"Appification" of Information Literacy

**Information Cycle** (Prezi + Camtasia)
[http://www.youtube.com/watch?v=FbaWMB7QDFQ](http://www.youtube.com/watch?v=FbaWMB7QDFQ)

Based off of Penn State’s “Information Cycle,” but with closer attention to rhetorical features such as responsiveness and purpose.

**Research Meditations** (Scoop.it) – for recognizing and developing topics
[http://www.scoop.it/t/curiosity-closet/](http://www.scoop.it/t/curiosity-closet/)

Out of class: Have students browse through this curated collection of recent news. They should select two articles of interest, read them, and write down questions about the articles – what more would they like to find out?

In Class: In groups of 3, each student should summarize his/her articles and research questions. Group members should add additional questions. Each group then selects one article and developed set of questions to share with the class.

To facilitate the discussion, of each groups’ results, draw attention to the way the students’ questions narrow or broaden the topic.

**Background Research** (Libguide)
[http://libguides.uwec.edu/background](http://libguides.uwec.edu/background)

Recommended deliverables: have students take notes prior to their Library Lesson and bring them to class.
**Who Do You Trust?** (Storify)

Recommended instructions:

Have students look at sources in pairs and discuss whether the sources look credible and why, as well as when they might cite them in a project. One student in each pair should take notes.

This activity highlights how contingent credibility is, both in terms of the rhetorical moves of the author and in terms of expectations of different audiences.

As a result, this exercise contains some ambiguous examples.

A few notes:

- I still have the Skin Cancer Foundation in there – they both invent ethos and have situated ethos, but they are also an industry front group, which can be uncovered by looking at their Corporate Council (about).
- Vaccines & Autism – from Yahoo Voices, a content farm. A list of Content Farms is available on the D2L site.
- WHO – credible organization, but a top 10 list – when would students find this helpful? When is it not enough?
- Local news covering a national study – when is it appropriate to use? When inadequate?

**Revising the Rhetorical Situation & Assessing Research** (Lucidchart)
(separate pdf)

After doing exploratory research, students describe the rhetorical situation they are planning on for their final project. They “chart” their plan. In small groups or as a class, they workshop their charts, looking for two things:

1. Do the elements of their rhetorical situation work together?
2. Is their research appropriate for and substantial enough for their audience? Will it enhance their ethos?