

# Course Number and Title: Professor

Session Number [if applicable]

Date (Weekday, Month, Day, Year)

Time

Location

Number of Students

## Section 1: Introduction

[Provide a brief description of the context for this session, including how it aligns with course goals, any upcoming student assignments, and an overview of the main concepts that will be covered]

## Section 2: Relevant ACRL Framework Frames

Full details on each frame and suggestions for implementation can be found on the [ACRL website](#).

[Delete as needed]

### Authority Is Constructed and Contextual

Information resources reflect their creators' expertise and credibility, and are evaluated based on the information need and the context in which the information will be used. Authority is constructed in that various communities may recognize different types of authority. It is contextual in that the information need may help to determine the level of authority required.

### Information Creation as a Process

Information in any format is produced to convey a message and is shared via a selected delivery method. The iterative processes of researching, creating, revising, and disseminating information vary, and the resulting product reflects these differences.

### Information Has Value

Information possesses several dimensions of value, including as a commodity, as a means of education, as a means to influence, and as a means of negotiating and understanding the world. Legal and socioeconomic interests influence information production and dissemination.

### Research as Inquiry

Research is iterative and depends upon asking increasingly complex or new questions whose answers in turn develop additional questions or lines of inquiry in any field.

## Scholarship as Conversation

Communities of scholars, researchers, or professionals engage in sustained discourse with new insights and discoveries occurring over time as a result of varied perspectives and interpretations.

## Searching as Strategic Exploration

Searching for information is often nonlinear and iterative, requiring the evaluation of a range of information sources and the mental flexibility to pursue alternate avenues as new understanding develops.

## Section 3: Student Learning Outcomes

Session learning outcomes should correlate to the relevant ACRL Frames for the class and structured using [Bloom's Taxonomy](#).

At the end of this session, learners will be able to:

- Define...
- Evaluate...
- Build...

## Section 4: Assessment Plan

### Formative Assessment

#### [Examples]

- KWL chart
- Think-Pair-Share
- Guided Worksheet

### Summative Assessment

#### [Examples]

- Graded assignment
- 1-minute quick write
- Exit slips

## Section 5: Materials

#### [Modify/add as needed]

- Lesson Plan

- PowerPoint
- (#) Handouts
- iPads
- Padlet

## Section 6: Session Outline