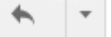




Cara Barker <carambarker@gmail.com>

9/4/13 ☆



I'm Cara and I'm going to be teaching your ENGL 108 class on Sept. 10th. I would usually try to meet in person to go over the class any expectations for the session, but I'm out of town won't be back until the weekend before the class. So I wanted to start by touching base with you and we can discuss the details over email.

I've looked over your request and I think we can accommodate all of the items in the assignment description. I usually take about 50 minutes to 1 hour for instruction and demo of the database searching. That gives us another hour in the lab where your students can be doing searching on their own and they'll be able to ask questions before continuing their searching outside of class.

Here is a basic idea of what I will go over for your class:

- I usually start with a discussion of the library's website and the services we offer to students.
- Then I discuss scholarly articles, what makes them different from popular materials, and how to tell the difference. I can also make a point of the importance of citations in work here.
- If you want me to discuss primary vs. secondary sources I would do this here as well. Especially good when discussing newspapers.
- We then go over the assignment before going into a demo of the database(s).

Let me know if there are anything special you want me to cover as well. If I can have a copy of the syllabus and the assignment I can see if I need to work in anything beyond the plan I already have.

Feel free to ask any questions and let me know if you have any other requests for the session.

Best,

Cara



to me ▾

9/6/13 ☆



Hi Cara,

This all sounds great. Essentially the assignment (and its context) is this: the students have been reading around the topic of "globalization" (and we've been working on summary, paraphrase and citation). They are now developing and turning to their own research questions. Over the weekend they will re-read our course readings "with focus" (based on research question). So they are starting to read for their own research questions.

With you I am hoping they can now find 2-3 additional readings unique to their own research questions. So far, as an example, here are some of their questions: What is the effect of globalization on fashion? Why can globalization promote a country's economy? Should developing countries pursue a prosperous economy at the cost of exporting rare resources?

Ultimately they will be writing a 4-5 page paper and I'm hoping they will integrate 1-2 more resources. I think if they can find newspaper articles and perhaps an academic article that would be great.

BUT everything you proposed is important: this will be their first intro to library so I'm hoping they can know how to find sources even beyond our requirements. Your discussion about how to vet sources is REALLY important as I've discovered some come from cultures where you google whatever and just incorporate sources without attribution! So we've been drilling on citation and avoiding plagiarism.

I am away from my office computer (where my syllabus is) but I can send you one later if that helps (although it's very bare bones).

All the best and thanks again. Can you remind me where we meet? Thanks again!



Cara Barker <carambarker@gmail.com>

9/7/13 ☆



I will definitely make sure to discuss sources and how to distinguish between them. I like to use this as an opportunity to discuss Wikipedia as well. If you have a chance to send me what you have about the class that would be great, anything can help give me an idea of the readings they've had so far and the structure of the class.

We are meeting on Tuesday, September 10th at 9.30am in the Engineering Library, Rm 310.

Let me know if you have any other questions.



Cara Barker <carambarker@gmail.com>

9/9/13 ☆



Just a few things before tomorrow:

- First, I realized we mislabeled your class as 108 instead of **103**. Apologies.
- Another apology. I will have to leave about 11. The class is welcome to stay until the end of class and keep working on their searches.
- I will have them do an exercise in class to generate keywords and then provide a worksheet for them to fill in with information on the sources they find. This should help them keep track of their results. I also have a Library Guide page for the class with information they can refer to after the class is over. Here is the URL: <http://guides.lib.washington.edu/ENGL103-BURT>

If you think of anything else before tomorrow feel free to email me. See you tomorrow.