

DOCUMENT RESUME

ED 234 784

IR 050 411

TITLE Project Prepare: Livingston-Steuben-Wyoming BOCES Library Research Skills Syllabus, Senior High Level. Field-Test Edition.

INSTITUTION Livingston-Steuben-Wyoming Counties Board of Cooperative Educational Services, Mt. Morris, NY.

PUB DATE 83

NOTE 49p.

PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS Affective Objectives; *Audiolingual Skills; Course Content; Course Descriptions; *Critical Thinking; English Instruction; High Schools; Information Seeking; *Interdisciplinary Approach; *Library Instruction; *Library Skills; *Research Skills; Team Teaching

ABSTRACT

A syllabus intended to prepare high school students for college level library research and to provide students with skills for lifelong learning is being created by a committee of high school and college librarians and classroom teachers. The syllabus is designed to be taught by a team consisting of a library media specialist, English teacher(s), and a social studies or other subject area teacher. This field test version of the syllabus outlines: (1) activities for the assigning teacher(s) and the librarian; (2) the concepts/skills to be taught by the librarian; (3) the enabling concepts/skills to be concurrently taught by the assigning/English teacher (unless they were taught previously); and (4) the affective concepts/skills provided by the course and connections to be made with students' personal experience. Topics covered include time budgeting for long-term assignments, listening skills, note-taking skills, reading skills, the use of library and other resources, information evaluation and interpretation, critical thinking skills, the composition of a research paper, and the oral presentation of information. It is noted that the final version of this syllabus will include sample unit plans for interdepartmental teaching. A 10-item bibliography is provided. (ESR)

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The following individuals

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Mary Ellen Mantegna, Libr.

PROJECT PREPARE ADVISORY

Mary Ellen Mantegna, Comm

This syllabus was cre
is intended to prepare h
skills for life-long lea

Assigning teacher

1.0 Consults librarian
to jointly develop
library research
assignment

Lib
tea
mee
tea

Assigning teacher

1.0 continued

Assigning teacher, English
jointly determine research

Assigning teacher

3.0 Brings students to
library during
classtime for
cooperative

Rev
orc
lib
pol

Assigning teacher

3.0 continued

Assigning teacher

4.0 Ensures that students
have been taught
skills in Enabling
Skills column before

Ev.
by
abo
to

• Assigning teacher

5.0 Brings students to library during classtime for cooperative instruction and supervision.

Supervises student

• Assigning teacher

7.0 Brings students to library during classtime for cooperative instruction and supervision.

Rev
cla
Bri
car

Assigning teacher

7.0 continued

Info

may

they

far

List

and

Assigning teacher

9.0 Brings students to library during classtime for cooperative instruction.

Assigning teacher

9.0 continued

Aids students in

Assigning teacher

11.0 Ensures that students have been taught enabling skills before librarian's next presentation.

Assigning teacher

12.0 continued

• Assigning teacher

14.0 Assigning teacher
collects student
working bibliographies.

Assigning teacher

Assigning teacher

17.0 Assigning teacher and lib
(and will accompany student
to college library. Scho
consult college librarian
determine type of tour ne

Assigning teacher

18.0 Brings students to library during classtime for cooperative instruction.

Prep
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four
sour

Assigning teacher

18.0 continued

Dist

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path

Brie

Assigning teacher

20.0 Together with English teacher, guides students in writing final outline and rough draft of

Assigning teacher

20.0 continued

• Assigning teacher

21.0 Together with English teacher, guides students in writing final draft of research paper.

Assigning teacher

23.0

Guides students in determining most effective method of presenting their projects to an audience i.e.

Bureau of Drug Education.
Drug Education Curriculum

Bureau of Elementary and
English Language Arts: