

Monica Berger, HMGT1101 Information Literacy Workshop Teaching Outline

3 minutes--1. review workshop components

1. learning outcome: learn how to be more critical when evaluating a source of information. This relates to industry leader assignment.
2. overview of library basics
3. look at a company website; think about audience and jot down some key components of what stands out
4. look at the same company as it is represented in published articles; think about audience and jot down some key components of what stands out
5. compare and contrast information from a company's website versus what is published about them

3 minutes--2. Housekeeping

- a. find the library website/how to navigate it
- b. activating ID
- c. off-campus access—how, why?
- d. reference librarians
- e. remind students to sign up for NY Times
- f. OneSearch is student-facing, try it out on your own, great for books
- g. ask for general questions

10 minutes--3. look at a company website, MB usually picks Marriott

Look at the homepage together. *Prompt [PURPOSE OF WEBSITE]: who is the main audience for homepage, discuss how direct booking does or does not appear on homepage*

Digging in to get relevant information: *Prompt: Ask students where they'd learn more about the person or company [ABOUT or BIO] ; Prompt [PURPOSE OF WEBSITE]: ask students to think about location of this link, especially if buried at bottom of page*

Press releases, journalism, and authority. Look at the link called NEWS aka press releases. *Prompt: who has written this and why,* discuss concept of PR versus journalism

Social media and authority. Ask students about social media, particularly Yelp. *Prompt: Is Yelp a trustworthy source?* Discuss how social media is gamed

Industry leader topic challenges. public/private/big/small: discuss how students need to be aware that a small business represents a challenge for finding information

15 minutes--4. look at the same company as it is represented in published articles--remind students that articles are published, what that means. Focus on Hospitality and Tourism Complete

ONE SEARCH On library homepage, point to OneSearch (or just show the PPT slide) but clarify that they should try it on their own. OK to start there but not good use of time and energy since it is general and gives back too many results.

DATABASES AND THE NEW YORK TIMES as a great place to get background information on any topic.

HOSPITALITY AND TOURISM COMPETE Show students how to click on FIND ARTICLES on homepage, then go to HOSPITALITY under HUMANITIES AND SOCIAL SCIENCES. Click through and select **HOSPITALITY AND TOURISM COMPLETE (HTC)**

Run a basic search; point out the prompts in HTC

Filter the search by publication type, e.g. trade publications (vs. scholarly) *Explain what a trade publication is. Ideally, pass a hard copy around.*

Touch on peer review, explain how a scholarly publication is different and why

CITATIONS

discuss citations and why they matter; what is APA style; reiterate Purdue OWL plus the resources on the library's website under HELP > CITATIONS AND WRITING (see PPT for screenshot)

5-15 minutes, active learning exercise to compare and contrast the website vs. published articles: Team or class activity if time permits. If not, individuals will report out; pick one data point from the exercise (see attached) and compare the website vs. an article for that data point (audience, currency, expertise, objectivity, accuracy).

If desired, the entire exercise can be done in a separate class session or as homework.

2 minutes--7. final Q & A

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