

Art271: Destroying Images

Final Paper Library Session | ██████████ | October 11, 2018

Class purpose: To prepare the students for their large final paper assignment, by giving time to brainstorm keywords and details about their paper topics, exploring library databases, and downloading/learning how to use Zotero.

Learning Outcomes: By the end of the session, students will have a wide array of keywords to use in their research. Students will have Zotero downloaded onto their personal laptops, and will be able to successfully add and organize items, as well as generate a bibliography. Students will also be able to determine appropriate starting points for their research.

Supplies: Student laptops (they will bring theirs)
Instructor laptop(s)
Whiteboard markers

Timeline: Thursday, October 11, 2018 | SparkSpace | 2:15-3:35pm

Class Outline:

- I. Introductions (2 minutes)
- II. Mind-mapping/Brainstorming Activity (5-10 minutes)
- II. Relevant databases & libguide (15 minutes)
- III. Zotero demo (20 minutes)
- IV. Independent research & questions (remainder of class time)

Class Script:

- I. Introductions | 2:15-2:17 pm
 - A. Welcome - great to see you again!
 - B. Intro self & Meghan, ask students to quickly go around with their names.
- II. Mind-mapping/Brainstorming Activity | 2:17-2:30 pm
 - A. Ask students to break off individually, and find a piece of wall. Explain the activity, in which they will create a concept/mind-map, list, etc relating to their paper topic. Write this list/map on your assigned plot of wall, without too much thought - just write down your first thoughts, impressions, etc.
 - B. What potential directions do they want to investigate? Any particular points of view, or cases that they'd like to cover?
 - C. Give them about five to seven minutes to do this, and then ask each to share out individually.

- II. Relevant databases & libguide | 2:30-2:45 pm
 - A. Introduce the course libguide, which should be familiar from Artstor visit.
 - B. Ask students to spend a minute or two looking through the databases and resources listed on the “Final Paper Resources” tab - ask which they think will be most useful for their own research topics and why?
 - C. For demos, show two contrasting resources - one newspaper, and one more traditional academic database. Highlight basic & advanced search functionalities, and answer any questions that arise.
 - D. Remind students, too, that they can use DISCOVER for a broad pooling of resources from across disciplines and resource types. Also that the resources given on the research guide are not the only resources available to them, point out the other subject-specific guides.
- III. Zotero demo | 2:45-3:05 pm
 - A. Meghan will demo Zotero, and guide the students through downloading the program, adding items, etc.
- IV. Independent research & questions | 3:05-3:35 pm
 - A. [Circulate around the room, answering questions and guiding research as needed]
 - B. Thank you! Please be in touch if you need any further help with your research, or with Zotero!