

BIO 150 - Spring 2019 - Session 1

Socrative login: refquestions@wingate.edu, Rad1caLw0mB@5

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| 15 Minutes | Instructor PowerPoint | |
| 5 Firstminutes | Library Website | Introduce Yourself! Students > Schedule a Research Consultation Find Sources Course Guide |
| 5-7 Minutes | | Pre Assessment (question 1, 2, & 3) <ul style="list-style-type: none"> ● Go to Socrative ● Launch Quiz > "BIO 150 Session 1" > teacher paced <ul style="list-style-type: none"> ○ only hit "next" when you are ready for students to see the next question ● Students will go to socrative.com, student login, <ul style="list-style-type: none"> ○ classroom name is WUBIO150 |
| 2 Minutes | Lab Assignment | Note bold places where it says "use peer reviewed articles" |
| 10 minutes | Classifying Research | Play Video - Research vs. Review Articles - Calgary (Scientific Method) Instructor – peer review process Socrative Questions (4 & 5): <ul style="list-style-type: none"> ● What is NOT a characteristic of a research article? *explanation ● For this lab report, you want to find research articles, not review articles. *explanation |
| 5 minutes | Activity Research Planning | Puppies and Kittens Research terms come from your lab – textbook – index of book Synonym Using quotation marks - |
| 5 Minutes | Let's Try It! | Instructor Builds Synonyms List on the Whiteboard as we go Socrative Questions (6, 7, & 8): <ul style="list-style-type: none"> ● What are some keywords and synonyms for proteins? ● What are some keywords and synonyms for size exclusion column chromatography? ● What are some other keywords and synonyms that will help you find relevant sources? |
| 10 minutes | Building Searches | Boolean Operators <ul style="list-style-type: none"> ● OR ● AND ● NOT ● Parentheticals |
| 5 Minutes | Activity | Sugar |
| 5 Minutes | Databases | Explain that Databases are like Box Stores - Similar but different <ul style="list-style-type: none"> ● Different articles in each ● Always use Advanced Search! |
| 10 minutes | Wiley | Show Search Tips Search: Anywhere: "column chromatography" Anywhere: protein |

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| | | <ul style="list-style-type: none"> ● Click search <p>Understanding results</p> <ul style="list-style-type: none"> ● Refine Search feature ● Show Research Article ● Date of Publication <ul style="list-style-type: none"> ○ Ask professor (cancer) ● Subjects <ul style="list-style-type: none"> ○ More ○ click in Search Box - Scroll Through <p>Click on 1st or 2nd Article - Should say Research article</p> <ul style="list-style-type: none"> ● Abstract ● PDF - click here ● Ctrl F ● Most of your information will be in the introduction and discussion. |
| 10 minutes | Science Direct | <p>NOTE: Peer-reviewed Journals . . .</p> <p>Advanced Search:</p> <ul style="list-style-type: none"> ● Find Articles with these Terms ● “column chromatography” AND proteins AND “gel filtration” ● Choose Article Type: Research Articles ● Click Search <p>Show Research Article</p> <ul style="list-style-type: none"> ● Abstract Only (1) ● Full text access (2) ● Open access (4) <p>Limiters</p> <ul style="list-style-type: none"> ● Year ● Publication Title <p>Click on Article # 3 - Protocols and Pitfalls in . . .</p> <ul style="list-style-type: none"> ● NOTE brand symbol - Elsevier Publisher not Journal ● Show headers match “Materials and Methods etc. ● Show PDF (article) ● Abstract ● Download PDF (hover near top of page) ● Close and show “Other users also viewed . . .” |
| 5 Minutes | Before searching | <p>Socratic Questions (9, 10, 11, &12) :</p> <ul style="list-style-type: none"> ● What is the benefit of phrase searching? ● Name a database you can use to find sources for this lab report. ● What can you do to get help if you’re stuck? *explanation ● Any questions before we begin searching? <ul style="list-style-type: none"> ○ ^leave this one up as they search |
| 15 Minutes | Searching | <p>Students will spend 15 minutes searching on their own</p> <ul style="list-style-type: none"> ● They are required to email 3 articles, they can use for their lab to themselves, so try to email at least 1 or 2 in the next 15 minutes ● - TA and Instructor will check at the end of Lab |
| 7 minutes | Post Assessment | <p>Post Assessment</p> <ul style="list-style-type: none"> ● questions 13, 14, & 15 ● After all students have answered all 3 questions, select “finish” > “get reports” > “Email” (will go to JS’s inbox) |
| 15 Minutes | Instructor | <p>CSE Citations</p> <ul style="list-style-type: none"> ● NO CITATION GENERATORS!! |
| 20 Minutes | Instructor | <p>Worksheet</p> <p>Checking 3 articles emailed</p> |

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| 5 Minutes | Introduction Instructor | Pass out Lab reports |
| 5 Minutes | Writing Basics Librarian | Rhetorical Situation - (consider each piece and use based on expectations) <ul style="list-style-type: none"> ● Author = student ● Audience = professor <p>Inverted Triangle</p> <ul style="list-style-type: none"> ● Broad concepts → specific conclusions |
| 3 Minutes 8 Minutes | Science Writing Librarian | Video 1: Passive Voice Video 2: TIC <ul style="list-style-type: none"> ● (no quotes; paraphrase or summary instead) *Code Switching ● tutors prefer email appts |
| 9 Minutes | Article walk through Librarian | Example Article: (Original Research v. Review) <ul style="list-style-type: none"> ● What's a Lit Review? ● Annotation process ● Sections of a Research Article <ul style="list-style-type: none"> ○ Abstract ○ Introduction (diameter of the pores = size of the openings) ○ Results ○ Discussion |
| 15 Minutes | Group Activity Instructor | INSTRUCTOR - Explain assignment <ul style="list-style-type: none"> ● We (Instructor, Librarian, and Lab Assistant) are here to help if you have questions <p>INSTRUCTOR - Put in groups of 3</p> <p>INSTRUCTOR - Handout example article</p> |
| 10 Minutes 5 Minutes | Activity Discussion Instructor | Have students explain what they used and why <ul style="list-style-type: none"> ● (Students probably choose WHAT not WHY) ● Try again for WHY |
| 2 Minutes 3 Minutes | Lecture Example of TIC Librarian and Instructor | LIBRARIAN - Go over TIC <ul style="list-style-type: none"> ● Tagline (establishes authority) ● Interpretation ● Connection <p>INSTRUCTOR - Which one do they think is the best?</p> <ul style="list-style-type: none"> ● not Good ● could be better ● excellent |
| 10 Minutes | Group Activity Instructor | Explain assignment <ul style="list-style-type: none"> ● We are here to help if you have questions <p>Use same group</p> <p>Handout examples</p> |
| 5 Minutes | Activity Discussion Instructor | Have students explain what they used and why |
| 5 Minutes | Instructor | Discuss Common Mistakes Use of short hand by professor when grading |
| 5 Minutes | Questions? Librarian and Instructor | Ask students if they have any questions before they start working on their Lab Reports |
| 90 Minutes | Workshop | Work on Lab reports remainder of the time Must show improvement to Lab Instructor before leaving |