click on Academic Search Premier. (You can also find it in the Eng 101/Wac 101 and Eng 102/105/108 Library Guides, under the tab Finding Sources/Articles: Research Databases).

Navigate to your class’ Library Guide:
1. Go to the library’s home page at www.lib.asu.edu
2. Click on “Library Guides” tab
3. Search for your class:
   a. ENG 101. It’s called the WAC/ENG 101 & 107 Library Guide.
   b. ENG 102. It’s called the ENG 102/105/108 First-Year Composition Library Guide.
   c. For an ASU 101-type class, use the ENG 101 Guide or the UNI 110 Guide if there’s not an existing guide for your class.

In the classroom on the day of the lesson, prep your browser by opening a tab to each of these:
1. Research is an Ongoing Process graphic: http://goo.gl/Vm4t8y
2. Library home page: www.lib.asu.edu
3. Academic Search Premier (FYI, session may expire before you get to it in the lesson)

You might want to open a copy of the student booklet on screen, as well, to walk students through the information and keep them on the right page.

Materials
For each student, you should provide one copy of:

- Student booklet
- Pretest (Optional)
- Posttest (Optional)
- Lesson feedback form (Optional)

This lesson should take place in a classroom equipped with a computer for each student, so that students can get hands-on practice with Academic Search Premier.
Pretest (Optional)
If used, the Pretest should be administered *before* the lesson. The chief purpose of the Pretest is to compare student knowledge pre- and post-lesson. It is *optional*. It is not intended to be graded or count toward student grades. Emphasize to students that the test is anonymous and just to do their best. Give the Pretest just before this lesson as students walk in if you have time, in a prior class, or as homework before this lesson. It should take less than 10 minutes.

Note: the Pretest is not identical to the Posttest. The first three questions are identical but for the research topic, but the Pretest doesn’t have the fourth question that the Posttest has. The reason for this is that most students aren’t able to search scholarly databases until they’ve had a lesson like this, so it’s not worth their time and frustration.

Procedures – Teaching the Lesson

Introduction
Have students log in to their computers as they enter the room. They will use online resources later in the lesson. Warm up the instructor computer and projector as well. You will be demonstrating online resources.

The student booklet cover has a brief introduction to the course content and an overview of what students will learn today. Explain the lesson structure to students: Pretest (optional), four lesson sections, Posttest and feedback form (both optional). The lesson will progress through their booklet in order, and students will complete a short activity for each topic. Tell them that they will learn:

- Why scholarly databases are a better choice for scholarly research than Google
- The steps of the research process
- How to brainstorm and use keywords to effectively search scholarly databases
- How to locate and cite scholarly articles in Academic Search Premier

Tell students that learning effective research skills will enable them to find and use appropriate resources for the research paper that they have been assigned. The skills they learn today will also be useful in future English classes and are transferable to searching for content in any subject.

Section 1 (8-10 minutes)
Google vs. Scholarly databases – *Page 2 in Student Booklet*

Content
The student booklet contains a brief introduction to the problems with using only Google for research. Have a class discussion with students on what the problems with Google are, and conclude with why scholarly databases are a better choice.
Ask students: When you search with Google, what kinds of websites always show up on the first page of results? Have students tell you the two reasons that certain results show up on the first page. They’ll know the answers.

Answers: First, paid advertisements, and second, popularity. Google is a corporation that makes money from advertising. Results are slanted towards ads that pay Google per click. Google also tries to guess what you’re searching for based on what gets clicked on the most. Wikipedia is almost always on the first page of results because it’s popular.

Ask students: Does being popular make a resource credible or reliable?

Answer: Of course not! The prevalence of reality shows on TV is perfect evidence that what’s popular is not quality material. Jersey Shore, anyone?

Tell students: Google will also give you millions of results, but the vast majority of college students won’t go past the second page of results. And what then? Students rely on Google, but get stuck when they can’t find anything useful for their class projects. This is a point where they often settle for sub-par resources out of frustration.

The solution is to use scholarly databases, like Academic Search Premier. These resources contain millions of quality articles appropriate for student research papers in any subject. Scholarly databases don’t understand natural language like Google does, but they are very precise in returning exactly what you search for. You can also narrow down results by year, or by type – like just newspapers or scholarly articles. You can also be proud to cite these as sources in your paper. Your instructors will be very impressed.

If you learn to use scholarly databases, you’ll end up saving time, since you won’t be spinning your wheels on Google, and you’ll save money, because you can get any article or resource you need for free through the ASU Libraries.

Activity
In their booklets, have students write two reasons that scholarly databases are better choices than Google. Writing the reasons helps ensure that students were listening and are fully processing the reasons why they should use scholarly databases.

Tips for Success
- It’s OK to use Google and Wikipedia to get started on your background research, but be sure to move on to scholarly resources.
- Keep notes on the research you do. It’s important to cite all of your sources.
- All library resources and services are included in your tuition. The ASU Libraries and library staff are there to help you get the information you need.
Section 2 (8-10 minutes)
Steps of the Research Process – Page 3 in Student Booklet

Content
On the overhead project, display the following image (http://goo.gl/Vm4t8y):
(Image licensed under Creative Commons, and reprinted here with written permission from Chapman Learning Commons, University of British Columbia)

Research is an Ongoing Process

Briefly discuss each point:

Research is a process. You’ll save yourself a lot of time if you keep the steps of this process in mind, and plan out what you’ll search for.
The first step is to **choose/refine your topic** before you begin to look for sources. This might sound obvious, but if you aren’t sure what you want to write about, you’ll end up wasting time looking for useful sources. You should choose a topic that interests you because you’ll spend a lot of time on it and you’ll write a better paper if you find it interesting. Also be careful to avoid topics that are too broad (e.g. death penalty) or too narrow (e.g. ASU’s intercampus shuttles are inefficient). If students have trouble finding resources on their topic, usually it’s because their topic is too broad or too narrow.

Second, **brainstorm keywords** for your topic. Some Americans say “soda,” some Americans say “pop.” Many Southerners use the word “coke” to refer to any soft drink. Academic research is the same way – you’ll find different words used for the same idea. The more synonyms and related words you have for your topic, the better sources you’ll find. (Tell students we’ll do more on keywords in the next part of this lesson).

Third, **choose a database**. ASU Libraries have a lot of databases, so helpful ASU librarians have created Library Guides to the best research databases for WAC/English 101/107: [http://goo.gl/Hnfl0e](http://goo.gl/Hnfl0e) and English 102/105/108: [http://goo.gl/RTmZz7](http://goo.gl/RTmZz7) (and lots of other classes, search for others at [libguides.asu.edu](http://libguides.asu.edu)). Academic Search Premier, which we’ll use today, is listed on both of these Guides and is a great multi-disciplinary database that contains newspapers, magazines, and scholarly articles.

Fourth, **evaluate your results/resources**. At this point in the research process, you’ve hopefully found some useful articles. But are they on-topic? Are they appropriate for your paper? Do you have enough? This is where the “re” comes into “research.” If your sources are lacking, or your topic has shifted, start the research cycle again! If you’re not sure, ask a librarian!

**Activity**

In their booklets, have students write the four steps of the research process in order. It might seem silly, but the process of writing helps learners transfer this information to long-term memory.

**Tips for Success**

- Get 24/7 help with *any* part of the research process through live chat or email from the [Ask A Librarian](http://lib.asu.edu/help) service at [lib.asu.edu/help](http://lib.asu.edu/help)! Help is always available.
- [Academic Search Premier](http://go.asu.edu/realworld) is a great multi-disciplinary database that contains newspapers, magazines, and scholarly articles. We’ll use it in class today.
Section 3 (12-15 minutes)
Keyword Brainstorming – Page 4 in Student Booklet

Content
Bring up Google on the overhead projector. Search for the question: Does drinking affect college students’ grades?

You’ll get about 32 million results. Now, tell students that you’re going to try the exact same search in a scholarly database: Academic Search Premier, which contains only newspapers, magazines, and scholarly journals, all of which are quality, authoritative sources.

Bring up the scholarly database Academic Search Premier (you should have the tab open, or you can find the link at the bottom of the library home page, lib.asu.edu, under Frequently Used Resources). Copy and paste the exact same search question into one of the boxes and search. You will receive ZERO results.

Tell students: In contrast, databases like Academic Search Premier are very literal. They don’t guess at what you’re looking for, and they DO NOT correct your spelling. The advantage of databases is that each and every result you get will be relevant to the keywords you search for, and databases also have advanced search features that allow you to search even more efficiently. In contrast, Google makes money by getting you to click on ads, so it will find results to give you, no matter how irrelevant they might be. Too many irrelevant results quickly leads students to frustration.

Learning to use Academic Search Premier does take a little bit of practice. You’ll get the best results possible by brainstorming keywords before you begin your search.

Tell students: Academic Search Premier expects you to break up your search into concepts. (Point out the search boxes on screen). You’ll put one concept into each box. You’ll get as many relevant results as possible by coming up with synonyms and related words for each concept. You’ll search these in Academic Search Premier by using the word “OR” between each word.

Example in student booklet: Searching for “soda OR pop OR coke” will retrieve articles that use any of these terms. So, if you’re searching for articles on soft drinks, you can make sure you get everything that’s relevant, even if the article uses a different word for soft drinks than you do!

Now, walk students through the top half of the Keyword Brainstorming worksheet on Page 5 in their booklets. The research topic is at the top. First, students need to break down a topic into Key Concepts. Next, they should come up with synonyms and related keywords for each concept to make sure they get good results in Academic Search Premier. See how we can use different terms for college students, drinking, and grades? See if they can come up with any more related keywords.
**Activity – Small Groups**
Next, have students complete the “Your Turn” portion of the worksheet in small groups of three or four. Have them work on breaking it into concepts, then come up with two synonyms or related keywords for each concept. Give them four minutes to do this.

They should come up with something like this, just like for the Pretest, if you used it:

A. Major concepts:
   - Best answer: *Fast food, health (or health risks), children.*

B. Synonyms or related terms:
   - Fast food: *restaurants, take-out/take-away, drive-through, junk food (etc).*
   - Health (or Health risks): *illness, disease, obesity, diabetes (etc).*
   - Children: *kids, youth, adolescents (etc).*

Great! Now your students are ready to search a scholarly database!

**Tips for Success**
- Use the word “OR” between related keywords when searching in Academic Search Premier.
- Remember: “OR is MORE.” You get more results using “OR.”
- Use the word “AND” between concepts. “AND is LESS.”

**Section 4 (10-12 minutes)**
**Searching in Academic Search Premier – Page 6 in Student Booklet**

**Content**
As mentioned previously, Academic Search Premier doesn’t search like Google does! And instead of one search box, there are three. The database search page defaults to “advanced search” for good reason. Advanced Search makes it easy to search for your brainstormed keywords.

Walk students through the Searching in Academic Search Premier example on Page 7 in their booklets. To do this, navigate to *Academic Search Premier*:

1. Go to the library’s home page at [www.lib.asu.edu](http://www.lib.asu.edu)
2. Scroll to the bottom to “Frequently Used Resources”
3. Click on Academic Search Premier. (You can also find it in the Eng 101 or 102 Library Guide or your class’ Library Guide).
Perform each step as shown in Page 7 in their booklets (searching, filtering, and citing), but use these keywords:

Show the students how you get useful, relevant results when you brainstorm keywords!

**Activity**
Have students complete the activity individually or in small groups again on Page 6 in their booklet, using Page 7 as a guide. Give them 5 to 7 minutes to complete it.

**Answer Key (go over as a class, ungraded):**

1. **Search** Academic Search Premier with the keywords as shown on Page 7. (These keywords are from the example on the Keyword Brainstorming worksheet). How many results did you receive?

   Write the number here: **114 (number can vary, but should be close to 114)**

2. **Filter** your results to just include Scholarly (Peer Reviewed) Journals. How many articles do you have now?

   Write the number here: **98 (again, number can vary, but should be close)**

3. Choose one of the articles. In the **Cite** feature, find the MLA Citation.

   In MLA format, write just the author(s) and article title here: **Answer varies depending on what students choose. Just walk around and make sure they all have something appropriate.**

**Tips for Success**
- During the research process, keep notes on what keywords you’ve searched for and which resources you’ve used. You’ll avoid repeating searches you’ve already done.
- With notes, you’re also less likely to accidentally plagiarize because you’ll be able to find and cite all of your sources.
**Bonus Content**

If you have extra time in class, or in another class period:

1. Emphasize that students can get help anytime from the *Ask A Librarian* service at [lib.asu.edu/help](http://lib.asu.edu/help). Show them the *Ask A Librarian* box on library web pages.
2. Introduce students to the English 101 or 102 Library Guide or your class Guide – it has LOTS of useful resources for getting started on research projects. Bring it up on screen and click through the tabs. Also, consider adding a link to your class’ Library Guide in your Blackboard course site.
3. (Post-lesson only) Give students time to start their research for their projects. Make sure their topics are appropriate in subject and scope, and assist them if they have trouble finding results.

**More Useful Information – Page 8/Last Page in Student Booklet**

**Check out Library Guide for your class!**
Helpful ASU librarians have created a Library Guide to the best resources for your class: [libguides.asu.edu](http://libguides.asu.edu). Type your class name into the search box to find your guide: e.g. *Eng 101*, *Eng 102*. These Library Guides have tips on choosing a topic, several great databases useful for your papers, and help with evaluating and citing sources.

**Get 24/7 help with your research!**
Chat live 24/7, email, call, or stop in to get help from a friendly librarian! The *Ask A Librarian* service is available at [lib.asu.edu/help](http://lib.asu.edu/help)

**All scholarly databases and the book catalog are available online anytime!**
Just navigate to [lib.asu.edu](http://lib.asu.edu) and log in with your ASURITE when prompted.
**Posttest (Optional)**
At the end of the lesson, pass out a Posttest (Page 18). If you have time, have students complete both in class. If you don’t have time in class, have students take them home and complete as homework. They shouldn’t take more than 10 to 15 minutes to complete it, and the assessment is open-booklet/open-note. Students should work individually.

The Answer Key follows the Posttest on Page 19 of this guide.

**Lesson Feedback Form (Optional)**
Additionally, please consider having students anonymously complete the Lesson Feedback form (Page 21). Feedback helps the instructional designer improve this lesson for future classes. Return completed forms to the librarians.

There’s also an instructor feedback form. We would very much appreciate your thoughts on this lesson.
Part 3 – Appendices

16 - Pretest
17 - Pretest Answer Key
18 - Posttest
19 - Posttest Answer Key
20 - Lesson Feedback Form
Research Success – Pretest

1. Give two reasons why your instructors want you to use scholarly databases instead of Google.

1. 

2. 

2. These steps in the research process are out of order. Number them in the correct order.

____ Choose/search a database.
____ Brainstorm keywords
____ Choose/refine a topic.
____ Evaluate your results/resources.

3. Demonstrate keyword brainstorming for the following topic:

*Does fast food have health risks for children?*

A. Break the topic into its major concepts:

B. For each of the concepts, give two synonyms or related terms:
Research Success – Pretest Answer Key
(Total of nine points possible)

1. Give two reasons why your instructors want you to use scholarly databases instead of Google. (One point per reason, two points possible)

Examples of good answers:
- Databases have only quality articles
- With databases it’s easy and free to get full-text articles
- You save time and money if you use scholarly databases
- You won’t waste time on Google wading through irrelevant or poor quality resources.
- It’s hard to find quality resources with Google

Examples of not-so-good answers:
- Your professors tell you to use scholarly databases to do your projects.
- Most scholarly databases give you the citation for your articles so you don’t have to write them yourself.

2. These steps in the research process are out of order. Number them in the correct order. (One point, all or nothing)

3. Choose/search a database.
2. Brainstorm keywords.
1. Choose/refine a topic.
4. Evaluate your results/resources.

3. Demonstrate keyword brainstorming for the following topic:
Does fast food have health risks for children? (Six points possible)

A. Break the topic into its major concepts: (One point per concept, three points possible)

   Best answer: Fast food, health (or health risks), children.

B. For each of the concepts, give two synonyms or related terms: (One point per concept, three points possible)

   Fast food: restaurants, take-out/take-away, drive-through, junk food (etc).
   Health (or Health risks): illness, disease, obesity, diabetes (etc).
   Children: kids, youth, adolescents (etc).
Research Success – Posttest

1. Give two reasons why your instructors want you to use scholarly databases instead of Google.

   1. 

   2. 

2. These steps in the research process are out of order. Number them in the correct order.

   ____ Choose/search a database.
   ____ Choose/refine a topic.
   ____ Brainstorm keywords.
   ____ Evaluate your results/resources.

3. Demonstrate keyword brainstorming for the following topic:
   
   Does advertising affect women’s body image?

   A. Break the topic into its major concepts:

   B. For each of the concepts, give two synonyms or related terms:

4. Using Page 8 of your booklet and your keywords from Question 3, locate a scholarly article in Academic Search Premier and write its MLA citation below.
1. Give two reasons why your instructors want you to use scholarly databases instead of Google. (One point per reason, two points possible)

Examples of good answers:
- Databases have only quality articles
- With databases it’s easy and free to get full-text articles
- You save time and money if you use scholarly databases
- You won’t waste time on Google wading through irrelevant or poor quality resources.
- It’s hard to find quality resources with Google

Examples of not-so-good answers:
- Your professors tell you to use scholarly databases to do your projects.
- Most scholarly databases give you the citation for your articles so you don’t have to write them yourself.

2. These steps in the research process are out of order. Number them in the correct order. (One point, all or nothing)

   3 Choose/search a database.
   1 Choose/refine a topic.
   2 Brainstorm keywords.
   4 Evaluate your results/resources.

3. Demonstrate keyword brainstorming for the following topic: Does advertising affect women’s body image? (Six points possible)

   A. Break the topic into its major concepts: (One point per concept, three points possible)
      Best answer: Advertising, women, body image. The word “affect” is NOT a concept.
      “Body image” is a phrase.

   B. For each of the concepts, give two synonyms or related terms: (One point per concept, three points possible)
      Advertising: marketing, media, broadcasting, commercials (etc).
      Women: woman, female, girls (etc).
      Body image: self-perception, self-esteem, body dysmorphic disorder (etc).

4. Using Page 8 of your booklet and your keywords from Question 3, locate a scholarly article in Academic Search Premier and write its MLA citation below. (One point, all or nothing)

   Spot check for a relevant citation, from a scholarly-sounding journal.
**Lesson Feedback**

*Please do not write your name on this survey.*

We would greatly appreciate your help to improve this lesson. Circle your response to each statement according to the following key:

SA = Strongly Agree  A = Agree  D = Disagree  SD = Strongly Disagree

1. The lesson today was well organized.  
   SA         A         D         SD

2. The lesson content is appropriate for students in this class.  
   SA         A         D         SD

3. The lesson content was appropriate for me personally.  
   SA         A         D         SD

4. I learned a lot in class today.  
   SA         A         D         SD

5. I feel confident doing research for my assignment.  
   SA         A         D         SD

6. It was worth my time to attend this class today.  
   SA         A         D         SD

7. I would recommend this lesson to other students.  
   SA         A         D         SD

8. What did you like best about class today?

9. What do you think could be done to improve this workshop?

10. Any other comments or suggestions?

*Thank you for your feedback!*
Lesson Feedback - Instructor

Your class: _______________ (e.g. Eng 101, WAC 101)

Your help to improve this lesson is greatly appreciated. Circle your response to each statement according to the following key, and return completed form to the librarians.

SA = Strongly Agree       A = Agree       D = Disagree       SD = Strongly Disagree

1. The lesson today was well organized. SA   A   D   SD
2. The program objectives were clearly stated. SA   A   D   SD
3. The lesson content is appropriate for students in my class. SA   A   D   SD
4. The practice exercises helped the students learn the material. SA   A   D   SD
5. The instructor guide was easy to use. SA   A   D   SD
6. I received adequate directions for conducting the lesson. SA   A   D   SD
7. The difficulty level was appropriate for the students. SA   A   D   SD
8. The materials were appealing and interesting. SA   A   D   SD
9. I liked the lesson. SA   A   D   SD
10. I would recommend this lesson to other instructors. SA   A   D   SD

11. What was the major strength of this lesson?

12. What was the major weakness of this lesson?

13. What kinds of changes would you make in the lesson?

Thank you for your feedback!