

<b>Lesson Plan:</b>	Question Everything!
<b>ACRL Framework:</b>	Authority is Constructed and Contextual
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• Define different types of authority such as subject expertise (e.g. scholarship), societal position (e.g. public office or title), or special experience (e.g. firsthand knowledge)</li> <li>• Develop awareness of the importance of assessing content with a skeptical stance and with a self-awareness of your own biases and worldview</li> </ul>
<b>Time</b>	45-65 minutes
<b>Materials/Miscellaneous</b>	Students will be required to have access to a laptop, computer or a device with internet access. Students will work in groups to evaluate a source based on the author's authority and objectivity.
<b>Session Description:</b>	<ol style="list-style-type: none"> <li>1. Presentation on authority and objectivity (15-20 min)</li> <li>2. Group Activity – Source Evaluation (15 min). Using a Padlet (or Google Doc, or print-out), ask the students to consider the following for the in-class activity: <ol style="list-style-type: none"> <li>a. <i>Authority:</i> <ol style="list-style-type: none"> <li>i. <i>What is the author's expertise (education, professional experience), which particularly qualifies them to write on this topic?</i></li> <li>ii. <i>What, if any, institutional affiliation does the author have? Has the author published widely on this specific topic?</i></li> </ol> </li> <li>b. <i>Objectivity:</i> <ol style="list-style-type: none"> <li>i. <i>Does the author, publication, or institution have a particular point of view in relation to this topic?</i></li> <li>ii. <i>Does the author make an effort to present a balanced point of view in order to account for bias?</i></li> <li>iii. <i>Are there data or statistics used in this article? Where did the data/stats come from?</i></li> </ol> </li> <li>c. In your groups, you will evaluate the authority and objectivity of the 3 sources below. Skim the sources and then do your research. In the Padlet, your team will need to summarize in a few words, your evaluation of each source. Only one pad needs to be added per team for each source! <ol style="list-style-type: none"> <li>i. Source 1: Evaluate the authority and objectivity of the author(s). (Tip: If an ORCID-ID is provided, browse the author's other publications).</li> <li>ii. Source 2: Evaluate the authority and objectivity of the author (Tip: Most newspapers and magazines has profiles for their writers. If not, do a Google search or use LinkedIn).</li> </ol> </li> </ol> </li> </ol>

	<ul style="list-style-type: none"> <li>iii. Source 3. Evaluate the authority and objectivity of the speaker. Skim through the video and then do a search on the speaker (Tip: Turn your volume down, put on your headphones or turn on the subtitles/captions).</li> </ul> <p>3. Class Discussion (10 min)</p> <ul style="list-style-type: none"> <li>a. Have the groups do a share out on each source. Take this opportunity to cover any gaps or holes. <ul style="list-style-type: none"> <li>i. Source 1: What did your team decide on in regards to the authority and objectivity of this article?</li> <li>ii. Source 2: What did your team decide on in regards to the authority and objectivity of this news article?</li> <li>iii. Source 3: What did your team decide on in regards to the authority and objectivity of this video?</li> </ul> </li> </ul>
<b>Assessment</b>	Padlet, Google Form or printed worksheet