



Assertions, Evidence and Analysis



Frame(s): Searching as Strategic Exploration, Scholarship as Conversation, Information has Value	Level: Level:
Duration: 75 minutes	Discipline: Religious Studies, other 400-level courses

Learning Objective:

Construct an original argument or research position based on your findings.

Learning Outcomes for Lesson:

Students will be able to:

- identify the different components of their papers: assertions, evidence and analysis of evidence.
- identify whether they have sufficient evidence to support their assertions.
- determine whether they have sufficiently analyzed their evidence to support their assertions.

LESSON PLAN:

Initial Discussion (15 min)

- Solicit volunteer(s) to talk about one assertion or statement in their research for which they do not have sufficient evidence.
- Brainstorm with class what additional type of evidence student(s) would need to support their assertion and where they might find it.

Group Activity with White Board (30 min)

- Break students into small groups
- Have each student share one assertion needing additional evidence and write that assertion on the white board.
- During brainstorming session group members offer suggestions for what additional types of evidence students will need to support evidence and where they might find it.

Reporting Back (15 min)

- Ask for a volunteer from each group to explain what insight they've gained from their fellow group member's suggestions and their plans to incorporate those suggestions into additional searches.

Searching for Additional Evidence (15 min)

- Ask students to work independently to find additional evidence
- Ask students to include a list of three potential information sources to review
- Ask students to send that information to the librarian who is teaching the session
- Explain that the librarian will respond to them within 48 hours with suggestions and comments on their search for additional evidence.

Habits Addressed By This Lesson

- Question the origin and context of information they find to determine its suitability to meet the information need.
- Understand that there are a variety of options available to them for protecting their scholarly contributions.
- Participate in the scholarly conversation using the language of the disciplines.
- Seek help when needed!