

This document includes an excerpt of the video activities from Chapter 10: “Information Literacy and Communication” from the Instructor’s Manual for *Connections*, Second Edition.

Additional video activities like this one are available for each chapter. For more information, contact your Macmillan Learning representative and/or visit the [Connections catalog page](#).

10 Information Literacy and Communication

Video Activities

Do you want to add video to your students’ work? The Video Tools feature in LaunchPad for *Connections*, Second Edition, allows you to create video assignments and prompt discussion. We’ve suggested some popular videos to search for as well as in-class activities and discussion questions you can use in conjunction with the Video Tool in LaunchPad or in your classroom on your own. We have not provided the URLs because they often change, but we have provided search terms that you can use to locate these videos quickly and easily.

We suggest two methods for including these videos in your course:

1. **Show and discuss.** During class, play the video you’ve located with our suggested search terms. Then use the activities to help students connect the video with the concepts. If you want students to watch the video before class or have access to it after class, you can [create a link to the video](#) within the LaunchPad unit.

Embed and require comments. For homework, you can [add a video assignment that embeds the clip](#). Students will watch the video and add comments along its timeline that only you, the instructor, can view. Here are setup instructions:

- In the “Basic Info” tab, copy the question/writing prompts below, and paste them into the directions area of the video

assignment.

- In the “Assignment” tab, set due date and gradebook points.
- In the “Settings” tab, set the assignment to be an “Instructor Submitted” video.
- Indicate how many comments students are required to make.
- Be sure to set the comment visibility so that instructor and student comments are private.
- After students finish the assignment, you’ll be able to see the points in the video at which students made comments and what they wrote. This “heat map” conveys where student interest is high and what moments in the video might have been missed.

At-a-Glance

| Topic(s) | Type | Title | Length |
|-------------------------------------|-----------------|--|--------|
| ● Library | Instructional | Eastfield College Library Virtual Tour | 1:32 |
| ● Information literacy ● Library | Instructional | Viva la Library (The Information Literacy Song) | 3:48 |
| ● Cheating | News clip | Underground World of College Cheating | 4:39 |
| ● Cheating ● Plagiarism | Instructional | Plagiarism: How to Avoid It | 2:51 |
| ● Public speaking | Television clip | <i>The Big Bang Theory</i> — everyone offers Sheldon help with his fear of public speaking | 2:08 |
| ● Public speaking | Speech | The Speech That Made Obama President | 6:12 |

Library: Eastfield College Library Virtual Tour

- **Type:** Instructional
- **Topic(s):** Library
- **Search term:** Eastfield College library tour
- **Video Title:** Eastfield College Library Virtual Tour
- **Time (of video):** 2:32

- **Posted by:** Eastfield College Library
- **Date posted:** August 20, 2013
- **Video description:** The college library is more than just books. Watch the virtual tour and explore the resources the library has to offer.
- **Question/writing prompt to discuss or paste into discussion board/Video Tools:** How do you envision yourself using the resources available through your campus library?
- **In-class activity:**
 - **Explore Library Resources** Objective: Students learn about the library.
 - a. Have students explore resources available through their campus library either through a guided tour or at the library's Web site.
 - b. Students should report on aspects like library location, Web site, hours of operation, print resources, online resources, databases, and how librarians can be of service.

Information Literacy: Viva la Library

- **Type:** Instructional
- **Topic(s):** Information literacy, library sources
- **Search term:** video viva la library
- **Video title:** Viva la Library (The Information Literacy Song)
- **Time (of video):** 3:48
- **Posted by:** James McGrath
- **Date posted:** May 29, 2013
- **Video description:** A humorous, yet pertinent, song about information literacy.
- **Question/writing prompt to discuss or paste into discussion board/Video Tools:** Why is a simple Google search insufficient for a research paper?
- **In-class activities:**

The following activities prepare students to do research by exploring online information sources:

 1. **Compare Online Sources** Objective: Students learn the difference in sources for research.
 - a. Have students visit sites like JSTOR (jstor.org), EBSCO (<http://www.ebscohost.com/>), and Wikipedia (http://en.wikipedia.org/wiki/Main_Page).
 - b. Ask them to share what they notice about the different sites.
 2. **Online Resources** Objective: Students learn about online resources.
 - a. Discuss the value of databases and digital libraries like JSTOR and EBSCO.
 - b. Invite a librarian to speak to the class (perhaps during your guided tour) to discuss databases and to get students comfortable

using them.

3. **Evaluating Sources** Objective: Students learn about evaluating sources.
 - a. Refer to information in the textbook on evaluating sources.
 - b. Discuss topics like relevance, authority, and bias.

Cheating: Underground World of College Cheating

- **Type:** News clip
- **Topic(s):** Cheating
- **Search term:** underground world of college cheating
- **Video title:** **Underground World of College Cheating**
- **Time (of video):** 4:39
- **Posted by:** JessicaLatestNews
- **Date posted:** May 30, 2013
- **Video description:** Cheating takes many forms, including hiring individuals to write custom papers for you. Watch as Rossen Reports goes undercover to expose this brand of cheating.
- **Question/writing prompt to discuss or paste into discussion board/Video Tools:**

According to the video, how has cheating in college changed?
- **In-class activities:**
 1. **Cheating?** Objective: Students consider the ethics involved with maintaining academic integrity. Approach: Show the video from 3:01 to 3:34. Alex (the ghost writer) says he advises students to use the paper as a *guide*. Ask students if they think that this makes the practice (Alex getting paid to do someone else's work) less unethical.
 - a. In small groups, have students discuss the ethical issues involved.
 - b. Then, as a class, have a debate.
 2. **Worth It?** Objective: Students explore a different side of cheating. Approach: Show the video. Ask students the following questions:
 - a. Do you think that the cost — the real cost and the potential cost — is worth the results?
 - b. What do you think motivates someone to go into this line of work?
 - c. Do you think that the monetary compensation is worth the time these writers put into their work?

Plagiarism: How to Avoid It

- **Type:** Instructional
- **Topic(s):** Cheating, plagiarism

- **Search term:** Video plagiarism how to avoid Bainbridge State College
- **Video title: Plagiarism: How to Avoid It**
- **Time (of video):** 2:51
- **Posted by:** Bainbridge State College
- **Date posted:** January 5, 2010
- **Video description:** Definitions and tips on how to avoid plagiarism.
- **Question/writing prompt to discuss or paste into discussion board/Video Tools:**
What is the only time you do not need to cite your sources?
- **In-class activities:**
 1. **Serious Overview** Objective: Students begin to get an accurate sense of plagiarism. Approach: Show the video, and stress the importance of the topic.
 - a. Spend time reviewing the video and ask students to comment on it.
 - b. Refer to the textbook's coverage of plagiarism and academic honesty. Select a student volunteer to read the content out loud. Ask students to react to what they hear.
 - c. Students often assume that they understand plagiarism when they do not have a complete grasp of the topic. Ask students if this describes them: that they thought they understood plagiarism but had not.
 2. **Scenarios** Objective: Students learn to recognize plagiarism. Approach: Present different scenarios pulled from your or your colleagues' teaching experiences. Ask students to decide whether plagiarism is involved.
 3. **How to Cite Sources** Objective: Students explore resources for citing sources. Approach: Review how to cite sources.
 - a. Consider bringing in a staff member from the campus writing center.
 - b. And/or direct students to online resources like Purdue University's Online Writing Lab (OWL) at <http://owl.english.purdue.edu/owl/resource/584/02>.
 - c. Pass around English handbooks or style guides (from APA and MLA, *Chicago Manual of Style* [CMS]) so that students become familiar with and less intimidated by these resources.
 4. **Q&A** Objective: Students learn to ask for help to avoid plagiarism. Approach: Allow students time to ask questions. Plagiarism can be a sensitive subject, so ask them to write questions anonymously on cards that you can answer in class.

Public Speaking: The Big Bang Theory

- **Type:** Television clip
- **Topic(s):** Public speaking
- **Search term:** big bang theory public speaking
- **Video title:** *The Big Bang Theory* — everyone offers Sheldon help with his fear of public speaking
- **Time (of video):** 2:08 (watch until 1:37)
- **Posted by:** Aleksandra Krعانovic
- **Date posted:** March 4, 2012
- **Video description:** Sheldon’s friends offer to help him overcome his fear of public speaking.
- **Question/writing prompt to discuss or paste into discussion board/Video Tools:** Choose one tip offered in the clip and discuss why it would help Sheldon overcome his fear of public speaking.
- **In-class activities:**
 1. **A Real Fear** Objective: Students share experiences with public speaking and get comfortable with each other.
 - a. While the video shows a humorous discussion of how to overcome the fear of public speaking, the anxiety that people feel when giving a presentation is real.
 - b. Present the information on public speaking from the textbook.
 - c. Ask students who are taking or have taken a public speaking class to add their thoughts.
 2. **Two-Minute Presentation** Objective: Students gain practice speaking in public.
 - a. Ask students to choose a topic on which they could give a 2-minute presentation.
 - b. Give them 10 minutes to prepare a short and simple presentation.

Public Speaking: The Speech That Made Obama President

- **Type:** Speech
- **Topic(s):** Public speaking
- **Search term:** the speech that made Obama president
- **Video title:** **The Speech That Made Obama President**
- **Time (of video):** 6:12
- **Posted by:** THINKR
- **Date posted:** August 30, 2012
- **Video description:** Great public speakers can motivate their audiences. Watch the speech from the 2004 Democratic National Convention, and listen to experts talk about what made it great.

- **Question/writing prompt to discuss or paste into discussion board/Video Tools:**

What made President Obama’s speech so memorable?

- **In-class activity:**

A Powerful Speech Objective: Students explore why a speech is motivational.

Approach: Discuss the power of this speech. The experts discuss the power of this speech throughout the video and why it was so motivational.

- a. First, walk students through the political atmosphere in 2004. (The video briefly describes this at 1:31.)
- b. Show the speech, stopping at various points to discuss with students why it was so effective at uniting a party and ultimately getting Obama to the White House:
 - 1:31–2:59. “Finding common ground.” How did this portion of the speech pull people together?
 - 3:00–4:10. What is it about Obama’s technique that makes this speech so effective?
 - 4:10–4:30. What role do Obama’s gestures play in this speech? Why doesn’t he use them as much in the speeches he gives as president?
 - 5:22 to the end. What was the effect of this speech?