



Frame(s): Searching as Strategic Exploration; Research as Inquiry	Level: 400	Learning Objective: Students can form a research question with an appropriate scope of investigation in the field of Economics.
Duration: 75 minutes	Discipline: Economics	Learning Outcomes for Lesson: Students will test their initial brainstorm topics for practical viability by defining and refining their search language and strategies based on their initial results.

LESSON PLAN:

Pre-Instruction Preparation

- Librarian will have received from the instructor and examined the students' initial topic brainstorms.

Instruction

- Review the goals of the Capstone assignment, previously presented to the class by the instructor:
 - ⇒ Develop skills in critical thought, data analysis, and oral/written expression.
 - ⇒ Learn to recognize good research, dissect the bad, and produce your own more effectively and efficiently, even in "quick and dirty" projects.
- Briefly go over the elements of the Capstone assignment. Focus on elements where library research may be key, particularly the Prospectus and Intermediate Draft components
- Review each student's Initial Brainstorm topic. Has the student done the following?
 - ⇒ Chosen an empirical topic or economic concept that interests the student?
 - ⇒ Identified an available data source as well as secondary material?
 - ⇒ Narrowed the topic to a manageable scope?
- Briefly present some recommended resources
 - ⇒ Economics Subject Guide
 - ⇒ Appointments with a Reference Librarian are available
 - ⇒ Data sources
 - Example: Historical Statistics of the U.S.
 - ⇒ Secondary literature sources
 - Example: Econlit
- Students then work on their own areas of interest to check for the viability of their topics.

Habits Addressed by this Lesson

- Session will help establish the following Habits:
 - ⇒ Recognize the broad range of information sources
 - ⇒ Exhibit mental flexibility
 - ⇒ Value the contributions of others
 - ⇒ Seek guidance from librarians, faculty and others