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PROJECT TITLE

Research Revealed: Find It, Write It, Cite It

PARTNERS

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Tina Schultz, New Auburn School District

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PROJECT OVERVIEW

This grant enabled three school districts in rural western Wisconsin to partner with Cooperative Educational Service Agency 10 and implement *Research Revealed: Find It, Write It, Cite It*. The goal of the project was to give a small group of school librarians the opportunity to test the concept of creating a digital resource to help prepare high school students to succeed in college and the workforce by 1) improving the quality of information literacy instruction, and 2) increasing the access to information literacy instruction.

PROJECT ACTIVITIES

The school librarians from Eleva-Strum, Greenwood and New Auburn and the CESA 10 Director of Media Services participated in the grant which ran from September 2012 through July 2013.

There were numerous activities associated with the grant. Some activities were related to grant operation and oversight while others were related to professional development. In terms of professional development, the grant started with a half-day organizational meeting October 13, 2012 at CESA 10. This meeting consisted of a presentation by the Jill Markgraf, Head of Research and Instruction, McIntyre Library, University of Wisconsin-Eau Claire, entitled, *Information Literacy Preparedness Among Incoming College Freshmen*. The presentation included the results of research she and her colleagues at the UW-Eau Claire had conducted related to the deficits college freshmen exhibited in the areas of research and information literacy skills. She also shared recent national studies published by Project Information Literacy <http://projectinfolit.org/> based on survey results from approximately 10,000 students attending thirty different colleges or community colleges. Upon receiving this information the school librarians in collaboration with the academic librarian selected a number of research skills to develop content around. The skills were organized into the following chapters:

Chapter 1. Task Definition

This chapter provides information on starting a research project, defining/narrowing a topic and selecting keywords/discipline-related subject headings.

Chapter 2. Search for Information

This chapter provides information on finding appropriate print and non-print resources in the library, on the Internet and in the community.

Chapter 3. Use of Information

This chapter provides information on evaluating resources, filtering results and integrating information from different sources.

Chapter 4. Sharing Knowledge, Taking Responsibility and Project Self-Assessment

This chapter provides information on citing sources, social media and evaluating one's work.

The next set of professional development sessions dealt with content creation and the CK-12 Flexbook interface, which were held the afternoon of October 13th and on October 14th. The school librarians received an iPad loaded with iPages, iMovie and Garageband, a microphone and other accessories. The CESA 10 technology consultant introduced the iPad and provided training on the use of apps for media creation, particularly iMovie. The project director introduced the Flexbook interface, the Moodle site that had been created in support of the project and the Google Docs site that was to be used in drafting out the e-book.

In addition to the professional development opportunities, some organizational activities were associated with the operation of the grant. Participants met with the project director to set the calendar, develop chapter components, and teacher and student pre and post survey tools. Participants also added a February, March and June *Sparks! Saturday* for face-to-face work focused on the revision of content and project evaluation.

During the course of the grant period *Research Revealed: Find It, Write It, Cite It* was published on the CK-12 site <http://www.ck12.org>. It is available for viewing on the web or can be downloaded in PDF, mobi (Kindle) or ePub (iPad & Android) formats.

PROJECT ANALYSIS

PROJECT ACHIEVEMENTS

The grant had a positive impact on participating school librarians, school districts and students. The accomplishments include:

- Increased access to information literacy teaching/learning as developed by school librarians
- Increased awareness and competence in using a digital, open source textbook interface (Flexbook)
- Increased knowledge of multimedia content creation using mobile technologies (iPad)

The grant involved three school librarians, 14 high school teachers and 300 students from the three school districts. At the end of the grant period, participants indicated interest in continuing to refine the current project and expand the scope to include lower grade levels. All believe that while the grant required considerable time and effort, the benefits to the school and students would be long lasting. The librarians were particularly grateful for having an opportunity to investigate open source textbooks and will be sharing the concept with their colleagues who teach in other content areas.

Each of the school libraries gained technology as a result of the grant: one iPad with several media creation apps, a keyboard, recording microphone and stand.

PROJECT OBSTACLES

The project start date was delayed due to several personnel changes and technology challenges. Agency budget cuts resulted in the loss of the CESA technology consultant who originally was going to conduct the iPad trainings and a replacement

had to be secured. One of the school librarians who participated in the grant development was no longer able to continue with the project and another school district was approached and librarian brought on board. Initially, CK-12 was not very responsive to questions which may have been attributable to the sudden death of Murugan Pal, Co-Founder and President of the CK-12 Foundation. However, the project was well underway by mid-October.

It was anticipated that the participants would work within one Flexbook account and on one text. However, there were editing issues related to multiple users. Therefore, Google Docs was used to facilitate the writing, editing and sharing of content. The project director then took that material and uploaded it to Flexbooks where it was revised by each librarian. This was inconvenient and limited the use of multimedia.

PROJECT OUTCOMES

The grant proposal stipulated a number of measures and data sources for the need statements that provided evaluation information. This report focuses on the needs, objectives, and activities of the grant as stated below:

Project Need Statement: Librarians need to teach students information literacy and research skills.
Objectives: a. Improve the quality of information literacy and research skill instruction delivered to high school students. b. Increase access to information literacy and research skill instruction designed for high school students.
Activities: Create Flexbook account Develop Moodle Site Order and deliver iPads, apps and accessories

Assign information literacy skills to school librarians and project director Develop survey tools Conduct iPad training Introduce CK-12 Flexbook interface Create & post Flexbook content Assess content

Accounts were created for Flexbook, Google Docs, and Moodle to facilitate content creation, provide a method of internal communication and to archive grant information. Each librarian received one iPad with accessories. Apps that support the creation of multimedia projects were purchased and loaded, including several free apps, such as ScreenChomp, Prezi, Educreations and ShowMe.

Several professional development activities were conducted for the school librarians. The first activity was a face-to-face meeting between the school librarians, academic librarian and project director to set the calendar and select information literacy skills to cover and assign. Additional technology workshops provided an opportunity for skill development related to content creation.

Over 300 high school students participated in the pre and post surveys. Students were asked to self-report on their level of ability related to sixteen research skills; such as: defining a topic; selecting appropriate search terms; locating articles in databases; finding web resources; knowing how and when to cite sources; and, deciding when their research is complete. Generally, there were small variances between the pre and post responses. The majority of students felt their research skills were excellent, very good or good at the start of the project and also at the end of the project. Encouragingly, within the post-survey the number of students who rated themselves only fair or below

decreased slightly for most skills. The pre and post teacher surveys taken by fourteen educators remained constant as they rated students' skills as fair or good. However, two areas generated slightly fewer good ratings; evaluation of material (print & web) and reading through materials gathered.

In the summary evaluation, school librarians responded that there were several positive aspects to the grant, including: the opportunity to work in a digital textbook environment; the opportunity to collaborate with other school librarians; time to learn about what high school students need to succeed in college and developing specific resources for them; and, developing new skills related to the use of a mobile device to both create and distribute content. There were some concerns stated, as well. For example, the project started out as lessons or units and became chapters of a textbook that took on a more traditional feel. However, the overall assessment was that this project addressed the objectives of the grant to: improve the quality of information literacy and research skill instruction delivered to high school students and increase access to information literacy and research skill instruction designed for high school students. The Greenwood librarian, Marilyn Ramseier, noted that her high school English teacher said, "We've needed this type of resource for a long time. Teachers can use it to review with their students before assigning a research project and students can use it anytime, anywhere!"

SUGGESTIONS FOR FUTURE ACTIVITIES

This is just a start. All three school librarians plan on continuing to develop and refine *Research Revealed*. In particular, they want to add more multimedia and online

quizzes to the resource this coming school year and work more intensively with teachers and students now that the content has been created. There is also interest in exploring the possibility of developing additional e-books for other content areas whether it be through Flexbooks or another application. Ms. Schultz from New Auburn stated, "I see real potential here for solo educators in neighboring, rural districts who teach the same content to create an e-book together and make that resource available to students 24x7."

The grant participants found the grant a worthwhile experience that improved their ability to share information literacy skill development with students and teachers. All of the participants indicated that they planned to continue to advocate for the concept of e-textbook technologies in their schools and collaborate with teachers on developing and integrating e-textbooks into other content areas. The benefits of the grant will be felt for years to come in each of these districts.



Final Performance Report: Part 2, Quantitative Information

The purpose of the final performance report is to provide a permanent record of program accomplishments. The Institute will use the numbers from this quantitative form to report to Congress and the Office of Management and Budget about the agency's progress on addressing its strategic goals of sustaining cultural heritage and knowledge, enhancing learning and innovation, and supporting the professional development of library and museum staff.

Refer to Glossary to Support Grant Reporting (<http://www.imls.gov/pdf/Glossary.pdf>) to assist with definitions of terms.

IMLS has identified a number of activities, products, and participant groups that are commonly addressed through IMLS grants and seeks output/outcome data about these on this form. In your interim and final narrative reports, you are asked to describe project activities – this form seeks to gather the quantitative data associated with these activities. While your grant may have multiple activities (and all should be listed in the narrative part of your report), you should identify up to three main activities (that have discrete outputs or outcomes) per grant and complete one of the following forms for each activity. For instance, your grant may have mounted an exhibit, conducted teacher workshops, and developed a related curriculum. You should fill out one form per activity, since each will have a different set of outputs or outcomes, and may have served distinct audiences. If your grant consisted of one primary activity, such as supporting 12 students to complete Master's degrees, one form will probably be sufficient. If you have questions about which activities to choose to record on this form, refer them to your program officer.

The form has been developed to cover the most common of grant activities. Since every grant is unique to its own institution and audience, some grants have outputs and outcomes from activities not included on this form. Questions 10, 15 and 24 are catch-alls. The responses to these questions should not be included in other responses.

How to fill out this form: Numbers should encompass only those activities and individuals directly affected by or involved in your project between your grant start and end dates. Leave blank any items that do not apply to your grant or for which you do not have actual figures or reasonable estimates.

Institution Name: Cooperative Educational Service Agency 10

Grant #: LG-46-12-0481-12

A. SITE SPECIFIC PROJECT ACTIVITY: Research Revealed: Find It, Write It, Cite It

1. _____ Total # of collection items conserved, relocated to protective storage, rehoused, or for which other preservation-appropriate physical action was taken.

2. _____ Total # of collection items digitized, scanned, reformatted, or for which other electronic or digital preservation action was taken.

3. _____ Total # of collection items with new or enhanced accessibility (include items that were cataloged or for which finding aids or other records were created or computerized) [includes ____ items made accessible to users other than grantee staff for the first time, ____ items with new or enhanced access for staff only].

4. ___1___ Total # of lectures, symposia, demonstrations, exhibits, readings, performances, concerts, broadcasts, Webcasts, workshops, multi-media packages, or other learning opportunities provided for the public (do not include PSAs or other promotional activities) [includes _____ out-of-school or after-school programs, _____ exhibits].

5. ___1___ Total # of tools created, improved, or produced for searching, information management, or information analysis by users other than or in addition to grantee staff.

6. ___5___ Total # of conferences, programs, workshops, training sessions, institutes, classes, courses, or other structured educational events provided.

7. _____ Total # of internships, apprenticeships, mentoring opportunities, or other extended educational opportunities provided.

8. _____ Total # of degrees/certificates earned as a result of the grant [includes _____ Master's, ____ Ph.D. degrees, _____ other (specify): _____].

9. _____ Total # technology upgrades or improvements (specify): _____

10. If your grant engaged in other activities not covered by the categories above, please briefly identify and quantify them here. Attach another sheet if necessary.

B. PORTABLE PRODUCTS (relating to the activity named in section A.)

11. 1 Total # of research reports, papers, books, reprints, or other publications generated.

12. _____ Total # of Web sites developed or improved [include URLs/addresses: _____].

13. 1 Total # of learning resources produced [includes _____ oral histories, X curriculum resources, _____ curriculums, X Web-based learning tools, or _____ other (specify): _____].

14. _____ Total # of key management documents created [includes _____ emergency plans, _____ conservation surveys, _____ strategic plans, _____ other (specify): _____].

15. If your grant created one or more quantifiable products not covered by the categories above, please briefly identify and quantify them here. Attach another sheet if necessary.

C. PARTICIPANTS/VISITORS/USERS/AUDIENCE (relating to the activity named in section A.)

16. _____ Total # of **community organization partners** [includes _____ informal partners, _____ formal partners].

17. 3 Total # of **schools** (pre-K through grade 12) that used services provided by your grant (include only schools that actively participated, not those to which material was simply distributed or made available) [includes _____ students participating in field trips].

18. 18 Total # of **teachers** supported, trained, or otherwise provided with resources to strengthen classroom teaching or learning.

19. 300 Total # of **pre-K through grade-12 students** served [includes _____ youth 9-19 who used, participated, visited, or otherwise interacted with activities, experiences, resources, or products offered by your grant].

20. _____ Total # of **viewers and listeners** for radio, television, and cable broadcasts (for series, include total actual audience for all broadcasts; do not include audience for PSAs or other promotional activities or Webcasts; do not report potential audience).

21. _____ Total # of **users of Web-based resources** provided by your grant (include all individuals the project served). Choose the measure that best represents your use rate (choose only one): ____ visits (hits), ____ unique visitors, ____ registered users, ____ other measure (specify): _____.

22. 318 Total # of **individuals** benefiting from your grant (include all those from questions 18-21 plus others the project served, including staff or others in your field). Only include those who actually participated or used your project services in some way.

23. This number includes: X **professionals**, _____ **non-professionals or pre-professionals**, _____ **docents or interpreters**, _____ **volunteers**, _____ **staff** that received services provided by your grant.

24. If your grant served one or more quantifiable audiences not covered by the categories above, please briefly identify and quantify them here. Attach another sheet if necessary.

Directions for submitting this report are available at <http://www.ims.gov/recipients/administration.shtm>. For assistance or questions contact your Program Officer.

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Research Revealed: Find It, Write It, Cite It



Research Revealed: Find It, Write It, Cite It

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flexbook
next generation textbooks



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CHAPTER

1

Task Definition

Chapter Outline

- 1.1 INTRODUCTION TO CHAPTER 1
 - 1.2 STARTING A RESEARCH PROJECT
 - 1.3 DEFINING AND NARROWING OR BROADENING A TOPIC
 - 1.4 SELECTING KEYWORDS AND DISCIPLINE-RELATED SUBJECT HEADINGS
 - 1.5 CONCLUSION FOR CHAPTER 1
 - 1.6 WORKS CITED FOR CHAPTER 1
-

1.1 Introduction to Chapter 1

This chapter will provide information and resources to help get your research project off to an excellent start. It will go through the process of exploring various research topics, gaining background knowledge about a potential topic, and strategies to further broaden or narrow a research topic. It will also guide you through the process of selecting keywords, synonyms, and related topics that will assist when you begin the process of locating and gathering resources for your research project.

1.2 Starting a Research Project

Knowing where to begin when faced with a research paper can seem like an overwhelming task, but taking time to get organized right from the start will allow you to approach your project with confidence and success.

The first thing you must do when preparing to write a research paper is to make sure you understand the requirements. Nothing is worse than spending countless hours preparing the perfect assignment only to find out you have overlooked some important element—which could have been avoided if only you had understood the requirements.

When your teacher is discussing the project, don't trust everything to memory—but jot down all key information. If you receive a project handout, read it thoroughly so you know what is expected. Do you understand, for example, what types of resources you must use in your research? Do you need to use a variety of resources including books, journal articles, and web resources? Do you understand how to cite your sources and which format you need to use? These are just a few of the many questions you will need to understand before you begin your research paper. Most importantly, if you don't understand something—make sure to ask! Finally, the use of an [Assignment Calculator](#) can help you plan your research assignment from start to finish.

Once you have a solid understanding of the project requirements, it's time to choose a topic. A topic is the main organizing principle of a discussion, either verbal or written—and provides the focus for what we are going to discuss. Through these discussions, a topic can branch out to other subject-related areas and can bring about new ideas. Unlike verbal discussions, however, a written discussion—like a research paper—generally focuses in on a single topic. The more focused and well-defined your topic is, the easier it will be to develop an outstanding research project.

In some instances, your topic will be determined by your teacher, so going through the process of selecting a topic may be minimal, and your challenge may lie in developing a personal interest about the topic. More often, however, you will have the opportunity to choose your own topic based on ideas developed in a particular class. If you were in an American history class, for example, your topic would generally have to do with that particular field of study and would differ from a topic associated with a class in chemistry. In other circumstances, you may be given full freedom to pursue your own personal interests and select any topic of your choosing. With this freedom, however, often comes a sense of overwhelmingness. Choosing a topic may sound simple enough, but there are so many interesting things to write about that even this task can seem unmanageable if you don't know where to begin.

There are some general strategies that can be used to come up with topic ideas. The most obvious strategy is to think about what you already know, what concerns you, or what would you might like to know more about. If for example, you just learned about a bullying incident at a nearby school, you might want to pursue a topic on bullying laws or methods for dealing with a bully.

Another strategy is brainstorming. We sometimes think of brainstorming as a tool for group work, but individuals can benefit from this strategy as well. Brainstorming allows for informal and uninhibited thinking and can generate many ideas. Begin by t

Freewriting is another strategy one can use to generate ideas. Freewriting is much like brainstorming, but ideas are written down in paragraph form instead of list form. Keep in mind, however, that a paragraph written while freewriting will not look like a well-organized essay. On the contrary, it should be a paragraph of nonstop writing that represents all your thoughts and ideas about a particular topic. Your writing may begin with a particular idea, but through freewriting, multiple related topic ideas are generated. Like brainstorming, this strategy should also include a time limit.

If you are a visual learner, then clustering may be a useful strategy for generating a research topic. Clustering is a way of visually "mapping" your ideas on paper and is less formal and linear than a usual outline. To learn more about clustering and to see an example, go to the University of Richmond's [Writing Center](#).

Are you still searching for the perfect topic? The following links will provide you with a variety of excellent research topics:

[Midway College - 100 Research Paper Topics](#)

[Old Dominion University - The Idea Generator](#)

[The New YorkTimes -Times Topics](#)

Once you have determined a list of potential topics, narrow your list down to one or two and take a few minutes to answer the following questions. Click [here](#) for a printable form that will assist you in organizing your answers.

- What do I already know about this topic?
- What would I like to learn about this topic?
- Do I know from what angle I want to approach this topic?

If you have a good idea about what you want to write about, but are not able to clearly answer the above questions, you may need to gain some additional background information before you make a final decision about your topic. Background information is intended to help you become more familiar with your topic—and a little time spent collecting background information in the beginning can save a tremendous amount of time when you are ready to begin more in-depth research about your topic.

Below are several types of general reference resources that can help you gain basic facts and general background knowledge about your potential topic. If you need more indepth information, Chapter 2 has a wealth of resources that can also assist. As always, your librarian is available if you need help locating informatoin.

Almanacs

Almanacs are publications containing useful facts and statistical information. A list of select almanacs can be found at [Refseek - Best Online Almanacs](#).

Bibliographies

Bibliographies are lists of books, articles, and other materials about a particular subject or by a particular author. A bibliography is generally found at the end of a book or article. There are a number of free and user-friendly bibliography and citation generators available on the web, such as [BibMe](#).

Biographies

Biographies provide historical information about a person, his/her relationships to other people and may also cover groups of people.

Directories

Directories provide lists of persons or organizations that provide contact information and affiliations for individuals and organizations. Click [here](#) to access one of the largest directories on the web.

Encyclopedias

Encyclopedias provide short entries or essays on topics and often include a short bibliography of references for further research. One online encyclopedia is the [EncyclopediaBritannica](#) available through [Badgerlink](#).

*Please note that access to Badgerlink outside of school may require verification through the use of your Wisconsin library card.

Search Engines

Web search engines such as [Google](#) or [Bing](#) are also useful for finding websites with information related to your topic.

1.3 Defining and Narrowing or Broadening a Topic

After you have gained background knowledge about your potential research topic, you will need to determine if the topic you chose is *good* topic. To help determine a good research topic, it is essential that you turn it into a research question. Turning your topic into a question will help to determine what aspect of the topic you want to focus, it will simplify your research, and it will allow for a more indepth study of your specific topic. For example, researching a broad topic such as "education" is difficult since there may be hundreds of resources that are related to all aspects of education. However, a specific question such as, "What are the pros and cons of year-long school?" is much easier to research because it is more narrowly focused on a specific area of education.

To turn your topic into a question, think about those familiar words: who, what, when, where, why, and how. Don't worry if you find yourself rewriting your question once you begin your research, but writing it down will help keep your ideas organized.

Let's look at the topic of "fast food and obesity." This topic idea has some great potential, but we still don't have a solid direction for this possible topic—and really don't know which angle we want to focus. By formulating questions around "fast food and obesity," our research topic will begin to take form.

Topic Idea: Fast food and obesity

Who is responsible for obesity among our teen population?

What factors contribute to obesity among our teen population?

When should individuals be held accountable for their own eating habits?

Where is the majority of fast food consumed?

Why are fast food restaurants being blamed for obesity among teens?

How does advertising to teens relate to their consumption of fast food?

Click [here](#) for a printable form that will assist in formulating questions for your research topic.

Narrowing Your Topic

After you have developed your research question, you may need to refine it a bit more. It is not uncommon for individuals to formulate a research question, only to find out that it is either too broad or too narrow. If you find yourself overwhelmed because there are too many resources available, then your research question is probably too broad. On the other hand, if you are unable to find many resources about your topic, then it is probably too narrow.

One way to narrow a broad research topic, such as "the environment," is to limit your topic. You may limit a topic by associating it to a time period such as a year or a decade; a geographic region—country, state, or city or town; or by a specific population or ethnic group. Let's look at the examples below:

Example 1:

What are the most prominent environmental issues of the last decade?

In Example 1, we have narrowed our topic by focusing in on a specific time period. Instead of looking at all of the most prominent environmental issues, we are focusing in on those from just the past decade.

Example 2:

What environmental issues are most important in the eastern United States?

In Example 2, we have narrowed our topic by looking at environmental issues in a specific geographical area of the United States, rather than covering the entire country.

Example 3:

How have the environmental issues related to mining in northern Wisconsin affected the Ojibwe population.

In Example 3, the topic has been narrowed by focusing on the effects of environmental issues for a specific population, in this case the Ojibwe of northern Wisconsin. This topic was also narrowed by geographical area.

Click [here](#) for practice narrowing a too-broad research topic.

Broadening Your Topic

What if your research topic too broad? While many may need to narrow their research topics, others have just the opposite problem. Some research topics are too narrow and need to be broadened by thinking more generally about the topic. One option is to select more general keywords or delete the words that are overly specific.

To broaden the research question below, we eliminated one or more of the topic's specifications or keywords.

Example:

What were the environmental issues in Eau Claire, Wisconsin in 2007?

1. What were the environmental issues in ~~Eau Claire~~, Wisconsin in 2007?
2. What were the environmental issues in Eau Claire, Wisconsin in ~~2007~~?

In the first example, we broadened the topic by expanding the geographical location to not just Eau Claire, but all of Wisconsin. If a topic is too locally defined, there may be few resources available.

In the second example, we broadened the topic by expanding the dates to include the last ten years—not just 2007. If a topic covers a limited time frame, you may find it difficult to locate resources. Additionally, if a topic is too recent, resources may not yet be available. If you are trying to research a topic that is currently in the news, for example, the only sources of information may be the news media itself.

There are also other possible reasons why you may not be able to find information on your topic. Make sure you are using all the resources available to you and that you are using proper searching techniques. If you are unsure how to move forward, this may be an excellent time to talk to your librarian. He/she specializes in locating information and can provide you with guidance if you are having difficulty.

Click [here](#) for practice broadening a too-narrow research topic. Once you have a solid topic, formulate your research question or hypothesis and you are ready to begin gathering information.

1.4 Selecting Keywords and Discipline-Related Subject Headings

You have chosen the perfect topic, gained some background knowledge to better understand your topic, and your research question clearly defines your area of focus—now what? Before you can begin researching, you will need to determine keywords, synonyms, and other related topics—anything that can help to locate resources that will support your research question.

Keywords

Keywords are words or phrases in your research questions that are relevant to your topic.

When you use a search engine like Google for example, you are probably searching by keywords. You think about words and phrases related to what you are looking for and type them into the search box. You may also search by keywords when you are using an online catalog at your library. Keep in mind that a keyword search looks for words anywhere in the [bibliographic record](#) or document text, therefore you may retrieve items that are not relevant to the subject you are researching.

Keyword searching is particularly useful when:

You do not know the exact title or author of the item

Topic is unfamiliar so you do not know exactly what you are looking for

A variety of terms describe the topic (e.g. environmental issues in northern Wisconsin)

More than one discipline or topic is involved (e.g. alcohol and college students)

You want to exclude documents which are not about your topic (e.g. Green Bay NOT Packers)

You don't know the subject heading

Synonyms

Synonyms are words that are similar or have a related meaning to another word (e.g. cat or feline). Synonyms can improve your searching by expanding beyond those words specifically listed in your research question. If you need help determining synonyms or similar words, use a reference resource such as thesaurus.com.

Subject Headings

Subject headings are a set of terms or phrases (known as controlled vocabulary) that help classify materials. Essentially they identify and pull together under a word or phrase information about a given subject. Library catalogs and magazine databases use some form of subject headings. For example, the subject heading term to describe overweight is *Obesity*. Subject searching allows you to look for categories (subject headings) instead of keywords. Keep in mind that because subject headings are very specific, they will greatly narrow your search results. For example, using the subject heading *Obesity* will retrieve resources only on that particular topic and may not return items related to diet. Furthermore, it is not always easy to determine which subject headings are “assigned” to specific topics. If, for example, you looked in the Yellow pages of your phone book to find your favorite movie theatre, you would not find your answer under “Movie Theatres,” but instead you would need to look under “Theatres - Movies.” If you are trying to search using subject headings and receive few or no results, you may want to limit your searching to the use of keywords.

Subject searching is particularly useful when:

You are looking for information on a broad topic

Your topic is not clearly defined so you try keyword search first, and then further search for the subject headings related to initial search results

You are looking for information about something, someone, or someplace (books about J.K. Rowling, not those written by her)

The chart below will provide you with a quick and easy comparison of Keyword vs. Subject searching:

TABLE 1.1:

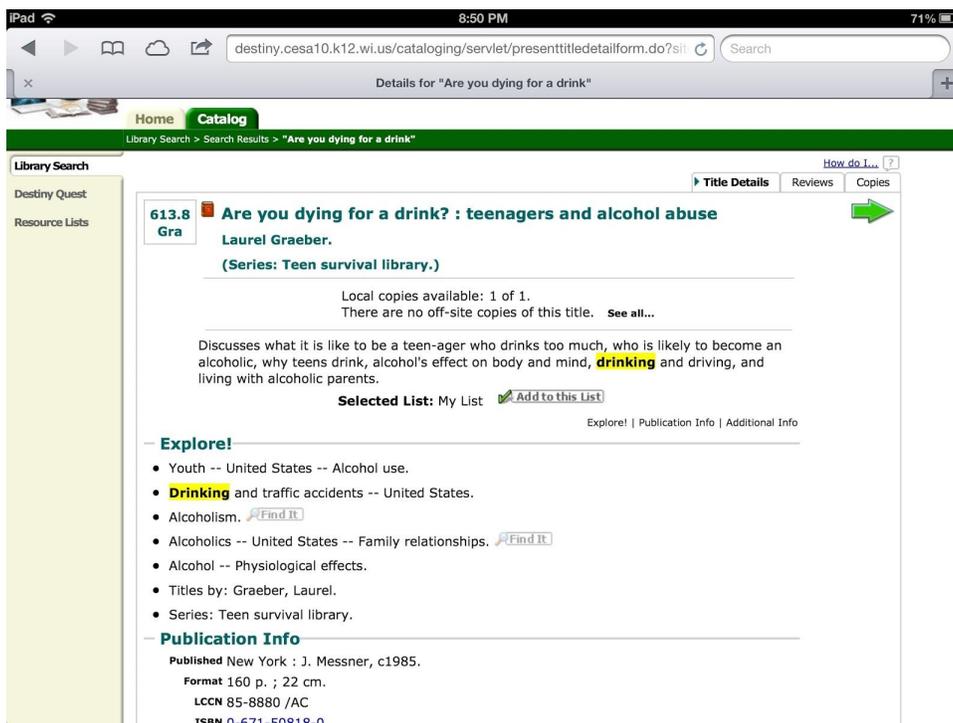
Keyword	vs.	Subject
Natural language words describing your topic. A good way to start your search.		Pre-defined "controlled vocabulary" words assigned to describe the content of each item in a database or catalog.
More flexible for searching. You can combine terms in any number of ways.		Less flexible. You must know the exact controlled vocabulary term or phrase.
Database looks for keywords anywhere in the record (title, author name, subject headings, etc.).		Database looks for subjects only in the subject heading or descriptor field, where the most relevant words appear.
Often yields too many or too few results.		If a subject heading search yields too many results, you can often select subheadings to focus on one aspect of the broader subject.
Often yields many irrelevant results.		Results are usually very relevant to the topic.

Source: University Library at University of Illinois at Urbana-Champaign

To search for subject headings using your school's Destiny online catalog:

1. Search for a book or other resource using the online library catalog
2. Click on the title to view the record
3. Scroll down through the record to the Explore! section
4. Click on the subject headings listed under Explore! to locate other subjects related to your topic

In the below example, we searched by keyword using the phrase "teenage drinking" which resulted in the below title. By clicking on the title, we were able to view the list of subject headings assigned to this particular book located under the Explore! section. If there are additional books with that subject heading, you will see a "Find It" symbol which will direct you to those results.



Click [here](#) to find a printable chart that you can use to help organize your keywords, synonyms and related topics.

1.5 Conclusion for Chapter 1

Getting started on a research project does require planning and organization, but if you have followed the suggestions in Chapter 1, you should now have a well-developed research question and some solid background knowledge to keep you focused as you begin more in depth research and gathering of resources.



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1.6 Works Cited for Chapter 1

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Search for Information

Chapter Outline

- 2.1 INTRODUCTION TO CHAPTER 2
 - 2.2 FINDING APPROPRIATE PRINT AND NON-PRINT RESOURCES
 - 2.3 FINDING APPROPRIATE RESOURCES IN THE LIBRARY
 - 2.4 FINDING APPROPRIATE RESOURCES ON THE INTERNET
 - 2.5 FINDING APPROPRIATE COMMUNITY RESOURCES
 - 2.6 CONCLUSION FOR CHAPTER 2
 - 2.7 WORKS CITED FOR CHAPTER 2
-

2.1 Introduction to Chapter 2

“Effective searching involves far more thought and effort than relying on one favorite search tool and entering the first few words that come to mind.” (Valenza 3) This chapter will provide information and activities to help navigate through the myriad of resources available to complete your research assignment. It will define and explain search terms and strategies, discuss library resources and databases, determine web content credibility and how to find other available resources.

Where do you start? Finding appropriate resources can be a daunting task but working through the information below will help organize the research process. Remember, the best research projects include the use of a variety of reputable, up-to-date resources found in your local library, on the web, and in your community. Establishing good research skills will equip you with the knowledge to research anything, anywhere, anytime!

2.2 Finding Appropriate Print and Non-Print Resources

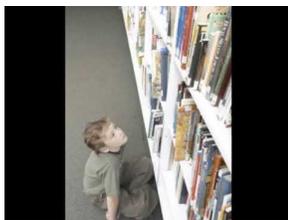
Finding appropriate information in print and non-print resources involves the use of specific search strategies. It is imperative to understand the strategies addressed below to find the most valuable information for your research paper. A list of [researchrelated terms](#) has been linked here to aid in the understanding of terminology you may encounter. This chapter hopes to provide a greater understanding of the strategies needed before beginning the research process.

Definitions of Print and Non-print Resources

- **Print Resources** refer to the “hardcover” or printed fiction and non-fiction resources. Most likely you will concentrate on non-fiction resources for any research assignment. Print resources, found in your local school or public library include books, newspapers, journals, magazines and reference books. Print resources are typically divided into two categories, circulating books and reference books.

Circulating books can be checked out and are shelved in the main area of a library. These books are arranged into a classification system according to subject matter. Two common classification systems are the Dewey Decimal Classification System (DDC) and the Library of Congress System (LC). Although most school and public libraries arrange their collections according to the Dewey Decimal Classification System, most college and university libraries arrange their collections according to the Library of Congress Classification System. Below are review videos of two common classification systems.

Dewey Decimal Classification System



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Dewey Decimal Classification Rap



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Library of Congress System



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Reference books are special types of books usually referred to for specific pieces on information. Reference books could include encyclopedias, dictionaries, almanacs, yearbooks, handbooks, manuals, and atlases. They are usually shelved in a special section of the library and have R or REF above the DDC or LC call number. Since reference books are usually used for researching specific information, many are not circulated outside of the library or, if circulated, checked out overnight only.

- **Non-Print Resources** are resources found online by way of either a subscription or by searching the Internet. Subscription online resources are password protected and only available to local library patrons. Internet online resources are often free and searchable using a search engine.

Search Strategies Using Print and Non-print Resources

Various strategies for both print and non-print resources can be used to find information on your research topic. Common searching strategies are explained below.

- **Subject Heading** searching refers to one or more general words used to describe the most prominent subject of a book or web page. Subject headings cover broad concepts so subdivisions can be added to focus on more specific information. Officially approved subject headings are based on a standardized list of words published by special librarians working at the Library of Congress in Washington D.C. Since subject headings are consistent across all libraries, any collection can be searched using the same subject heading for both print and non-print resources.
- **Keyword** searching involves the use of single words, multiple words, synonyms and alternative words or phrases to find information. To produce the best results, you need to choose your keywords carefully. Use the most important words or phrases associated with your topic. Often keywords will be the nouns in your thesis statement. A thesaurus may be helpful to expand your search to related keywords. After obtaining the results using this strategy, the keyword(s) will most likely appear highlighted. Remember, though, this strategy will find everykeyword in an article or web page producing a greater number of hits but not every hit will be relevant. Answer the questions below to help determine a list of keywords to search.

TABLE 2.1: Keyword Searchin

Are there other words to describe key ideas?
What is the accepted terminology?
Is there any technical vocabulary that you need to include?
What are some common words to describe your research subject?
Are there any important events or people that you already know about?

Other search strategies will be discussed in the next chapter under Searching the Online Catalog

- **Keyword Searching** Some search engines, such as *Ask Jeeves*, allows you to keyword search by entering a question.

A link to a [keyword overview](#) has been included here. c. Answer the questions in the table below to select keywords for your research project.

TABLE 2.2:

Are there other words to describe key ideas?
What is the accepted terminology?
Is there any technical vocabulary that you need to include?
What are some common words to describe your research subject?
Are there any important events or people that you already know about?

TABLE 2.3:

- **Limiters and Expanders** are both search strategies to either narrow or broaden your search. Limiters allow for the limiting or narrowing of search results while expanders allow for the broadening or expanding of search results. Using a “date” limiter can result in current or up-to-date information. Use this link to provide a greater understanding of [limitersandexpanders](#).
- **Boolean Searching** defines logical relationships between search terms. It employs the use of [search operators](#), such as AND, NOT and OR. Boolean Searching connects multiple search terms with one or more of the search operators to either broaden or narrow a search. The AND operator combines search terms so each search result contains all of the terms. For example, travel AND Mexico will find results that contain both travel and Mexico. The NOT operator excludes terms so that each search result does not contain any of the terms that follow the NOT operator. For example, pets NOT cats will find results that contain the term pets but not the term cats. The OR operator combines search terms so that each search result contains at least one of the terms. For example, college OR university will find results that contain either college or university. An additional visual explanation can be accessed at [Boolean Searching](#).



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- **Wildcard Searching and Truncation** are two closely related search strategies. Truncation and wildcards broaden your search capabilities by allowing you to retrieve multiple spellings of a root word or word stem, such as singular and plural forms. A wildcard character, such as an asterisk (*), question mark (?), or pound sign (#), replaces one or more letters in a word. Symbols may vary from database to database, but the concept of this strategy is the same. Truncation is using a wildcard at the end of a root word to search multiple

variations of that root word. Check a database’s help section to identify what symbol is used for a wildcard. Some databases may allow you to use truncation at the beginning of words or within words. Consult the help section to determine if this is an available feature.

TABLE 2.4:

Truncation Examples	Results
comp*	finds matches for compute, computers and computing
hippo*	finds matches for hippopotamus
Wildcard Examples	Results
ne?t	finds matches for neat, nest and next
wom?n	finds matches for woman and women
s?ng	finds matches for sing, sang and sung

For more information on improving your search results using these strategies, access [Truncation Searching](#).

- **Phrase Searching** allows you to search words as phrases. The use of quotation marks, “ ”, is sometimes used to indicate a phrase. Phrase searching can be used when you want words to appear in a specific order. The use of phrase searching often leads to the retrieval of more pertinent information than searching with single words linked with the AND Boolean operator. An example of using the phrase searching strategy can be found in the table below.

TABLE 2.5:

Phrase Searching Examples	Results
“George Washington Carver”	finds matches for all sources with the exact words, in the exact order

2.3 Finding Appropriate Resources in the Library

Your local library is a great place to start with your research. Although the Web contains a lot of information, not everything is on the Web. “Books still have great depth and value, and the Web has some very deep holes!” (Valenza 3) Visiting your local library is a great way to begin organizing your ideas and making decisions on the information to include in the introduction, argument or main body, and conclusion of your research project. Consider all the places where you might find answers to your research questions. Search nonfiction books, reference books, primary source documents, newspapers and journals in your library. Begin searching your local library catalog and its available databases before broadening your research to include the Internet and other useful sources. This chapter hopes to introduce or review the library catalog and various library databases that might be available in your school. The library databases mentioned in this chapter are not all inclusive. Each library subscribes to information databases based on their local selection policy.

The Library Catalog composes a list of every resource your local library owns and posts online in a catalog. Online library catalogs have significantly increased the usability of traditional library catalogs which were paper index cards filed in alphabetical order called “card catalogs.” The major classification systems used for library catalogs are the Dewey Decimal Classification System and the Library of Congress Classification System. These systems are built around numerical values which are assigned to ten or more classes of subjects. Each class is then subdivided into its more specific levels. Each subdivision is assigned a number, thus the more detailed the subdivision, the longer the number that represents the item. A library catalog allows a user to search by keyword, subject, author’s name and book title, previously impossible with card catalogs. Keyword searching in an online library catalog is particularly helpful to patrons who are unable to recall an exact book title, but have a general idea about the words used in a title. Subject headings used in a library catalog are based on specific sources, including Sears, Library of Congress and Library of Congress Children’s Literature (LCAC).

Typically a library will have a link to its library catalog on your school’s web site for offsite access. Your local library might also provide access to resources in off-site libraries if you need additional information. Resources in off-site libraries are available through Interlibrary Loan. Common interlibrary loan libraries include WISCAT, V-CAT, OCLC WorldCat and eBook web sites. Check with your librarian to find out about local guidelines for Interlibrary Loan.

Destiny Library Manager is one, among many, online software programs used to catalog resources in local libraries. Your local library may subscribe to a different online cataloging program but this section will concentrate on *Follett’s Destiny Library Catalog*. Even though your local library may subscribe to an alternate cataloging software program, much of the search concepts shared below will carry over.

Two common ways to search the Destiny Library Catalog are the Classic View interface and the Destiny Quest interface. Additional searching features in Destiny may include *WebPath Express*, *FollettShelf* and *One Search*, referred to as digital content subscriptions. Your library may subscribe to other digital content software. Below are brief descriptions of common searching options for in *Follett’s Destiny Library Catalog*.

- [Destiny Classic View](#) is a common interface used to search the Destiny Library Catalog. The classic view offers searching by keyword, title, author, subject and series. To gain an overall understanding of searching the Destiny Library Catalog in the classic view, access [Searching in Destiny Classic View](#).



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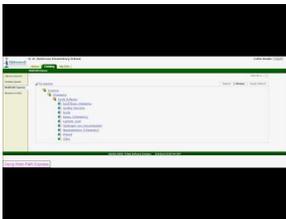
- Destiny Quest is a library search interface providing lists of the top 10 circulated books and newly arrived titles. In addition, this interface provides browsing a carousel of bookshelves, a view of book covers and links to title details from any computer with an Internet connection. Students can share and post book reviews with friends and create reading recommendations. Destiny Quest offers three types of searches, basic, advanced and visual. To learn more about using Destiny Quest, access the [Searching inDestiny Quest View](#).



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- WebPath Express is an educational search tool that provides researchers with over 70,000 trustworthy, relevant websites integrated with Destiny Library Manager. WebPath Express offers “monthly themes” with sample websites on various topics. It also offers “weekly spotlights” highlighting newsworthy subjects. Web search results display brief descriptions and interest grade levels to guide you to appropriate content. To learn more about using WebPath Express, access [Using WebPath Express in Destiny](#).



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- FollettShelf can be used to locate e-books available in your local library. For a general understanding of FollettShelf, access an [overview](#).



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E-books can be read in two ways, as a guest ([online only](#))



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or as a patron ([checking out an e-book](#)).



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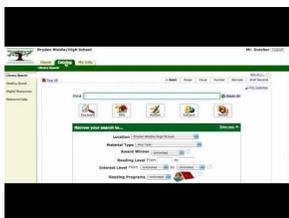
FollettShelf allows patrons to create their own personal lists. Access [FollettShelf and Personal Lists](#) to learn more. A discussion on general eBook availability will be shared later in this chapter on eBooks.



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- [One Search](#) searches multiple resources with one query. Patrons can search the library collection, encyclopedias, Internet libraries, reference databases and search engines with One Search. Access [One Search Overview](#) here.



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General Information About Nonfiction and Reference Books When searching the library catalog for nonfiction and reference books, always note the call number of the resource. The call number will help you locate the item on the library shelves. After finding the local print resource, there are a few strategies that will help you locate information within the resource. The first is the table of contents or TOC. Often the front of a book contains a section listing chapters and/or articles with page numbers. Look through the TOC to find relevant chapters. Other places to search are the index and glossary in a print resource. These can usually be found in the back of most books. The index has keywords or themes alphabetized with corresponding page numbers so you can refer directly to the information on a page. The glossary defines words used in the resource, similar to a dictionary. If you are having trouble finding items in the library catalog or on the library shelves, consult your librarian.

Primary Sources are considered first hand accounts of an event in contrast to secondary sources which interpret the original information. Information on determining [primary sources](#) can be found here.



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[The Library of Congress](#) is a great place to find primary sources for a research project. Another site to access to find primary sources is *Badgerlink*. A link on how to find primary sources through *Badgerlink* is below, under BadgerBites: Primary Sources.

Library Databases provide students with well-sourced, efficient and exhaustive information that can be used for research, curiosity or just for reading pleasure. Students sometimes make the mistake of assuming that a library database is the same as a website, when, in fact, this is not true at all. A library database is accessed from the Internet, yet the information found therein is actually reprinted from physical print sources. Another important difference between a library database and a website is that much of the text that one finds on a library database is not available on the Internet. Because of this important difference, it follows that much of the information contained in a library database is composed by professionals or experts in their field, while websites simply contain information from both expert as well as non-expert sources. Explanations of a few popular databases are listed below.

- [Badgerlink](#) is a project of the Wisconsin Department of Public Instruction, Division for Libraries, Technology, and Community Learning. Its goal is to provide free access to quality online information resources for Wisconsin residents in cooperation with the state's public, school, academic and special libraries and Internet Service Providers. Wisconsin residents will need to enter their public library name and library card number to access *Badgerlink*. Users can search approximately 20,000 full-text magazines, journals, newspapers, reference materials and other specialized information sources. Included are over 8,000 full text magazines and journals, over 1,500 newspapers and newswires, and approximately 6,800 full text books. In addition, Badgerlink provides access to automobile repair manuals, company profiles, country economic reports, industrial reports and yearbooks, biographies, primary historical documents, charts, images, schematics, maps, poems, essays, speeches, plays, short stories, author audio programs and book readings, author video programs, book reviews or discussion guides, and many other full text resources not available through regular internet search engines. Badgerlink also connects users to WISCAT (the online catalog of Wisconsin library holdings), OCLC WorldCat (an international database of library holdings), directories of libraries, digitized library collections, and other information. To gain an overall understanding of *Badgerlink*, access [Using Badgerlink and Student Researcher](#).



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Below is a list of the tutorials for resources available through *Badgerlink: Student Research Center*.

[Student ResearchCenter](#)



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BadgerBite: Primary Sources



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BadgerBite: Finding Census Records



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BadgerBite: ConsumerReports



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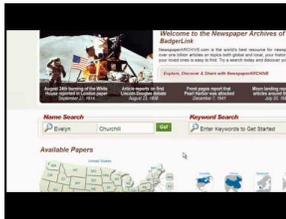
BadgerBite: Literary Criticism



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BadgerBite: Finding Obituaries



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- – [BadgerBite: Primary Sources](#) jakdjfkeoieakjfiajdjfkka;ddfjierja;jfeijra;jfei;aierajksjdfsdjfa
-
- * [BadgerBite: Finding Census Records](#)
 - * [BadgerBite: ConsumerReports](#)
 - * [LiteraryCriticism](#)
 - * [FindObituaries](#)
 - * [Student ResearchCenter Quiz](#)
- [AutoRepair Reference Center](#)
- [History Reference Center](#)
- [KidsSearch](#)
 - * [KidsSearch Quiz](#)
- [Literary Reference Center PowerPoint Resource](#)
- [NoveListOverview](#)
 - * [NoveList: Finding Reading Recommendations](#)
- [NoveListK-8Overview](#)
 - * [NoveListK-8: Finding Reading Recommendations](#)
- [Science Reference Center](#)
 - * [Science Reference Center PowerPoint Resource](#)
- [Searchasaurus](#)
 - * [Searchasaurus PowerPoint Resource](#)
- [SIRS Issues Researcher](#) is a general reference database containing thousands of full-text articles exploring over 300 social, scientific, health, historic, business, economic, political and global issues. SIRS (Social Issues Resources Series) provides well-documented articles, primary source documents, websites and multimedia representing pro/con viewpoints. View a brief video here for an overview of [SIRS Issues Researcher](#). To fully understand the specific features of SIRS, access [SIRS Issues Researcher Video Training](#) and complete the quizzes at the end of each chapter. A link to SIRS, as well as the username and password, can be found on the Destiny Library Catalog HOME page.
- [CQ Researcher](#) is a general reference database offering in-depth, non-biased coverage of today's most important issues. Single-topic reports cover health, social trends, criminal justice, international affairs, education, technology, environmental issues and the economy. *CQ Researcher* is a great resource for current and/or controversial issues. To learn more about CQ Researcher, access [CQ Researcher Video Tutorial](#). A link to *CQ Researcher*, as well as the username and password, can be found on the Destiny Library Catalog HOME page.
- [Background Notes/Country Fact Sheets](#) is a free web site, created and maintained by the U.S. Department of State. This web site provides facts about countries and regions of the world, information about the State Department, policy issues, economics, energy, environmental issues, civilian security and democracy. The website, Background Notes/Country Fact Sheets, can be accessed at the [U.S.Department of State](#).

- Encyclopaedia Britannica is a free online encyclopedia available through Badgerlink. Britannica provides over 73,000 articles accessible by keyword and phrase searching. Britannica also provides access to Merriam-Webster's Collegiate Dictionary and Thesaurus. Access an information guide at [Welcome to Britannica](#) or open the following link to view an [Encyclopaedia Britannica Tutorial](#).
- World Book Online is a subscription reference tool that includes encyclopedic, multimedia, e-book and primary source databases, integrated into a single search. Each subscription provides access to World Book Kids, World Book Student, World Book Advanced and World Book in Spanish. A link to *World Book Online*, as well as the username and password, can be found on the Destiny Library Catalog HOME page. Click here to download a PowerPoint Tutorial about World Book Online. Complete at least one of the [World Book scavenger hunts](#) to investigate the resources available in World Book Online.
- eBooks are books in an electronic format read on your mobile device. They provide easy keyword searching. eBooks can either be purchased or borrowed from a number of sources. Some sources for free or borrowed eBooks are [Project Gutenberg](#) and [Wisconsin's Digital Library](#). Project Gutenberg offers public domain, full-text eBooks to any individual. Wisconsin's Digital Library offers full-text eBooks to any individual with a Wisconsin public library card.

2.4 Finding Appropriate Resources on the Internet

Before delving deeper into this chapter, it is imperative to share a few thoughts about using *Wikipedia* ! Most colleges and college professors do NOT consider *Wikipedia* as a “citable source” for a college paper. A “look but don’t cite” policy is applicable to *Wikipedia* information. It might be an excellent place to “jump-start” your research but remember to verify the information found in *Wikipedia* in another reputable source. A web site can be reputable if it checks the facts first before publishing information. *Wikipedia* publishes information first and checks the facts later. Remember anyone can publish anything on *Wikipedia*. You may be reading and/or citing a *Wikipedia* article before the facts have been checked providing you with incorrect information. Eventually the *Wikipedia* fact-checkers will discover the error, but for a while the error will exist. This chapter hopes to provide information on Internet basics, domain names, search engines, meta-search engines, subject directories, authentic web sites, the invisible web and QR codes. Access a [Web Overview](#) for general information or work through the specific information below.

- **Internet Basics** : No one person can claim credit for the Internet, although its origins can be traced back to the 1960s and the U.S. Department of Defense. Access the following link for [a brief history](#) of the Internet. The Internet is the largest computer network in the world connecting millions of computers. A network is a group of two or more computer systems linked together. Access the website, [What is the Internet?](#) and complete the Internet activity. It will help you understand types of computer networks, servers, clients, and how they communicate. A glossary of common Internet terminology can be found at [Internet & Web Jargon](#) .
- **Domain Names** give each Internet web page its own unique address. The first part of a web page address (http or hypertext transfer protocol) indicates its protocol or access method. The protocol defines how messages are formatted and transmitted. The next part, after the double slashes (//) is the net address and domain name. The domain name indicates the type of source posting the information or where the resource is located. The domain name helps you judge the validity of the information and identify potential bias of a website. The table below lists common domain abbreviations.

TABLE 2.6:

<u>Domain Abbreviations</u>	<u>Type of Organization</u>
.edu	Educational institutions, such as colleges & universities
.com	Commercial business, companies and organizations, such as commercial companies
.gov	Government sites
.mil	Military sites, such as the Pentagon
.net	Originally intended for network administrative sites, which are networks running other networks
.org	Originally intended for organizational sites, such as public and non-profit businesses and groups

- **Search Engines** are not created equal. Every search engine is slightly different. Some allow for “natural language” searching while others automatically insert the word “and” between each search term and still others allow for “subject” or “keyword” searching. Knowing various search engine features and the manner in which they display results are important to conduct successful Internet searches. Remember to carefully read the “help page” for the various search engines. The “help page” will specifically discuss the syntax, or the specific search language, used by a particular search engine. Search engines are large databases of web documents that rely on automated programs such as robots, spiders, or crawlers to match important words and phrases to web documents. Search engines do not use humans to organize or evaluate results so

they can produce irrelevant results. They automatically match words and phrases without regard for their meaning. (Valenza, 14) With hundreds of search engines available on the Internet, it is often difficult to know which one will offer the best results for your topic. To review matching a search engine choice to the type of information you need, access [Choose the Best Search for Your Information Need](#) . For a comparison chart reviewing the features of *Google* (the largest general purpose search engine), *Yahoo! Search* (a large general search engine) and *Exalead* (a smaller search engine that conducts highly-specific searches, intended for experienced and scholarly researchers), access [Recommended Search Engines](#) posted by UC Berkeley. Remember, search engines “come and go.” A search engine available at one time may no longer exist. Check out [Dead Search Engines](#) for a list of search engines no longer useful for research purposes. Since two of the most highly accessed, general search engines are *Google* and *Yahoo*, it is important to share some specific information about successfully searching each.

- **Google** is considered the largest general reference search engine available today, intended for a typical researcher. In addition, *Google* has other databases available including Images, Maps, News, Blogs, Books and Scholar. Specific information about searching Google can be found at [The Four Nets for Better Searching](#) .
- **Yahoo** is considered a large general reference search engine, also intended for a typical researcher. Information for successful searches in Yahoo can be found at [Tips for Using Yahoo](#) .
- **Meta-Search Engines** do not have databases of their own. They search simultaneously across multiple search engines and display top sites. Although meta-search engines offer comprehensive searching, bigger is not always better. They may take more time to display results giving you only a partial result list in the time it would take to get a full result list from a standard search engine. The UC Berkeley Library does not generally recommend using meta-search engines as a primary search tool. To learn more about meta-search engines, access the [UC Berkeley Library](#) website.
- **Subject Directories** are catalogs of websites, collected, organized and maintained by humans, not robots, crawlers or spiders. Directory editors generally review and select sites for inclusion based on established criteria. Subject directories are usually arranged from large topics to progressively smaller subcategories. Generally they provide results of high quality and high relevance even though subject directories search a much smaller database of websites. Subject directories do not store databases of websites, but merely point to them. A subject directory is a good place to access when you want to find material related to your topic. The UC Berkeley Library provides [a table](#) comparing some of the best human-selected collections of web pages. Access a video [overview of subject directories](#) or read [The World of Subject Directories](#) . One example of a subject directory is [INFOMINE](#) .
- **Invisible Web and “The Deep Web”** are terms used to describe the huge amount of content that is difficult to find using traditional search tools. The Invisible Web often contains commercial databases that require a fee or login membership. Read about the [Invisible Web](#) to better understand this topic.
- **Authentic Web Sites** are web pages offering authoritative information. The Internet offers information from all over the world. It is important to evaluate what you find on the web since anyone can write and publish a web page. Considerations should include authorship, domain entity and ownership, evidence of publisher credibility, up-to-date information, documented sources, links to other resources and evidence of bias. One traditional method of attempting to determine authority of a web page author might be to conduct a web search to find information mentioned by others in the same field. A site offering good information about reviewing a web site is [Thinking Critically About World Wide Web Resources](#). It is divided into categories of content and evaluation, source and data, structure, and other issues. John Hopkins University also provides an authoritative web site on evaluating web pages at [Evaluating Information on the Internet](#). Download or print the [Web Page Evaluation Checklist](#) for a worksheet to help evaluate the validity of a specific web site. Use the checklist for practice on evaluating one of the following bogus sites, [Dihydrogen Monoxide Research](#) , [Clones-R-Us](#) , or [POP! The First Human Male Pregnancy](#) .
- **QR Codes** are those square barcodes found in everything from magazine articles to billboards. These Quick Response (QR) codes allow marketers to provide interactive content. By downloading a free barcode scanner app on an iPhone, iPad, iPod, or Android, you can scan a QR code to quickly take you to additional infor-

mation. “QR technology is most effectively used in situations where you want to add a dynamic component to communication that would otherwise be non-interactive.” (Dobbs 14) To read more about QR codes and watch a short video, visit [QR Codes](#).

As a summary to this chapter, complete a fun activity at [Fitness For Fun: A Web Page Scavenger Hunt](#) to quiz yourself on successfully finding quality information on the Internet.

2.5 Finding Appropriate Community Resources

It is important to also search community resources to find valuable information on your topic. This is considered primary research. Local experts are often available who can be interviewed to add a personal touch to your research project. Parents, grandparents, teachers and other local community members are resources often overlooked. Community members can be interviewed about a specific time in history, adding a personal perspective to your research project. A few examples of using a community resource for your research project are interviewing a relative or community member about the living conditions during the Great Depression, interviewing a Vietnam Conflict veteran or a survivor of the September 11th Terrorist Attack. Other examples would be interviewing local game wardens and county judges or visiting local sites of interest such as museums and private collections.

Before contacting someone for an interview, consider the following tips: introduce yourself politely, explain how you were led to the person, describe your purpose, mention any deadline, describe what you have already accomplished in your research, respect the other person's time, politely thank the person in advance and, if you get a response, follow up with a note of thanks. (Valenza 10) Additional interview tips can be found at [Interviewing](#).

An interview is only as good as the questions developed before an interview meeting. The success of any interview is based on creating good questions. A good site to read before developing interview questions is [Creating Good Interview and Survey Questions](#).

2.6 Conclusion for Chapter 2

Now that you have become familiar with many of the resources available to conduct your research, complete and print the [Online Research Planner](#) to map your project. You can use the planner to conduct your own research or use one of the [examples](#) linked here.

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CHAPTER 3**Use of Information****Chapter Outline**

- 3.1 INTRODUCTION TO CHAPTER 3**
 - 3.2 FILTERING RESULTS**
 - 3.3 EVALUATING INFORMATION**
 - 3.4 INTEGRATING INFORMATION FROM DIFFERENT SOURCES**
 - 3.5 CONCLUSION FOR CHAPTER 3**
 - 3.6 RESOURCE LIST FOR CHAPTER 3**
 - 3.7 REFERENCES**
-

3.1 Introduction to Chapter 3



MEDIA

Click image to the left for more content.

Welcome to chapter 3 in our online book, *Research Revealed: Find It, Write It, Cite It*. The focus of this chapter is on the use of information, including how to filter results, evaluate your sources and integrate print and multimedia into your final product.

Let's get started!

3.2 Filtering Results

Filtering Results

The amount of information available through library collections, online databases and the world wide web has exploded over the past few decades. Therefore, even when you conduct a very focused search with clearly defined terms you may still have hundreds or thousands of articles or items appear in your result list. There are several strategies for narrowing your results to a manageable level. This process requires that you use "limiters" or "filters" when conducting a search. Including this step in your research process will ensure not only a smaller number of resource but also the most useful for your paper or project.

Filtering Results When Using the Library Catalog

Library catalogs have a variety of filtering options depending on the library vendor. Common filters include date of publication, media type, availability, language, publisher, location etc. Contact your librarian for suggestions on how best to filter results in the library catalog.

Filtering Result When Using Common Database Limiters

The screenshot shows the EBSCO Academic Search Premier interface. At the top, the search term 'test anxiety' is entered in the search box, with 'Search' and 'Clear' buttons. Below the search bar, there are navigation options: 'Basic Search', 'Advanced Search', 'Visual Search', and 'Search History'. The main results area shows 15,671 results for 'test anxiety'. On the left, there is a 'Refine your results' sidebar with options like 'Full text', 'References Available', 'Scholarly (Peer Reviewed) Journals', and 'Publication Date: 2013'. Below that, there is a 'Source Types' sidebar with options like 'All Results', 'Academic Journals (15,225)', 'Magazines (30)', 'Newspapers (21)', 'Trade Publications (17)', and 'Reviews (17)'. The main results list shows two items:

- Test Anxiety Interventions for Children and Adolescents: A Systematic Review of Treatment Studies from 2000-2010.** By: von der Embse, Nathaniel; Barberian, Justin; Segool, Natasha. *Psychology in the Schools*, Jan 2013, Vol. 50 Issue 1, p57-71. 15p. 2 Charts. DOI: 10.1002/pits.21660. Subjects: TEST anxiety; PREVENTION; ANXIETY; EDUCATIONAL psychology; PERFORMANCE anxiety; TEST-taking skills; STRESS (Psychology); BEHAVIOR therapy; COGNITIVE therapy; BIOLOGICAL control systems; EDUCATIONAL tests & measurements. Database: Academic Search Premier. Add to folder.
- RELAX, IT'S ONLY A TEST.** By: PAUL ANNIE MURPHY. *Time*, 2/11/2013, Vol. 181 Issue 5, p42-45. 4p. Subjects: TEST anxiety -- Research; EDUCATIONAL tests & measurements; STUDENTS -- Psychology; RESEARCH; STANDARDIZED tests; EDUCATIONAL psychology -- Research; SHORT-term memory in children; UNITED States. No Child Left Behind Act of 2001; PSYCHOLOGICAL aspects; CHOKER: What the Secrets of the Brain Reveal About Getting It Right When You Have to (Book); BEILLOCK, Stan. Database: Academic Search Premier. Add to folder. HTML full text.

FIGURE 3.1

Periodical and other reference databases also employ a variety of ways to limit your search results. EBSCOhost's Academic Search Premier, a commonly available database which has a number of ways to limit results, will be used for demonstration purposes.

However, before you can limit results you need to make sure that your basic search is on target. In the example above, the terms *test anxiety* results in over 15,000 documents and includes a number of titles that deal with a variety of anxieties – not just test anxiety. The proper way to keyword search this topic is to place quotation marks around

the phrase “test anxiety” which results in 746 titles.



MEDIA

Click image to the left for more content.

To be even more precise, you should use rely on SUBJECT TERMS (or the database’s thesaurus) and select the proper subject term. Watch this short tutorial (no audio) on how to search using subject terms and refining your results by [Full Text](#), [Publication Date 2000-2013](#) and [Scholarly Journals](#) only. The number of results drops to 117, a much more manageable list of resources.

Go to the Ebsco [trainingcenter](#) for additional search assistance. Other database vendors will also have training and support available to assist you.

Filtering Results When Using Search Engine Limiters

Google is one of the most commonly used search engines and it has a number of sophisticated search features to help you limit and filter your results. We will use Google to demonstrate internet search strategies.

“phrase”: Use quotation marks to search for a phrase

- Example: "test anxiety"

site: Return results from the specified site only (site:docx)

- Example: Jefferson site:archives.gov will return results about Jefferson from the National Archives only. "test anxiety":site.edu will return results on test anxiety from educational institutions.

filetype: return files of the extension you specify (filetype:doc)

- Example: Thomas Jefferson filetype:ppt will return Powerpoint presentations on Thomas Jefferson. "Test anxiety" filetype:docx will return Word documents related to test anxiety.

minus (-): Eliminate irrelevant results. There must be a space before the minus sign. There must not be a space between the minus sign and the word you want to eliminate.

- Example: pluto -disney

The panel below the **Simple Search** box also allows you to limit or filter your results to only images, maps, shopping, etc. The **Gear Icon** located upper right allows you to select **Advanced Search** which provides you with a powerful way to build a search strategy.

More information about searching effectively using Google is available from the [Google PowerSearching and Advanced Power Searching](#) tutorials. Other search engines use similar search strategies, so before you begin your research take some time to familiarize yourself with them.

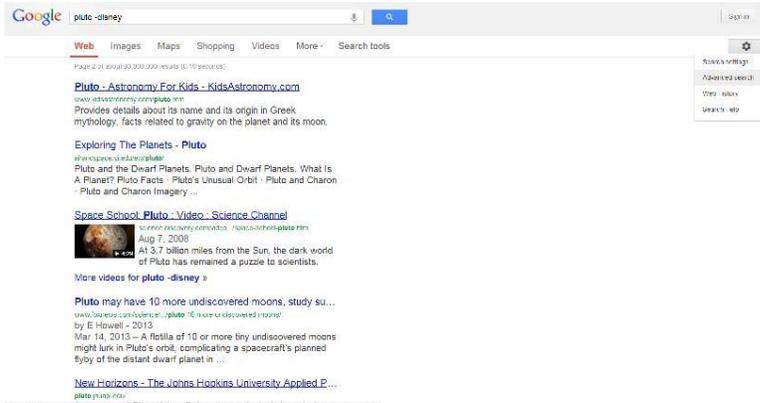


FIGURE 3.2

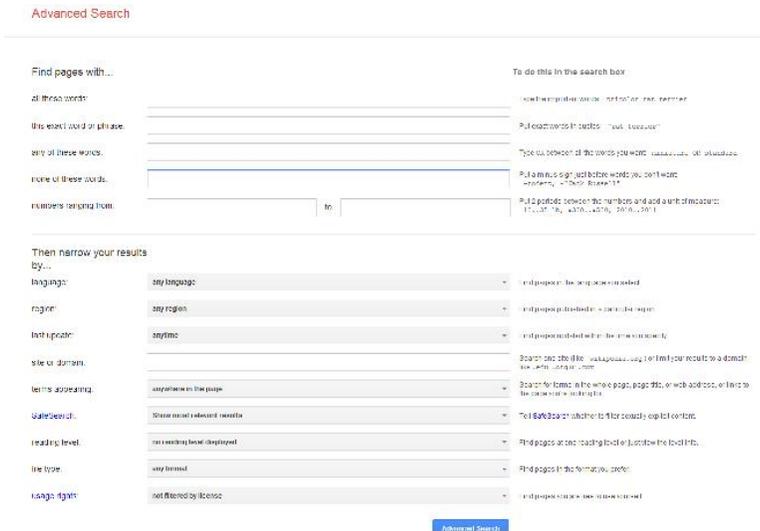


FIGURE 3.3

3.3 Evaluating Information

Evaluating Sources

Many students find that searching for information on a topic is the most enjoyable part of the research process. However, you must leave time to evaluate your results, integrate information from different sources, and write your paper or project. Following research into areas not within the scope of your project may be interesting and fun, but it is not productive. See Chapter One for details on how to form your research question and Chapter Two for finding relevant resources.

The evaluation process should occur for both print and digital resources anytime during the research process. Whatever topic you are researching, question you are answering, decision you are making, or opinion you are developing, the tools for evaluation remain the same: Currency, Reliability, Authority, and Purpose/point of view (or CRAP). You may not have to use all of these tools in every instance but it is important to consider them.

Currency



Checking for timeliness will help limit your search results. For most topics you want the most up-to-date information. Many library catalogs and journal databases offer a date limiter or date sort feature which will help you focus on more current items.

Don't assume that everything on the web is current. Some things to consider are:

- publication date of articles
- copyright and revision date of books
- date a website was first posted or page revised

Typically, science and technology resources should be more current. Humanities and social sciences may not be as time-sensitive. When evaluating websites, broken hyperlinks suggest that the entire site may not have been updated recently.

Reliability



A web search can result in millions of hits and many are selling products, services or a point of view. Obviously, finding a lot of information is not the same as finding reliable information. How do you know if those sources are reliable and useful for your research?

Here are some questions to ask as you look at the resource:

- What kind of information is included?
- Is the information consistent across multiple print and digital resources? For example, if your topic is on the effect of the deficit on the U.S. economy, does the resource you are evaluating share common statistics on the numbers and size of the deficit with your other sources?
- Does the author provide only facts or opinion, or is there a balance?
- Are statistics, quotations and facts cited?
- Is the article from a [peerreviewed](#) journal?
- Does the periodical appear as part of a subscription service, like EBSCOhost?
- Is the website hosted by an organization, government agency, or educational institution?
- Are there spelling, grammatical or editing errors? If so, this may reflect on the care with which other information is presented.
- Read the *ABOUT THIS SITE* information. What does it say about the author or organization?
- Do other websites link to the site? To find this information use the Google Link feature as described below:
 - In the Google search box, type **link:and the URL of the site**. The results will point to pages that link to the site you are evaluating. This is not a complete list of sites only representative, but it will provide you with a sense as to the value of the website.

Authority



The question of who is publishing the material you found and want to use for your research is critical.

The individual or organization responsible for the information is particularly important when you use web resources. The web is a publishing platform that provides billions of pages of information from a variety of sources, from world renowned experts to the guy in his basement who only has a strong opinion and not much else.

Typically, print materials can be considered more reliable than web resources. There are usually editors, reviewers and publishers who stand behind the content. They have a reputation to protect in the publishing world. The same can be said for online databases that provide access to articles and reports available through digital content vendors (i.e.EBSCOhost) or libraries.

Here are some questions to ask as you look at the resource:

- Who is responsible? Is it an individual, organization, school, government or a class of elementary students? Often a personal site includes a tilde , the % sign, a personal name *jsmith* or the word *user* in the URL.
- If it is an individual, what are their credentials? You can use the Internet to find out who the author is or look at the ABOUT section on the webpage. You can also look up authors in biographical database or journal databases The factors to consider when looking at individual credibility are:
 - Education
 - Experience
 - Publications
- Do they match the topic he/she is discussing? For example, you are investigating the financial benefits the space program has on our economy. Dr. Emerson, who has a Ph.D. in economics, is an expert on the NASA budget. Her writings on that topic would be useful. However, if she is also writing on the possibility of life on Mars, that information would be of limited value for your project.
- What companies or organizations are advertising on the site?
- Another factor to consider when looking at credibility is the publisher. Is the document published on a university website or by a university press? A university will publish more scholarly and authoritative work. A professional organization or government will also publish works that are more reliable. Articles from the popular press may not be as reliable or provide complete information.

In addition, just because an author has posted numerous pages on the web does not mean the information is more valuable. Simply put, a lot of information does not equal good information.

Purpose/Point of View



What is the general purpose of the resource? Whether the information is found in a book, article, or on a website, determining what the author's intention is will help you decide whether to incorporate it into your project.

Here are some questions to ask as you look at the resource:

- What is the author's point of view? Is their point of view in the minority or majority?
- What audience is the author trying to reach (high school students, elementary students, consumers, professionals in a particular field, etc.)?

Websites provide you with additional clues as to the purpose. By looking at the domain name you can evaluate the site purpose and possible point of view.

TABLE 3.1:

Domain Name	General Description	Example
.edu	academic institutions such as school districts, colleges or universities)	www.harvard.edu
.gov	official U.S. federal agency or office	www.whitehouse.gov
.org	organization (often non-profit) or individual who is often advocating for a cause	http://www.npr.org
.com	commercial entity or business selling a service or product	www.google.com
.net	originally used to identify Internet service providers	www.charter.net
.mil	U.S. military branches	www.army.mil
.wi.us	some state-supported institutions of Wisconsin use .wi and the .us domain	www.ifls.lib.wi.us

Some Additional Suggestions

- Search engines may send you to a page buried within a website. It is best to go to the home page to begin your evaluation.
- You can easily become lost on the net by following links to other sites. Be cognizant of where you are as you conduct research on the web.
- Numerous images and multimedia may look interesting, but it does not mean that the data is reliable.

Activity: Be a WSI: Web Site Investigator Information Forensics

This site provides you with an opportunity to think about how to evaluate web resources by offering several scenarios to consider.

3.4 Integrating Information from Different Sources

Integrating Information from Different Sources

Once you have located, filtered and evaluated the resources for your paper or project it is time to consider how to make the information your own. Research is not merely copying information from a variety of sources, it requires **synthesizing** and adding your own thoughts and conclusions. In some cases, it may even generate further questions that can be explored in later research. As you begin to review your research make sure you have met the requirement for the types and quantity of resources as assigned by your instructor and review the sources to ensure that you have a balance of ideas and viewpoints.

Organizing Research

Below are a variety of strategies for organizing your research.

Timelines are good method when you are focused on a specific timeframe. It helps you place events and individuals into chronological order and see the big picture.

Concept maps help you organize ideas around a central topic and show supporting details. The ideas that you generate allow you to integrate old and new knowledge, make connections, see patterns, identify gaps in knowledge, review information and discard irrelevant information.

Cause and effect is useful to show links between events or links between cause and possible results. It may help you predict what might come next or how one activity or decision might impact future events.

Contrasting viewpoints can help you develop an opinion project by helping you organize both sides of the argument.

Organize weakest to strongest argument is helpful when you have to prepare a persuasive project. This strategy will help you determine the strength of your argument.

Problem and solution will help you to sort information by whether is it part of the problem or part of the solution. These two category strategy also helps you discard information that does not fall into either category.

Topic outline is a classic way to structure main ideas and information by level of importance. By outlining by main idea and subpoints you determine which ideas are important and which ideas need more support.

Venn diagram is a series of overlapping circles helps you to compare and contrast. In each circle facts are listed. Where facts are shared the circle intersects. The graphic helps to show connections between people, situations, events or how they may differ.

Below are some websites that provide examples of graphic organizer which can be used for organizing your research.

- [Graphic Organizers &Outlining](#) from Bucks County Community College
- [ResearchPaper Outline Graphic Organizer](#) by Michelle Quirk, Ithica College
- [Graphic Organizers](#) prepared by Tracey Hall Nicole Strangman. National Center on Accessible Instructional Materials at CAST, Inc.
- [Graphic Organizers](#) developed by Houghton Mifflin Harcourt Publishing

Quoting, Paraphrasing and Summarizing

Using quotations, paraphrasing and summarizing allows you to integrate other's thoughts and ideas into your research. Below are three common methods to build on the work of others and create your own knowledge.

Quotations are used because the the exact words of an author can be a powerful method of engaging your audience. Weaving quotes from a number of sources into your project will add both interest and authority. However, they have to be used carefully and support your own thoughts and conclusions. Remember that a quote must be copied exactly and cited.

Paraphrasing allows you to take the words of an author and put them into your words. This is helpful to maintain your own voice and avoid having too many quotes. Paraphrasing requires a citation.

Summarizing is blending the thoughts and words of several authors around a common theme in your own words. You must give the authors credit by citing them.

For helpful information on quoting, paraphrasing, and summarizing visit *The Writing Lab The OWL at Purdue University* <http://owl.english.purdue.edu/owl/resource/563/1/>.

3.5 Conclusion for Chapter 3

I hope this information has been useful to you. If you can filter your results, evaluate your resources, integrate the concepts of others with your own ideas, and develop new and interesting conclusions - you are not only a researcher - you are a **knowledge creator!**

Best of luck on your project.

3.6 Resource List for Chapter 3

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"Evaluating Sources." Jean and Alexander Heard Library, Vanderbilt University, June, 2008. Web. 9 Mar. 2013. <<http://www.library.vanderbilt.edu/central/Soc/crap.pdf> >

"Graphic Organizers." Houghton Mifflin Harcourt Publishing. n.d. Web. 13 Oct 2012. <<http://www.eduplace.com/graphicorganizer/>>

"Graphic Organizers & Outlining." Bucks County Community College. n.d. Web. 13 Oct 2012. <<http://www.bucks.edu/academics/tutoring/handouts/writing/graphicorganizersoutlining/>>

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"Inside Search." Google, n.d. Web. 9 Mar. 2013. <<http://www.powersearchingwithgoogle.com/>>.

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"WSI: Web Site Investigator." Information Fluency. Web. 16 Feb 2012. <<http://21cif.com/wsi/>>

Images. Web 9 Mar 2013, <<http://schools.iclipart.com/>>

3.7 References

1. . . CC BY-NC-SA
2. . . CC BY-NC-SA
3. . . CC BY-NC-SA

CHAPTER

4

Sharing Knowledge, Taking Responsibility and Project Self-Assessment

Chapter Outline

- 4.1 INTRODUCTION TO CHAPTER 4
 - 4.2 SOCIAL MEDIA
 - 4.3 PLAGIARISM AND COPYRIGHT
 - 4.4 CITING YOUR SOURCES
 - 4.5 KNOWING A GOOD JOB HAS BEEN DONE
 - 4.6 WORKS CITED
-

4.1 Introduction to Chapter 4

In this chapter you will find yourself on the home stretch of your research project. Just as important as the actual content of your research is correctly giving credit to the sources you have used on your research journey. Citing your sources and not committing an act of plagiarism is crucial in the research process.

As our world continues to be heavily reliant on social media, we will see the influence it has on our research topics and how we cull information from our world. How do we cite sources such as Twitter and Facebook? Is including what has been written on a social media site appropriate for your research paper?

And finally, when can you say, “I am finished with my research.” In addition, do you believe that you did a superb job? Self-evaluation is critical to assessing the content and delivery of your project.

4.2 Social Media

Social Media

What is Social Media?

Social media is a way for groups of people to join together on the Internet to share and exchange ideas and opinions. Facebook, Twitter, LinkedIn, MySpace and Google+ are all examples of sites that people from around the globe use to come together.

Social media allows us to stay in touch with people we know or have known. Social media sites enable people to have daily interactions that otherwise would normally not occur.

Social media is a powerful tool for generating a buzz about what is happening in the world. It also provides a forum for giving both positive and negative reactions to what is transpiring.

In February 2004 Mark Zuckerberg, a sophomore at Harvard University, launched Facebook. It was his idea to connect the 6,000 on the Harvard campus so they could share information about themselves and stay connected to friends and family. He soon expanded this connection to other universities and then to high schools. Starting in September 2006 the Facebook site was open to anyone with an e-mail address.

2006 found another major social media player entering the world – Twitter. The three founders, Jack Dorsey, Evan Williams, and Biz Stone wanted to send short messages via their cell phones. A tweet, or a message on Twitter, can only be up to 140 characters in length. Today there are over 500 million users of Twitter with 200 million active users.

Although Facebook began as a US site for college students, it took the global lead in social networking with more than 70 percent of it's users outside the United States as of early 2011. Today it has over 1 billion monthly users. Social media has become a global phenomenon and it has taken less than a decade to achieve this status.

Sharing of credible information via social media

Randi Zuckerberg, the marketing director of Facebook, introduces the concept of “the trusted referral” which is an integral piece of content sharing on Facebook. It has been determined that it is tremendously more powerful to get a piece of content such as an article, news clip, video, etc from a friend. People are much more likely to watch, listen or read and engage with the content when it has been delivered via a friend.

Although people will continue to consume content from experts and trusted news sources and journalists directly, when a news clip is forwarded from a friend they are putting their own personal stamp of approval on the content. They are saying, “I recommend THIS piece of content to you out of all the content that is out there” – just as they would recommend a restaurant or movie. (O'Connor, p 26).

More and more news/broadcast companies and journalists are building a significant presence on Facebook to engage with Facebook users and help eliminate the “middle man”. News affiliates attempt to build the notion of the trusted referral to assist with the viral spread of content. When journalists can enlist Facebook users to market and share their content, it is an extremely powerful way to share credible news and information.

Facebook users join groups to discuss issues that are important to them. They “like” or become fans of celebrities, brands, public figures, and businesses. They use applications to see photos of their friends traveling the world, read their friend's blog posts, and keep up-to-date with news and content. Many people hear about current events through their Facebook friends' posts even before they get it from a news site. Journalists are discovering what a powerful tool social media is to share their content.

The same is true for Twitter as more and more people are getting their news from Twitter. In most cases it is not just because journalists and news sources are Twittering, but from people tweeting as live news unfolds.

If anybody believes that citizen reporting and social media are likely to overtake rather than complement traditional media, that person likely has not attempted to follow a major news story through social media alone. (Palser p. 37). The earthquake in Haiti is an excellent case in point.

Nearly one week after the earthquake, the Twitter hashtag #Haiti was still providing updates at a rate faster than one per second. The majority of the posts related to donation drives and benefit efforts around the world. Occasionally posts about missing loved ones and news updates would filter through. Many of the news updates were re-tweets from traditional news organizations such as CNN and the Wall Street Journal.

At the same time, on Facebook, a group called Earthquake Haiti had gained 265,000 followers by the Monday after the natural disaster. The activity was a little less frenetic than on Twitter, with new posts every minute or so.

Although these social platforms shared numerous stories of victims and their loved ones searching for them, it is evident that social sites are best at getting a speaker's message out to their network of friends and acquaintances as compared to organizing the messages with context and perspective.

It must be factored in that the tremendous amount of work done by journalists to report from the scene of a news event and to keep magazines, newspapers, television stations and websites up-to-date with information has an essential role in delivering the message.

Citing Social Media

As we continue to get out information from diverse sources, the need to cite information in more varied formats exists. When including information from social media sites in your research, these sites must be included in your citation listing.

Twitter

APA Twitter handle (Author). (Year, Month Day of tweet). Full text of tweet [Twitter post]. Retrieved from [fill in your website here].

Facebook

APA Username or Group Name. (n.d.). In Facebook [Page type]. Retrieved Month Day, Year, from <http://www.facebook.com/specificpageURL>

4.3 Plagiarism and Copyright

Plagiarism Copyright

As early as preschool, children are taught that copying pictures or words from another child is not acceptable. As they continue through their school years, they learn that it is not permissible to copy from books, magazine and newspaper articles. Students are told to give credit to their sources in their completed projects. Although students are given many warnings throughout their school years about plagiarizing others, many still do not understand what plagiarism is. It is understandable that plagiarism is a difficult concept to decode.

Collecting information, writing and executing a research paper can be overwhelming. In addition, your thoughts and opinions need to be backed up by the expertise of others to support your inquiry. This can become very labor intensive. Building a strong research paper can become difficult and plagiarizing the works of other's can become tempting for a variety of reasons.

Some students do not have a vested interest in their research paper and just want to earn a letter grade for the course. They do not care if they actually learn something in the process. Even students who are quite responsible tend to plagiarize also. These students are afraid of getting a low grade. It seems unfair to them that others will get a higher grade by plagiarizing and they do an honest job and might receive a lower mark. While others plagiarize because it seems easier than doing one's own work and they do not believe that they will get caught.

Procrastination is arguably the most common factor why students fail to complete an assigned research paper. It may be that the student doesn't know where to begin, doesn't have the time to invest in the project or just feels that he/she has better things to do with their time. Procrastination can lead one down the road of temptation to plagiarize the work of others.

Plagiarism is not just an issue at the middle or high school level. Although it is predominant with college level students, professionals in top level positions have let their temptation to plagiarize get the best of them. As recent as January 2013, plagiarism has been in the news. A top school administrator in Canada resigned after admitting to plagiarizing material for a newspaper article. Chris Spence, who was appointed director of education for the Toronto District School Board in 2009, handed in his resignation after issuing an apology for plagiarizing a large part of an article that was published in the Toronto Star.

Interestingly, plagiarism has not always been deemed as unacceptable. For a large portion of history, using the thoughts and ideas of another writer was encouraged. It was thought that knowledge should be shared, not hoarded. The Greek notion of imitation, known as mimesis, influenced writers during the Middle Ages. It wasn't until the 16th century that copying and sharing one's ideas was no longer common practice. The first copyright laws were passed in England in 1790 and the United States in 1790. Mimesis was now illegal. Plagiarism really was not an issue until writers began to see their work as their trade and relied upon it for income.

While copyright violation is a legal issue, which will be discussed later, plagiarism or idea theft is not governed by the law but can be disastrous to someone's reputation and career.

So what exactly is plagiarism? Plagiarism is purchasing, borrowing or stealing someone else's written word and presenting it as your own. It is

using someone's ideas word-for-word and not giving the author credit. It also includes putting into your own words someone else's ideas and not giving the author credit.

The term plagiarism comes from the Latin word *plagiarius*, meaning kidnapper, has existed for centuries. It is with the creation of the Internet that it has been much easier to plagiarize. Accessibility is really a big part of the puzzle as to why plagiarism is so much more prevalent that it was in the past. Students believe the practice is "trivial" or "not cheating at all." A recent study from Rutgers University and the Center for Academic Integrity at Duke University

found roughly 58 percent of almost 18,000 high school students said they had copied information from the Internet without citing the source.

The definition of plagiarism often includes copying someone else's ideas. To some students this can be misleading. Isn't it possible for more than one person to have the same idea independent of each other? In addition, copyright law states that ideas should be allowed to circulate freely. Many educators would be in agreement with this statement. However, students are often take advantage of this fact.

The key to avoiding plagiarism is to make sure you give credit when and where it is due. This includes giving credit for something somebody said, wrote, emailed, tweeted or drew. Many professional organizations, including the Modern Language Association (MLA) and the American Psychological Association (APA), have concise guidelines for citing sources.

Plagiarism and the Internet

"Internet plagiarism is probably by far the most common form of cheating, or academic dishonesty. (Kuo, 2005) The availability and ease of access is the culprit for a rise in plagiarism. Students were once apt to using bits and pieces of a book, magazine or newspaper article. Now, with Internet accessibility students use large pieces of entire papers that can be found on the web.

More and more schools are using "Turnitin.com" to detect plagiarism in student papers. On the flip side, some school find "Turnitin.com" to be controversial. They say it is assuming guilt on the student's behalf. It sends a message to students that their teachers do not trust them.

Academic cheating, which includes purchasing term papers, has been transpiring before the creation of the Internet. The Internet has just made cheating so much more accessible. With just a click of the mouse, copying and pasting has made it so incredibly tempting and easy to take the words of someone else and make them your own.

Often students do not think a teacher will check up on them to verify their work. To combat this mentality more teachers are requiring term paper outlines and are monitoring their student's writing steps along the way.

Some teachers may require copies of the research articles used to verify the information included in their research paper.

Students only need an Internet connection and credit card to purchase papers from a term paper mill site. Unbelievably, these sites try to turn the table on libraries, teachers and research in general. On OtherPeople's Papers they have used this promotional language: "After wasting countless hours at libraries, bookstores, and online, I finally realized that it was easier and cheaper to have a research model provide the information I needed." – Bob S. . . " It is quite apparent that Bob S. is completely missing the reasoning for attending school and learning.

After paying \$200 or more for a term paper, a student isn't even guaranteed that the paper will be well written. In fact, there are no money-back guarantees. Not only is a student risking the possibility of being caught cheating, but an added consequence is a low grade. Mostpopular-term-papers.com claims to "use a variety of plagiarism detection resources to ensure your term paper is plagiarism free and won't end up in mass term paper database." Isn't it wonderful that these sites are guaranteeing the paper is "plagiarism free?" At the point when a student claims the work to be their own, it becomes a work of plagiarism.

Why is plagiarism so prevalent then? Joe Saltzman, associate mass media editor of the USA Today and associate dean and professor of journalism at the University of Southern California argues that lying is a way of life for most Americans. Saltzman states that dishonesty has corrupted the heart of our country. Everybody lies from the president of our country, clergy and church officials and parents to their children.

Plagiarism vs Copyright

One of the biggest misconceptions about plagiarism is that it is synonymous with copyright infringement. Copyright is a set of laws that governs the creation, reproduction, and distribution of original works. Plagiarism, in comparison is the act of stealing and passing off someone else's ideas or words as one's own without giving credit to the author. Typically, no law governs plagiarism, unlike copyright. Ultimately, plagiarism is about idea theft.

TABLE 4.1:

Copyright	Plagiarism
Using someone else's creative ideas which includes text, song, video, art, photograph and other creative works, without authorization	Using someone else's idea (usually a written idea) without giving proper credit for the idea.
Enforced by the courts	Enforced by the schools
Penalties include fines and imprisonment. Copyright infringement is a blend of civil and criminal offenses.	Forbidden by institutional code. The penalties include failing grades or expulsion. It is also enforced by public censure.

Rubrics**Note Taking Rubric****TABLE 4.2:**

Criteria for Note Taking	Advanced	Proficient	Basic
Accurate/ Complete	All information is accurate. Notes have an abundance of details to support the main ideas. Information has been culled from reliable sources.	The majority of the information is accurate. Notes have a fair amount of details to support the main ideas. Sources are given but, some do not appear to be completely reliable.	Some information is not accurate. Note have a limited amount of details to support the main ideas. Sources are not given.
Notes relate to my topic and research questions	All notes relate to the topic. The notes answer all of the research questions.	The majority of the notes relate to the topic. The notes answer most of the research questions.	Only a minority of the notes relate to the topic. The notes answer very few of the research questions.
Use of own words/Appropriate words used	All notes are in the student's own words. Word choices are appropriate.	Some of the notes are copied from other sources... Some word choices are questionable.	All notes are directly from resources. The majority of word choices are questionable.
Well organized	All notes are organized. Separate note cards are used for each question.	The majority of the notes are organized. Some note cards include more than one question.	There is little to no organization of the notes. Individual note cards Are not used for different questions.

Rubric for Assessing Bibliography**TABLE 4.3:**

	Advanced	Proficient	Basic
Number of sources	Cites more than five different kinds of sources.	Cities at least three different kinds of sources.	Cities fewer than three sources.

TABLE 4.3: (continued)

Citation Style	All citations are complete. Observes APA or MLA conventions, using a consistent style for citations.	Almost all citations are complete. Observes APA or MLA conventions, but the style is not always consistent.	Almost all citations are incomplete. Does not follow a consistent style.
----------------	------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------

Self-Assessment Rubric**TABLE 4.4:**

	Expert	Advanced	Proficient	Basic
Number of resources used	I found at least six resources for my topic.	I found at least five resources for my topic.	I found at least four resources for my topic.	I found at least two resources for my topic.
Variety of resources used	I found print, electronic, and interview subjects for resources.	I found more than two print and two electronic resources.	I found at least two print and two electronic resources.	I found only a print or electronic resources.
Information found	I reported something I learned from each resource. I selected the best resources and can tell why they were selected.	I reported something I learned from each resource I used.	I reported something I learned from most of my resources.	I reported something I learned from a few of my resources.

Knowing if a good job was done**Proofread and Revise**

At this point, you have been working diligently researching, outlining, writing... And finally you've made it to the end of the last page—the finish line!

Or is it? Your paper is not quite done yet. It needs to be polished before it's ready to be turned in and graded. How do you know if you have done not just an adequate job, but have created a piece of work to be proud of? Proofreading and revising your paper are key steps to improve your writing.

The absolute best proofreading is done with a pair of eyes that are unfamiliar with the contents of your research. If you can, have someone else edit your paper. Ideally, this other person would be a teacher, adult, or peer who is a good editor. Be sure to ask him/her to check for grammatical correctness as well as quality of content. They can also give you input if you have followed the correct research paper format and point out any mistakes you overlooked during revising and proofing your own paper.

If you can't get anyone else to edit your paper, you'll want to wait a while before you look at it again. You want your own eyes to be as fresh as possible.

Deciding when finished with research

The American Association of School Librarians states in *Standards for the 21st-Century Learning in Action* some important questions that should be asked of a researcher as they complete their work:

- “Do I have enough information to make a good decision?”
- “Am I getting good, unbiased information or is someone just trying to sell a point of view?”
- “Do I need to get the most current information online, and how do I make sure that information is accurate?”

The answers to these reflective questions are the building blocks to becoming an independent learner.

“Self-assessment means developing internal standards and comparing performance, behaviors, or thoughts to those standards.” (AASL, p. 57) Although teachers are constantly assessing their students, it is the job of the student to also assess themselves. Self-assessment is a process based on reflection, questioning one’s internal standards and make-up (“How am I doing?”) and metacognition (“How am I thinking?”) (AASL, p.57)

Self-assessment is three-dimensional:

- Looking back at the work that has been completed to see how successful it was (summative assessment).
- Looking at the present to determine the next steps (formative assessment).
- Looking to the future to determine what has been learned that will make the learning process more effective in the future (predictive assessment). (AASL, p. 57)

Self-assessment also involves a social piece in which learners can gain insights into their performance from those around them. Asking for feedback from peers is one way to gain additional information. The ultimate result of self-assessment is when students of all ages become independent and socially responsive learners.

As students begin to assess their own learning, they utilize strategies such as self-reflection, listening to constructive criticism or feedback from peers, and self-questioning.

Students can use journaling to write about their research process. It might be as primary as jotting down what they have attempted and what successes and failures they have had with their research. They might note what problems or frustrations they are experiencing and what plan of attack or questions they will try next. They might also note pieces of information that they would like to include in a later portion of the research process.

Feedback from a peer is extremely valuable in the research process. Using a checklist is a quick way for peers to give feedback.

Peer Checklist

TABLE 4.5:

Criteria in Evidence	Yes	Partially	No
An outline or graphic organizer has been utilized to organize research information.			
Main idea statements are clearly written.			
The concluding statement is clearly visible.			
Evidence to support the concluding statement is easy to determine.			
Presentation format is appropriate for the audience intended.			
A bibliography has been included with sources cited correctly.			

TABLE 4.5: (continued)

The completed research paper provides a clear understanding of the topic.			
----------------------------------------------------------------------------------	--	--	--

As students begin to become more introspective and learn to question themselves throughout the research process, students will have a better handle on the information they are combing through. They will gain the ability to be more concise with narrowing their topic, creating search terms and filtering and sorting through the results of their search

4.4 Citing Your Sources

Citing Your Sources

Why should you cite your sources?

1. Citing your sources indicates the careful and thorough work you have done as a researcher.
2. It also shows the time you have spending perusing a variety of resources both print and online.
3. Citations also help the readers of your research follow the path of you have taken to explore information and data.
4. Citations allow you to give the authors who contributed to your own personal learning recognition.
5. Citations draw attention to the originality and legitimacy of your own ideas.
6. A listing of citations demonstrates your integrity as a researcher.

What should you cite and what should you not cite?

- Direct quotes – If the author’s words are powerful and you need to be specific in your argument, the authors’ words can be used as a direct quotation.
-
- Summarizing or paraphrasing – Paraphrasing refers to putting an idea or phrase into your own words. Summarizing refers to taking a snapshot of the main idea or taking a detailed piece of information and shortening it into a succinct statement.
-
- Common knowledge – Basic facts that are known by the average person and easily confirmed from a variety of sources do not need to be cited. Although, statistical information related to common knowledge along with opinions and less familiar facts need to be cited.
-
- Print vs non-print sources - Remember not just print sources need to be cited. Any sources that you derive information from should be cited including but not limited to websites, television programs, interviews, etc. When you use your own artwork, digital photographs, video, etc you do not need to cite your source. If the artwork, digital photographs, video, etc are from another source a citation should be included.
-
- Your own ideas – Opinions, examples, and observations made by you, the author of your research paper, do not need to be cited.
-
- Still not sure? - Err on the side of caution at all times. If you are unsure if you need to cite something or not, always cite it.

When to cite?

There are cases where you should **always** cite your sources:

- Paraphrasing or summarizing - If you feel it is necessary to use someone else’s idea to assist with making your point or supporting your ideas, "translate" the ideas into your own words.
- Direct quotes of more than one word - If the author’s words are extremely powerful or you need to be specific for your argument, the author’s words can be used as a direct quote.

- Information which may be common knowledge but is unfamiliar to the reader - Statistical information which may be familiar information but still requires confirmation.
- Not just print materials should be cited - Any source used including interviews, websites, television programs, photography, etc

How to cite?

There are three main ways to reference your sources within your paper:

- In text – Your source author is included within the body of your research paper. In text citations act as a reference to your “Works Cited” page.
-
- End notes – The cited idea or quote is noted with a number and the source is listed at the end of the research paper.
-
- Foot notes – Similar to end notes except the citations are listed at the bottom of each page.
-

What format and style guide should you use?

There are three choices to use when it comes to formatting your citations. MLA and APA are the most commonly used style guides followed by Chicago.

- MLA – Format and Style Guide (Modern Language Association)
-
- APA – Format and Style Guide (American Psychological Association)
-
- Chicago – Manual of Style

MLA —

Quick Guide

Note: MLA abbreviates all months except for May, June and July. For example, “February” is “Feb.”

Book

MLA: Last, First M. Book. City: Publisher, Year Published. Medium.

Example: Carley, Michael J. 1939: *The Alliance That Never Was and the Coming of World War II*. Chicago: Dee, 1999. Print.

Chapter/Anthology

MLA: Last, First M. “Section Title.” Book/Anthology, Ed. First M. Last. Edition. City: Publisher, Year Published. Page(s). Medium.

Example: Melville, Herman. “Hawthorne and His Mosses.” *The Norton Anthology of American Literature*. Ed. Nina Baym. 3rd ed. New York: Norton, 1989. 5-25. Print.

***Note:** Essays, shorts stories, and poems are put in quotes. Works originally published independently such as plays and novels generally are italicized

Magazine

MLA: Last, First M. “Article Title.” Magazine Title Date Month Year Published: Page(s). Medium.

Example: Pressman, Aaron. “Bottom Fishing in Rough Waters.” *BusinessWeek* 29 Sept. 2008: 27. Print.

Newspaper

MLA: Last, First M. "Article Title." Newspaper Title [City] Date Month Year Published: Page(s). Medium.

Example: Campoy, Ana. "Gasoline Surges in Southeast After Ike." The Wall Street Journal 23 Sept. 2008: A14. Print.

***Note:** Only include [City] if it is not in the title. Do not include if the newspaper is well known or nationally published.

Journal

MLA: Last, First M., and First M. Last. "Article Title." Journal Title Series Volume.Issue (Year Published): Page(s). Medium.

Example: Bharadwaj, Parag, and Katerine T. Ward. "Ethical Considerations of Patients with Pacemakers." American Family Physician 78 (2008): 398-99. Print.

Website

MLA: Last, First M. "Article Title." Website Title. Website Publisher, Date Month Year Published. Web. Date Month Year Accessed. <URL>.

Example: Satalkar, Bhakti. "Water Aerobics." Buzzle.com. 15 July 2010. Web. 16 July 2010.

***Note:** URL is optional unless the source cannot be located without it or if required by your instructor.

Online Database (Journal)

MLA: Last, First M. "Article Title." Journal Title Series Volume.Issue (Year Published): Page(s). Database Name. Web. Date Month Year Accessed. <URL>.

Example: Ahn, Hyunchul, and Kyoung-jae Kim. "Using Genetic Algorithms to Optimize Nearest Neighbors for Data Mining." Annals of Operations Research 263.1 (2008): 5-18. Academic Search Premier. Web. 25 Sept. 2008.

***Note:** URL is optional unless the source cannot be located without it or if required by your instructor.

TV/Radio

MLA: "Episode." Contributors. Program. Network. Call Letter, City, Date. Medium.

Example: "The Saudi Experience." Prod. Mary Walsh. Sixty Minutes. CBS. WCBS, New York, 5 May 2009. Television.

Film

MLA: Title. Dir. First M. Last and First M. Last. Perf. First M. Last, First M. Last, and First M. Last. Distributor, Year Published. Media Type.

Example: The Dark Knight. Dir. Christopher Nolan. Perf. Christian Bale, Heath Ledger, and Aaron Eckhart. Warner Bros., 2008. DVD.

Sound Recording

MLA: Contributors. "Song." Album. Band. Manufacturer, Year. Medium.

Example: Corgan, Billy, and Butch Vig. "Today." Siamese Dream. Smashing Pumpkins. Virgins Records America, 1993. CD.

Visual Art / Photograph

MLA: Last, First M. Title. Year Created. Medium. Museum/Institution, Location.

Example: Picasso, Pablo. Three Musicians. 1921. Oil on panel. Museum of Modern Art, New York.

Lecture / Speech

MLA: Last, First M. "Speech." Meeting / Organization. Location. Date. Description.

Example: Obama, Barack H. “Inaugural Address.” 2009 Presidential Inaugural. Capitol Building, Washington, D.C. 20 Jan. 2009. Address.

Interview

MLA: Interviewee. “Title.” Interview by interviewer. Publication information. Medium.

Example: Abdul, Paula. Interview by Cynthia McFadden. Nightline. ABC. WABC, New York. 23 Apr. 2009. Television.

Cartoon

MLA: Last, First M. “Title.” Cartoon / Comic strip. Publication information. Medium.

Example: Trudeau, Garry. “Doonesbury.” Comic strip. New York Times 8 May 2008: 12. Print.

APA —

Quick Guide

Book

APA: Last, F. M. (Year Published). Book. City, State: Publisher.

Example: Carley, M. J. (1999). 1939: The alliance that never was and the coming of World War II. Chicago, IL: Ivan R. Dee.

Chapter/Anthology

APA: Last, F. M. (Year Published). Section title. In F. M. Last (Ed.), Book/Anthology (Edition, Page(s)). City, State: Publisher.

Example: Melville, H. (1989). Hawthorne and his mosses. In N. Baym (Ed.), The Norton anthology of American literature (3rd ed., pp. 12-34). New York, NY: W.W. Norton Company.

Magazine

APA: Last, F. M. (Year, Month Date Published). Article title. Magazine Title, Page(s).

Example: Pressman, A. (2008, September 29). Bottom fishing in rough waters. BusinessWeek, 27.

Newspaper

APA: Last, F. M. (Year, Month Date Published). Article title. Newspaper Title, Pages(s).

Example: Campoy, A. (2008, September 23). Gasoline surges in southeast after Ike. The Wall Street Journal, p. A14.

Journal

APA: Last, F. M., Last, F. M. (Year Published). Article title. Journal Title, Volume(Issue), Page(s). doi:number

Example: Wallace, R. (1997). Monitor: Molecules and profiles. Drug Discovery Today, 2(10), 445-448. doi: 10.1016/S1359-6446(97)01095-7

Website

APA: Last, F. M. (Year, Month Date Published). Article title. Website Title. Retrieved Month Date, Year, from URL

Example: Friedland, L. (2008, September 22). Top 10 natural and wildlife adventure travel trips. About.com. Retrieved from <http://adventuretravel.about.com>

***Note:** Include exact URL when not properly indexed or easy to find. Otherwise, include homepage URL. Include retrieval date if source information may change over time.

Online Database (Journal)

APA: Last, F. M. (Year Published). Article title. Journal Name, Volume (Issue), Page(s). Retrieved Month Date,

Year, from URL

Example: Ahn, H., Kim, K. (2008). Using genetic algorithms to optimize nearest neighbors for data mining. *Annals of Operations Research*, 263(1), 5-18. Retrieved from the Academic Search Premier database

***Note:** Include retrieval date if source information may change over time. For URL, Use homepage URL of publisher. If none, use the homepage database URL. If published only online, use unique URL. APA6 explains database names are not necessary, so you may omit this.

Chicago/Turabian –

Quick Guide

Note: Chicago/Turabian does not include Accessed date if there is a publication date.

Book

Chicago/Turabian: Last, First M. Book. City: Publisher, Year Published.

Example: Carley, Michael J. 1939: *The Alliance That Never Was and the Coming of World War II*. Chicago: Dee, 1999.

Chapter/Anthology

Chicago/Turabian: Last, First M. “Section Title.” In Book/Anthology, edited by First M. Last, Page(s). Edition ed. City: Publisher, Year Published.

Example: Melville, Herman. “Hawthorne and His Mosses.” In *The Norton Anthology of American Literature*, edited by Nina Baym, 5-25. 3rd ed. New York: Norton, 1989.

Magazine

Chicago/Turabian: Last, First M. “Article Title.” Magazine Title, Month Date, Year Published.

Example: Pressman, Aaron. “Bottom Fishing in Rough Waters.” *BusinessWeek*, September 29, 2008.

Newspaper

Chicago/Turabian: Last, First M. “Article Title.” Newspaper Title (City), Month Date, Year Published.

Example: Campoy, Ana. “Gasoline Surges in Southeast After Ike.” *The Wall Street Journal*, September 23, 2008.

***Note:** Only include (City) if it is not in the title. Do not include if the newspaper is well known or nationally published.

Journal

Chicago/Turabian: Last, First M., and First M. Last. “Article Title.” Journal Title, Series, Volume, no. Issue (Month Date, Year Published): Page(s).

Example: Bharadwaj, Parag, and Katherine T. Ward. “Ethical Considerations of Patients with Pacemakers.” *American Family Physician* 78 (2008): 398-99.

Website

Chicago/Turabian: Last, First M. “Article Title.” Website Title. Month Date, Year Published. Accessed Month Date, Year. URL.

Example: Satalkar, Bhakti. “Water Aerobics.” *Buzzle.com*. July 15, 2010. <http://www.buzzle.com>.

Online Database (Journal)

Chicago/Turabian: Last, First M. “Article Title.” Journal Title, Series, Volume, no. Issue (Month Date, Year Published): Page(s). Accessed Month Date, Year. URL.

Example: Ahn, Hyunchul, and Kyoung-jae Kim. “Using Genetic Algorithms to Optimize Nearest Neighbors for Data Mining.” *Annals of Operations Research* 263, no. 1 (2008): 5-18. Academic Search Premier.

***Note:** Only include URL if it is stable. If no stable URL, use database name instead.

Online sources for creating citation

The following websites will assist both students and professional researchers to properly give credit to the source they have culled their research information from. The primary goal of these sites is to make it fast and easy to correctly cite informational resources.

www.citationmachine.com

www.easybib.com

www.bibme.org

www.workscited4u.com

www.noodletools.com

4.5 Knowing a Good Job Has Been Done

Knowing a Good Job Has Been Done

Proofread and Revise

At this point, you have been working diligently researching, outlining, writing... And finally you've made it to the end of the last page—the finish line!

Or is it? Your paper is not quite done yet. It needs to be polished before it's ready to be turned in and graded. How do you know if you have done not just an adequate job, but have created a piece of work to be proud of? Proofreading and revising your paper are key steps to improve your writing.

The absolute best proofreading is done with a pair of eyes that are unfamiliar with the contents of your research. If you can, have someone else edit your paper. Ideally, this other person would be a teacher, adult, or peer who is a good editor. Be sure to ask him/her to check for grammatical correctness as well as quality of content. They can also give you input if you have followed the correct research paper format and point out any mistakes you overlooked during revising and proofing your own paper.

If you can't get anyone else to edit your paper, you'll want to wait a while before you look at it again. You want your own eyes to be as fresh as possible.

Deciding when finished with research

The American Association of School Librarians states in *Standards for the 21st-Century Learning in Action* some important questions that should be asked of a researcher as they complete their work:

- “Do I have enough information to make a good decision?”
- “Am I getting good, unbiased information or is someone just trying to sell a point of view?”
- “Do I need to get the most current information online, and how do I make sure that information is accurate?”

The answers to these reflective questions are the building blocks to becoming an independent learner.

“Self-assessment means developing internal standards and comparing performance, behaviors, or thoughts to those standards.” (AASL, p. 57) Although teachers are constantly assessing their students, it is the job of the student to also assess themselves. Self-assessment is a process based on reflection, questioning one's internal standards and make-up (“How am I doing?”) and metacognition (“How am I thinking?”) (AASL, p.57)

Self-assessment is three-dimensional:

- Looking back at the work that has been completed to see how successful it was (summative assessment).
- Looking at the present to determine the next steps (formative assessment).
- Looking to the future to determine what has been learned that will make the learning process more effective in the future (predictive assessment). (AASL, p. 57)

Self-assessment also involves a social piece in which learners can gain insights into their performance from those around them. Asking for feedback from peers is one way to gain additional information. The ultimate result of self-assessment is when students of all ages become independent and socially responsive learners.

As students begin to assess their own learning, they utilize strategies such as self-reflection, listening to constructive criticism or feedback from peers, and self-questioning.

Students can use journaling to write about their research process. It might be as primary as jotting down what they have attempted and what successes and failures they have had with their research. They might note what problems

or frustrations they are experiencing and what plan of attack or questions they will try next. They might also note pieces of information that they would like to include in a later portion of the research process.

Feedback from a peer is extremely valuable in the research process. Using a checklist is a quick way for peers to give feedback.

Peer Checklist

TABLE 4.6:

Criteria in Evidence	Yes	Partially	No
An outline or graphic organizer has been utilized to organize research information.			
Main idea statements are clearly written.			
The concluding statement is clearly visible.			
Evidence to support the concluding statement is easy to determine.			
Presentation format is appropriate for the audience intended.			
A bibliography has been included with sources cited correctly.			
The completed research paper provides a clear understanding of the topic.			

As students begin to become more introspective and learn to question themselves throughout the research process, students will have a better handle on the information they are combing through. They will gain the ability to be more concise with narrowing their topic, creating search terms and filtering and sorting through the results of their search

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CHAPTER 5

Acknowledgments

Research Revealed is an opportunity for a small group of school librarians to test the concept of creating a digital resource using the Flexbook interface to teach information literacy skills. The Flexbook will highlight Wisconsin resources, be aligned to State and Common Core standards and reflect the skills identified by academic librarians as those needed to succeed in college. These text and multimedia units will be made available to teachers anytime and anywhere to help “stretch” instructional time. They will also arm students with the basic skills needed to conduct research successfully in a variety of content areas.

This project was supported in part by a grant from the Institute of Museum and Library Services. <http://www.imls.gov> Any views, findings, conclusions or recommendations expressed in this electronic book do not necessarily represent those of the Institute of Museum and Library Services.

Research Revealed: Find It, Write It, Cite It



Research Revealed: Find It, Write It, Cite It

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Jennifer Peterson

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CHAPTER

1

Task Definition

Chapter Outline

- 1.1 INTRODUCTION TO CHAPTER 1
 - 1.2 STARTING A RESEARCH PROJECT
 - 1.3 DEFINING AND NARROWING OR BROADENING A TOPIC
 - 1.4 SELECTING KEYWORDS AND DISCIPLINE-RELATED SUBJECT HEADINGS
 - 1.5 CONCLUSION FOR CHAPTER 1
 - 1.6 WORKS CITED FOR CHAPTER 1
-

1.1 Introduction to Chapter 1

This chapter will provide information and resources to help get your research project off to an excellent start. It will go through the process of exploring various research topics, gaining background knowledge about a potential topic, and strategies to further broaden or narrow a research topic. It will also guide you through the process of selecting keywords, synonyms, and related topics that will assist when you begin the process of locating and gathering resources for your research project.

1.2 Starting a Research Project

Knowing where to begin when faced with a research paper can seem like an overwhelming task, but taking time to get organized right from the start will allow you to approach your project with confidence and success.

The first thing you must do when preparing to write a research paper is to make sure you understand the requirements. Nothing is worse than spending countless hours preparing the perfect assignment only to find out you have overlooked some important element—which could have been avoided if only you had understood the requirements.

When your teacher is discussing the project, don't trust everything to memory—but jot down all key information. If you receive a project handout, read it thoroughly so you know what is expected. Do you understand, for example, what types of resources you must use in your research? Do you need to use a variety of resources including books, journal articles, and web resources? Do you understand how to cite your sources and which format you need to use? These are just a few of the many questions you will need to understand before you begin your research paper. Most importantly, if you don't understand something—make sure to ask! Finally, the use of an [Assignment Calculator](#) can help you plan your research assignment from start to finish.

Once you have a solid understanding of the project requirements, it's time to choose a topic. A topic is the main organizing principle of a discussion, either verbal or written—and provides the focus for what we are going to discuss. Through these discussions, a topic can branch out to other subject-related areas and can bring about new ideas. Unlike verbal discussions, however, a written discussion—like a research paper—generally focuses in on a single topic. The more focused and well-defined your topic is, the easier it will be to develop an outstanding research project.

In some instances, your topic will be determined by your teacher, so going through the process of selecting a topic may be minimal, and your challenge may lie in developing a personal interest about the topic. More often, however, you will have the opportunity to choose your own topic based on ideas developed in a particular class. If you were in an American history class, for example, your topic would generally have to do with that particular field of study and would differ from a topic associated with a class in chemistry. In other circumstances, you may be given full freedom to pursue your own personal interests and select any topic of your choosing. With this freedom, however, often comes a sense of overwhelmingness. Choosing a topic may sound simple enough, but there are so many interesting things to write about that even this task can seem unmanageable if you don't know where to begin.

There are some general strategies that can be used to come up with topic ideas. The most obvious strategy is to think about what you already know, what concerns you, or what would you might like to know more about. If for example, you just learned about a bullying incident at a nearby school, you might want to pursue a topic on bullying laws or methods for dealing with a bully.

Another strategy is brainstorming. We sometimes think of brainstorming as a tool for group work, but individuals can benefit from this strategy as well. Brainstorming allows for informal and uninhibited thinking and can generate many ideas. Begin by t

Freewriting is another strategy one can use to generate ideas. Freewriting is much like brainstorming, but ideas are written down in paragraph form instead of list form. Keep in mind, however, that a paragraph written while freewriting will not look like a well-organized essay. On the contrary, it should be a paragraph of nonstop writing that represents all your thoughts and ideas about a particular topic. Your writing may begin with a particular idea, but through freewriting, multiple related topic ideas are generated. Like brainstorming, this strategy should also include a time limit.

If you are a visual learner, then clustering may be a useful strategy for generating a research topic. Clustering is a way of visually "mapping" your ideas on paper and is less formal and linear than a usual outline. To learn more about clustering and to see an example, go to the University of Richmond's [Writing Center](#).

Are you still searching for the perfect topic? The following links will provide you with a variety of excellent research topics:

[Midway College - 100 Research Paper Topics](#)

[Old Dominion University - The Idea Generator](#)

[The New YorkTimes -Times Topics](#)

Once you have determined a list of potential topics, narrow your list down to one or two and take a few minutes to answer the following questions. Click [here](#) for a printable form that will assist you in organizing your answers.

- What do I already know about this topic?
- What would I like to learn about this topic?
- Do I know from what angle I want to approach this topic?

If you have a good idea about what you want to write about, but are not able to clearly answer the above questions, you may need to gain some additional background information before you make a final decision about your topic. Background information is intended to help you become more familiar with your topic—and a little time spent collecting background information in the beginning can save a tremendous amount of time when you are ready to begin more in-depth research about your topic.

Below are several types of general reference resources that can help you gain basic facts and general background knowledge about your potential topic. If you need more indepth information, Chapter 2 has a wealth of resources that can also assist. As always, your librarian is available if you need help locating informatoin.

Almanacs

Almanacs are publications containing useful facts and statistical information. A list of select almanacs can be found at [Refseek - Best Online Almanacs](#).

Bibliographies

Bibliographies are lists of books, articles, and other materials about a particular subject or by a particular author. A bibliography is generally found at the end of a book or article. There are a number of free and user-friendly bibliography and citation generators available on the web, such as [BibMe](#).

Biographies

Biographies provide historical information about a person, his/her relationships to other people and may also cover groups of people.

Directories

Directories provide lists of persons or organizations that provide contact information and affiliations for individuals and organizations. Click [here](#) to access one of the largest directories on the web.

Encyclopedias

Encyclopedias provide short entries or essays on topics and often include a short bibliography of references for further research. One online encyclopedia is the [EncyclopediaBritannica](#) available through [Badgerlink](#).

*Please note that access to Badgerlink outside of school may require verification through the use of your Wisconsin library card.

Search Engines

Web search engines such as [Google](#) or [Bing](#) are also useful for finding websites with information related to your topic.

1.3 Defining and Narrowing or Broadening a Topic

After you have gained background knowledge about your potential research topic, you will need to determine if the topic you chose is *good* topic. To help determine a good research topic, it is essential that you turn it into a research question. Turning your topic into a question will help to determine what aspect of the topic you want to focus, it will simplify your research, and it will allow for a more indepth study of your specific topic. For example, researching a broad topic such as "education" is difficult since there may be hundreds of resources that are related to all aspects of education. However, a specific question such as, "What are the pros and cons of year-long school?" is much easier to research because it is more narrowly focused on a specific area of education.

To turn your topic into a question, think about those familiar words: who, what, when, where, why, and how. Don't worry if you find yourself rewriting your question once you begin your research, but writing it down will help keep your ideas organized.

Let's look at the topic of "fast food and obesity." This topic idea has some great potential, but we still don't have a solid direction for this possible topic—and really don't know which angle we want to focus. By formulating questions around "fast food and obesity," our research topic will begin to take form.

Topic Idea: Fast food and obesity

Who is responsible for obesity among our teen population?

What factors contribute to obesity among our teen population?

When should individuals be held accountable for their own eating habits?

Where is the majority of fast food consumed?

Why are fast food restaurants being blamed for obesity among teens?

How does advertising to teens relate to their consumption of fast food?

Click [here](#) for a printable form that will assist in formulating questions for your research topic.

Narrowing Your Topic

After you have developed your research question, you may need to refine it a bit more. It is not uncommon for individuals to formulate a research question, only to find out that it is either too broad or too narrow. If you find yourself overwhelmed because there are too many resources available, then your research question is probably too broad. On the other hand, if you are unable to find many resources about your topic, then it is probably too narrow.

One way to narrow a broad research topic, such as "the environment," is to limit your topic. You may limit a topic by associating it to a time period such as a year or a decade; a geographic region—country, state, or city or town; or by a specific population or ethnic group. Let's look at the examples below:

Example 1:

What are the most prominent environmental issues of the last decade?

In Example 1, we have narrowed our topic by focusing in on a specific time period. Instead of looking at all of the most prominent environmental issues, we are focusing in on those from just the past decade.

Example 2:

What environmental issues are most important in the eastern United States?

In Example 2, we have narrowed our topic by looking at environmental issues in a specific geographical area of the United States, rather than covering the entire country.

Example 3:

How have the environmental issues related to mining in northern Wisconsin affected the Ojibwe population.

In Example 3, the topic has been narrowed by focusing on the effects of environmental issues for a specific population, in this case the Ojibwe of northern Wisconsin. This topic was also narrowed by geographical area.

Click [here](#) for practice narrowing a too-broad research topic.

Broadening Your Topic

What if your research topic too broad? While many may need to narrow their research topics, others have just the opposite problem. Some research topics are too narrow and need to be broadened by thinking more generally about the topic. One option is to select more general keywords or delete the words that are overly specific.

To broaden the research question below, we eliminated one or more of the topic's specifications or keywords.

Example:

What were the environmental issues in Eau Claire, Wisconsin in 2007?

1. What were the environmental issues in ~~Eau Claire~~, Wisconsin in 2007?
2. What were the environmental issues in Eau Claire, Wisconsin in ~~2007~~?

In the first example, we broadened the topic by expanding the geographical location to not just Eau Claire, but all of Wisconsin. If a topic is too locally defined, there may be few resources available.

In the second example, we broadened the topic by expanding the dates to include the last ten years—not just 2007. If a topic covers a limited time frame, you may find it difficult to locate resources. Additionally, if a topic is too recent, resources may not yet be available. If you are trying to research a topic that is currently in the news, for example, the only sources of information may be the news media itself.

There are also other possible reasons why you may not be able to find information on your topic. Make sure you are using all the resources available to you and that you are using proper searching techniques. If you are unsure how to move forward, this may be an excellent time to talk to your librarian. He/she specializes in locating information and can provide you with guidance if you are having difficulty.

Click [here](#) for practice broadening a too-narrow research topic. Once you have a solid topic, formulate your research question or hypothesis and you are ready to begin gathering information.

1.4 Selecting Keywords and Discipline-Related Subject Headings

You have chosen the perfect topic, gained some background knowledge to better understand your topic, and your research question clearly defines your area of focus—now what? Before you can begin researching, you will need to determine keywords, synonyms, and other related topics—anything that can help to locate resources that will support your research question.

Keywords

Keywords are words or phrases in your research questions that are relevant to your topic.

When you use a search engine like Google for example, you are probably searching by keywords. You think about words and phrases related to what you are looking for and type them into the search box. You may also search by keywords when you are using an online catalog at your library. Keep in mind that a keyword search looks for words anywhere in the [bibliographic record](#) or document text, therefore you may retrieve items that are not relevant to the subject you are researching.

Keyword searching is particularly useful when:

You do not know the exact title or author of the item

Topic is unfamiliar so you do not know exactly what you are looking for

A variety of terms describe the topic (e.g. environmental issues in northern Wisconsin)

More than one discipline or topic is involved (e.g. alcohol and college students)

You want to exclude documents which are not about your topic (e.g. Green Bay NOT Packers)

You don't know the subject heading

Synonyms

Synonyms are words that are similar or have a related meaning to another word (e.g. cat or feline). Synonyms can improve your searching by expanding beyond those words specifically listed in your research question. If you need help determining synonyms or similar words, use a reference resource such as thesaurus.com.

Subject Headings

Subject headings are a set of terms or phrases (known as controlled vocabulary) that help classify materials. Essentially they identify and pull together under a word or phrase information about a given subject. Library catalogs and magazine databases use some form of subject headings. For example, the subject heading term to describe overweight is *Obesity*. Subject searching allows you to look for categories (subject headings) instead of keywords. Keep in mind that because subject headings are very specific, they will greatly narrow your search results. For example, using the subject heading *Obesity* will retrieve resources only on that particular topic and may not return items related to diet. Furthermore, it is not always easy to determine which subject headings are “assigned” to specific topics. If, for example, you looked in the Yellow pages of your phone book to find your favorite movie theatre, you would not find your answer under “Movie Theatres,” but instead you would need to look under “Theatres - Movies.” If you are trying to search using subject headings and receive few or no results, you may want to limit your searching to the use of keywords.

Subject searching is particularly useful when:

You are looking for information on a broad topic

Your topic is not clearly defined so you try keyword search first, and then further search for the subject headings related to initial search results

You are looking for information about something, someone, or someplace (books about J.K. Rowling, not those written by her)

The chart below will provide you with a quick and easy comparison of Keyword vs. Subject searching:

TABLE 1.1:

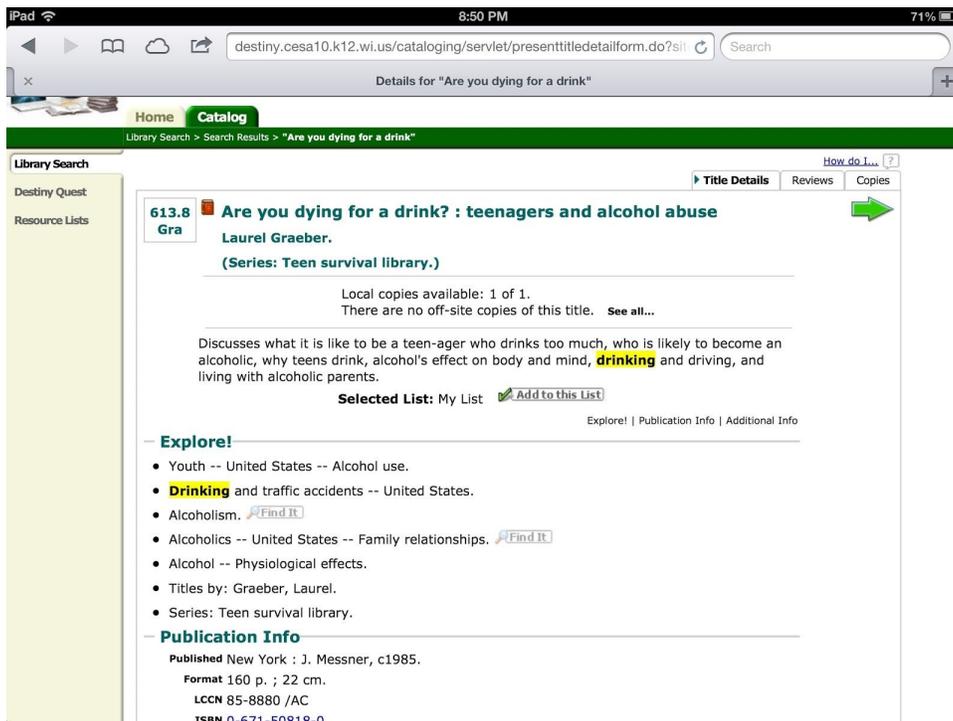
Keyword	vs.	Subject
Natural language words describing your topic. A good way to start your search.		Pre-defined "controlled vocabulary" words assigned to describe the content of each item in a database or catalog.
More flexible for searching. You can combine terms in any number of ways.		Less flexible. You must know the exact controlled vocabulary term or phrase.
Database looks for keywords anywhere in the record (title, author name, subject headings, etc.).		Database looks for subjects only in the subject heading or descriptor field, where the most relevant words appear.
Often yields too many or too few results.		If a subject heading search yields too many results, you can often select subheadings to focus on one aspect of the broader subject.
Often yields many irrelevant results.		Results are usually very relevant to the topic.

Source: University Library at University of Illinois at Urbana-Champaign

To search for subject headings using your school's Destiny online catalog:

1. Search for a book or other resource using the online library catalog
2. Click on the title to view the record
3. Scroll down through the record to the Explore! section
4. Click on the subject headings listed under Explore! to locate other subjects related to your topic

In the below example, we searched by keyword using the phrase "teenage drinking" which resulted in the below title. By clicking on the title, we were able to view the list of subject headings assigned to this particular book located under the Explore! section. If there are additional books with that subject heading, you will see a "Find It" symbol which will direct you to those results.



Click [here](#) to find a printable chart that you can use to help organize your keywords, synonyms and related topics.

1.5 Conclusion for Chapter 1

Getting started on a research project does require planning and organization, but if you have followed the suggestions in Chapter 1, you should now have a well-developed research question and some solid background knowledge to keep you focused as you begin more in depth research and gathering of resources.



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1.6 Works Cited for Chapter 1

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Chapter Outline

- 2.1 INTRODUCTION TO CHAPTER 2
 - 2.2 FINDING APPROPRIATE PRINT AND NON-PRINT RESOURCES
 - 2.3 FINDING APPROPRIATE RESOURCES IN THE LIBRARY
 - 2.4 FINDING APPROPRIATE RESOURCES ON THE INTERNET
 - 2.5 FINDING APPROPRIATE COMMUNITY RESOURCES
 - 2.6 CONCLUSION FOR CHAPTER 2
 - 2.7 WORKS CITED FOR CHAPTER 2
-

2.1 Introduction to Chapter 2

“Effective searching involves far more thought and effort than relying on one favorite search tool and entering the first few words that come to mind.” (Valenza 3) This chapter will provide information and activities to help navigate through the myriad of resources available to complete your research assignment. It will define and explain search terms and strategies, discuss library resources and databases, determine web content credibility and how to find other available resources.

Where do you start? Finding appropriate resources can be a daunting task but working through the information below will help organize the research process. Remember, the best research projects include the use of a variety of reputable, up-to-date resources found in your local library, on the web, and in your community. Establishing good research skills will equip you with the knowledge to research anything, anywhere, anytime!

2.2 Finding Appropriate Print and Non-Print Resources

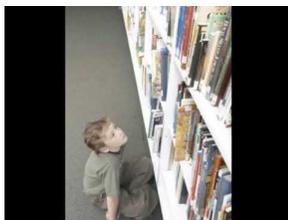
Finding appropriate information in print and non-print resources involves the use of specific search strategies. It is imperative to understand the strategies addressed below to find the most valuable information for your research paper. A list of [researchrelated terms](#) has been linked here to aid in the understanding of terminology you may encounter. This chapter hopes to provide a greater understanding of the strategies needed before beginning the research process.

Definitions of Print and Non-print Resources

- **Print Resources** refer to the “hardcover” or printed fiction and non-fiction resources. Most likely you will concentrate on non-fiction resources for any research assignment. Print resources, found in your local school or public library include books, newspapers, journals, magazines and reference books. Print resources are typically divided into two categories, circulating books and reference books.

Circulating books can be checked out and are shelved in the main area of a library. These books are arranged into a classification system according to subject matter. Two common classification systems are the Dewey Decimal Classification System (DDC) and the Library of Congress System (LC). Although most school and public libraries arrange their collections according to the Dewey Decimal Classification System, most college and university libraries arrange their collections according to the Library of Congress Classification System. Below are review videos of two common classification systems.

Dewey Decimal Classification System



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Dewey Decimal Classification Rap



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Library of Congress System



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Reference books are special types of books usually referred to for specific pieces on information. Reference books could include encyclopedias, dictionaries, almanacs, yearbooks, handbooks, manuals, and atlases. They are usually shelved in a special section of the library and have R or REF above the DDC or LC call number. Since reference books are usually used for researching specific information, many are not circulated outside of the library or, if circulated, checked out overnight only.

- **Non-Print Resources** are resources found online by way of either a subscription or by searching the Internet. Subscription online resources are password protected and only available to local library patrons. Internet online resources are often free and searchable using a search engine.

Search Strategies Using Print and Non-print Resources

Various strategies for both print and non-print resources can be used to find information on your research topic. Common searching strategies are explained below.

- **Subject Heading** searching refers to one or more general words used to describe the most prominent subject of a book or web page. Subject headings cover broad concepts so subdivisions can be added to focus on more specific information. Officially approved subject headings are based on a standardized list of words published by special librarians working at the Library of Congress in Washington D.C. Since subject headings are consistent across all libraries, any collection can be searched using the same subject heading for both print and non-print resources.
- **Keyword** searching involves the use of single words, multiple words, synonyms and alternative words or phrases to find information. To produce the best results, you need to choose your keywords carefully. Use the most important words or phrases associated with your topic. Often keywords will be the nouns in your thesis statement. A thesaurus may be helpful to expand your search to related keywords. After obtaining the results using this strategy, the keyword(s) will most likely appear highlighted. Remember, though, this strategy will find everykeyword in an article or web page producing a greater number of hits but not every hit will be relevant. Answer the questions below to help determine a list of keywords to search.

TABLE 2.1: Keyword Searchin

Are there other words to describe key ideas?
What is the accepted terminology?
Is there any technical vocabulary that you need to include?
What are some common words to describe your research subject?
Are there any important events or people that you already know about?

Other search strategies will be discussed in the next chapter under Searching the Online Catalog

- **Keyword Searching** Some search engines, such as *Ask Jeeves*, allows you to keyword search by entering a question.

A link to a [keyword overview](#) has been included here. c. Answer the questions in the table below to select keywords for your research project.

TABLE 2.2:

Are there other words to describe key ideas?
What is the accepted terminology?
Is there any technical vocabulary that you need to include?
What are some common words to describe your research subject?
Are there any important events or people that you already know about?

TABLE 2.3:

- **Limiters and Expanders** are both search strategies to either narrow or broaden your search. Limiters allow for the limiting or narrowing of search results while expanders allow for the broadening or expanding of search results. Using a “date” limiter can result in current or up-to-date information. Use this link to provide a greater understanding of [limitersandexpanders](#).
- **Boolean Searching** defines logical relationships between search terms. It employs the use of [search operators](#), such as AND, NOT and OR. Boolean Searching connects multiple search terms with one or more of the search operators to either broaden or narrow a search. The AND operator combines search terms so each search result contains all of the terms. For example, travel AND Mexico will find results that contain both travel and Mexico. The NOT operator excludes terms so that each search result does not contain any of the terms that follow the NOT operator. For example, pets NOT cats will find results that contain the term pets but not the term cats. The OR operator combines search terms so that each search result contains at least one of the terms. For example, college OR university will find results that contain either college or university. An additional visual explanation can be accessed at [Boolean Searching](#).



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- **Wildcard Searching and Truncation** are two closely related search strategies. Truncation and wildcards broaden your search capabilities by allowing you to retrieve multiple spellings of a root word or word stem, such as singular and plural forms. A wildcard character, such as an asterisk (*), question mark (?), or pound sign (#), replaces one or more letters in a word. Symbols may vary from database to database, but the concept of this strategy is the same. Truncation is using a wildcard at the end of a root word to search multiple

variations of that root word. Check a database’s help section to identify what symbol is used for a wildcard. Some databases may allow you to use truncation at the beginning of words or within words. Consult the help section to determine if this is an available feature.

TABLE 2.4:

Truncation Examples	Results
comp*	finds matches for compute, computers and computing
hippo*	finds matches for hippopotamus
Wildcard Examples	Results
ne?t	finds matches for neat, nest and next
wom?n	finds matches for woman and women
s?ng	finds matches for sing, sang and sung

For more information on improving your search results using these strategies, access [Truncation Searching](#).

- **Phrase Searching** allows you to search words as phrases. The use of quotation marks, “ ”, is sometimes used to indicate a phrase. Phrase searching can be used when you want words to appear in a specific order. The use of phrase searching often leads to the retrieval of more pertinent information than searching with single words linked with the AND Boolean operator. An example of using the phrase searching strategy can be found in the table below.

TABLE 2.5:

Phrase Searching Examples	Results
“George Washington Carver”	finds matches for all sources with the exact words, in the exact order

2.3 Finding Appropriate Resources in the Library

Your local library is a great place to start with your research. Although the Web contains a lot of information, not everything is on the Web. “Books still have great depth and value, and the Web has some very deep holes!” (Valenza 3) Visiting your local library is a great way to begin organizing your ideas and making decisions on the information to include in the introduction, argument or main body, and conclusion of your research project. Consider all the places where you might find answers to your research questions. Search nonfiction books, reference books, primary source documents, newspapers and journals in your library. Begin searching your local library catalog and its available databases before broadening your research to include the Internet and other useful sources. This chapter hopes to introduce or review the library catalog and various library databases that might be available in your school. The library databases mentioned in this chapter are not all inclusive. Each library subscribes to information databases based on their local selection policy.

The Library Catalog composes a list of every resource your local library owns and posts online in a catalog. Online library catalogs have significantly increased the usability of traditional library catalogs which were paper index cards filed in alphabetical order called “card catalogs.” The major classification systems used for library catalogs are the Dewey Decimal Classification System and the Library of Congress Classification System. These systems are built around numerical values which are assigned to ten or more classes of subjects. Each class is then subdivided into its more specific levels. Each subdivision is assigned a number, thus the more detailed the subdivision, the longer the number that represents the item. A library catalog allows a user to search by keyword, subject, author’s name and book title, previously impossible with card catalogs. Keyword searching in an online library catalog is particularly helpful to patrons who are unable to recall an exact book title, but have a general idea about the words used in a title. Subject headings used in a library catalog are based on specific sources, including Sears, Library of Congress and Library of Congress Children’s Literature (LCAC).

Typically a library will have a link to its library catalog on your school’s web site for offsite access. Your local library might also provide access to resources in off-site libraries if you need additional information. Resources in off-site libraries are available through Interlibrary Loan. Common interlibrary loan libraries include WISCAT, V-CAT, OCLC WorldCat and eBook web sites. Check with your librarian to find out about local guidelines for Interlibrary Loan.

Destiny Library Manager is one, among many, online software programs used to catalog resources in local libraries. Your local library may subscribe to a different online cataloging program but this section will concentrate on *Follett’s Destiny Library Catalog*. Even though your local library may subscribe to an alternate cataloging software program, much of the search concepts shared below will carry over.

Two common ways to search the Destiny Library Catalog are the Classic View interface and the Destiny Quest interface. Additional searching features in Destiny may include *WebPath Express*, *FollettShelf* and *One Search*, referred to as digital content subscriptions. Your library may subscribe to other digital content software. Below are brief descriptions of common searching options for in *Follett’s Destiny Library Catalog*.

- [Destiny Classic View](#) is a common interface used to search the Destiny Library Catalog. The classic view offers searching by keyword, title, author, subject and series. To gain an overall understanding of searching the Destiny Library Catalog in the classic view, access [Searching in Destiny Classic View](#).



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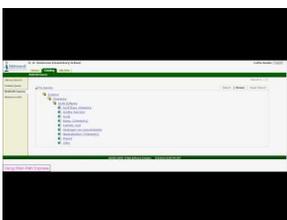
- Destiny Quest is a library search interface providing lists of the top 10 circulated books and newly arrived titles. In addition, this interface provides browsing a carousel of bookshelves, a view of book covers and links to title details from any computer with an Internet connection. Students can share and post book reviews with friends and create reading recommendations. Destiny Quest offers three types of searches, basic, advanced and visual. To learn more about using Destiny Quest, access the [Searching inDestiny Quest View](#).



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- WebPath Express is an educational search tool that provides researchers with over 70,000 trustworthy, relevant websites integrated with Destiny Library Manager. WebPath Express offers “monthly themes” with sample websites on various topics. It also offers “weekly spotlights” highlighting newsworthy subjects. Web search results display brief descriptions and interest grade levels to guide you to appropriate content. To learn more about using WebPath Express, access [Using WebPath Express in Destiny](#).



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- FollettShelf can be used to locate e-books available in your local library. For a general understanding of FollettShelf, access an [overview](#).



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E-books can be read in two ways, as a guest ([online only](#))



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Click image to the left for more content.

or as a patron ([checking out an e-book](#)).



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FollettShelf allows patrons to create their own personal lists. Access [FollettShelf and Personal Lists](#) to learn more. A discussion on general eBook availability will be shared later in this chapter on eBooks.



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- [One Search](#) searches multiple resources with one query. Patrons can search the library collection, encyclopedias, Internet libraries, reference databases and search engines with One Search. Access [One Search Overview](#) here.



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General Information About Nonfiction and Reference Books When searching the library catalog for nonfiction and reference books, always note the call number of the resource. The call number will help you locate the item on the library shelves. After finding the local print resource, there are a few strategies that will help you locate information within the resource. The first is the table of contents or TOC. Often the front of a book contains a section listing chapters and/or articles with page numbers. Look through the TOC to find relevant chapters. Other places to search are the index and glossary in a print resource. These can usually be found in the back of most books. The index has keywords or themes alphabetized with corresponding page numbers so you can refer directly to the information on a page. The glossary defines words used in the resource, similar to a dictionary. If you are having trouble finding items in the library catalog or on the library shelves, consult your librarian.

Primary Sources are considered first hand accounts of an event in contrast to secondary sources which interpret the original information. Information on determining [primary sources](#) can be found here.



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[The Library of Congress](#) is a great place to find primary sources for a research project. Another site to access to find primary sources is *Badgerlink*. A link on how to find primary sources through *Badgerlink* is below, under BadgerBites: Primary Sources.

Library Databases provide students with well-sourced, efficient and exhaustive information that can be used for research, curiosity or just for reading pleasure. Students sometimes make the mistake of assuming that a library database is the same as a website, when, in fact, this is not true at all. A library database is accessed from the Internet, yet the information found therein is actually reprinted from physical print sources. Another important difference between a library database and a website is that much of the text that one finds on a library database is not available on the Internet. Because of this important difference, it follows that much of the information contained in a library database is composed by professionals or experts in their field, while websites simply contain information from both expert as well as non-expert sources. Explanations of a few popular databases are listed below.

- [Badgerlink](#) is a project of the Wisconsin Department of Public Instruction, Division for Libraries, Technology, and Community Learning. Its goal is to provide free access to quality online information resources for Wisconsin residents in cooperation with the state's public, school, academic and special libraries and Internet Service Providers. Wisconsin residents will need to enter their public library name and library card number to access *Badgerlink*. Users can search approximately 20,000 full-text magazines, journals, newspapers, reference materials and other specialized information sources. Included are over 8,000 full text magazines and journals, over 1,500 newspapers and newswires, and approximately 6,800 full text books. In addition, Badgerlink provides access to automobile repair manuals, company profiles, country economic reports, industrial reports and yearbooks, biographies, primary historical documents, charts, images, schematics, maps, poems, essays, speeches, plays, short stories, author audio programs and book readings, author video programs, book reviews or discussion guides, and many other full text resources not available through regular internet search engines. Badgerlink also connects users to WISCAT (the online catalog of Wisconsin library holdings), OCLC WorldCat (an international database of library holdings), directories of libraries, digitized library collections, and other information. To gain an overall understanding of *Badgerlink*, access [Using Badgerlink and Student Researcher](#).



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Below is a list of the tutorials for resources available through *Badgerlink: Student Research Center*.

[Student ResearchCenter](#)



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BadgerBite: Primary Sources



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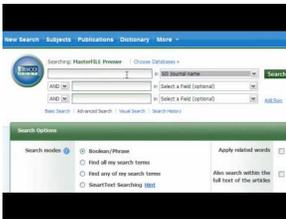
BadgerBite: Finding Census Records



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BadgerBite: ConsumerReports



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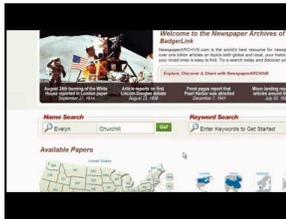
BadgerBite: Literary Criticism



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BadgerBite: Finding Obituaries



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- – [BadgerBite: Primary Sources](#) jakdjfkeoieakjfiajdjfkka;ddfjierja;jfeijra;jfei;aierajiksjdjsdfja
-
- * [BadgerBite: Finding Census Records](#)
 - * [BadgerBite: ConsumerReports](#)
 - * [LiteraryCriticism](#)
 - * [FindObituaries](#)
 - * [Student ResearchCenter Quiz](#)
- [AutoRepair Reference Center](#)
- [History Reference Center](#)
- [KidsSearch](#)
 - * [KidsSearch Quiz](#)
- [Literary Reference Center PowerPoint Resource](#)
- [NoveListOverview](#)
 - * [NoveList: Finding Reading Recommendations](#)
- [NoveListK-8Overview](#)
 - * [NoveListK-8: Finding Reading Recommendations](#)
- [Science Reference Center](#)
 - * [Science Reference Center PowerPoint Resource](#)
- [Searchasaurus](#)
 - * [Searchasaurus PowerPoint Resource](#)
- [SIRS Issues Researcher](#) is a general reference database containing thousands of full-text articles exploring over 300 social, scientific, health, historic, business, economic, political and global issues. SIRS (Social Issues Resources Series) provides well-documented articles, primary source documents, websites and multimedia representing pro/con viewpoints. View a brief video here for an overview of [SIRS Issues Researcher](#). To fully understand the specific features of SIRS, access [SIRS Issues Researcher Video Training](#) and complete the quizzes at the end of each chapter. A link to SIRS, as well as the username and password, can be found on the Destiny Library Catalog HOME page.
- [CQ Researcher](#) is a general reference database offering in-depth, non-biased coverage of today's most important issues. Single-topic reports cover health, social trends, criminal justice, international affairs, education, technology, environmental issues and the economy. *CQ Researcher* is a great resource for current and/or controversial issues. To learn more about CQ Researcher, access [CQ Researcher Video Tutorial](#). A link to *CQ Researcher*, as well as the username and password, can be found on the Destiny Library Catalog HOME page.
- [Background Notes/Country Fact Sheets](#) is a free web site, created and maintained by the U.S. Department of State. This web site provides facts about countries and regions of the world, information about the State Department, policy issues, economics, energy, environmental issues, civilian security and democracy. The website, Background Notes/Country Fact Sheets, can be accessed at the [U.S.Department of State](#).

- Encyclopaedia Britannica is a free online encyclopedia available through Badgerlink. Britannica provides over 73,000 articles accessible by keyword and phrase searching. Britannica also provides access to Merriam-Webster's Collegiate Dictionary and Thesaurus. Access an information guide at [Welcome to Britannica](#) or open the following link to view an [Encyclopaedia Britannica Tutorial](#).
- World Book Online is a subscription reference tool that includes encyclopedic, multimedia, e-book and primary source databases, integrated into a single search. Each subscription provides access to World Book Kids, World Book Student, World Book Advanced and World Book in Spanish. A link to *World Book Online*, as well as the username and password, can be found on the Destiny Library Catalog HOME page. Click here to download a PowerPoint Tutorial about World Book Online. Complete at least one of the [World Book scavenger hunts](#) to investigate the resources available in World Book Online.
- eBooks are books in an electronic format read on your mobile device. They provide easy keyword searching. eBooks can either be purchased or borrowed from a number of sources. Some sources for free or borrowed eBooks are [Project Gutenberg](#) and [Wisconsin's Digital Library](#). Project Gutenberg offers public domain, full-text eBooks to any individual. Wisconsin's Digital Library offers full-text eBooks to any individual with a Wisconsin public library card.

2.4 Finding Appropriate Resources on the Internet

Before delving deeper into this chapter, it is imperative to share a few thoughts about using *Wikipedia* ! Most colleges and college professors do NOT consider *Wikipedia* as a “citable source” for a college paper. A “look but don’t cite” policy is applicable to *Wikipedia* information. It might be an excellent place to “jump-start” your research but remember to verify the information found in *Wikipedia* in another reputable source. A web site can be reputable if it checks the facts first before publishing information. *Wikipedia* publishes information first and checks the facts later. Remember anyone can publish anything on *Wikipedia*. You may be reading and/or citing a *Wikipedia* article before the facts have been checked providing you with incorrect information. Eventually the *Wikipedia* fact-checkers will discover the error, but for a while the error will exist. This chapter hopes to provide information on Internet basics, domain names, search engines, meta-search engines, subject directories, authentic web sites, the invisible web and QR codes. Access a [Web Overview](#) for general information or work through the specific information below.

- **Internet Basics** : No one person can claim credit for the Internet, although its origins can be traced back to the 1960s and the U.S. Department of Defense. Access the following link for [a brief history](#) of the Internet. The Internet is the largest computer network in the world connecting millions of computers. A network is a group of two or more computer systems linked together. Access the website, [What is the Internet?](#) and complete the Internet activity. It will help you understand types of computer networks, servers, clients, and how they communicate. A glossary of common Internet terminology can be found at [Internet & Web Jargon](#) .
- **Domain Names** give each Internet web page its own unique address. The first part of a web page address (http or hypertext transfer protocol) indicates its protocol or access method. The protocol defines how messages are formatted and transmitted. The next part, after the double slashes (//) is the net address and domain name. The domain name indicates the type of source posting the information or where the resource is located. The domain name helps you judge the validity of the information and identify potential bias of a website. The table below lists common domain abbreviations.

TABLE 2.6:

<u>Domain Abbreviations</u>	<u>Type of Organization</u>
.edu	Educational institutions, such as colleges & universities
.com	Commercial business, companies and organizations, such as commercial companies
.gov	Government sites
.mil	Military sites, such as the Pentagon
.net	Originally intended for network administrative sites, which are networks running other networks
.org	Originally intended for organizational sites, such as public and non-profit businesses and groups

- **Search Engines** are not created equal. Every search engine is slightly different. Some allow for “natural language” searching while others automatically insert the word “and” between each search term and still others allow for “subject” or “keyword” searching. Knowing various search engine features and the manner in which they display results are important to conduct successful Internet searches. Remember to carefully read the “help page” for the various search engines. The “help page” will specifically discuss the syntax, or the specific search language, used by a particular search engine. Search engines are large databases of web documents that rely on automated programs such as robots, spiders, or crawlers to match important words and phrases to web documents. Search engines do not use humans to organize or evaluate results so

they can produce irrelevant results. They automatically match words and phrases without regard for their meaning. (Valenza, 14) With hundreds of search engines available on the Internet, it is often difficult to know which one will offer the best results for your topic. To review matching a search engine choice to the type of information you need, access [Choose the Best Search for Your Information Need](#) . For a comparison chart reviewing the features of *Google* (the largest general purpose search engine), *Yahoo! Search* (a large general search engine) and *Exalead* (a smaller search engine that conducts highly-specific searches, intended for experienced and scholarly researchers), access [Recommended Search Engines](#) posted by UC Berkeley. Remember, search engines “come and go.” A search engine available at one time may no longer exist. Check out [Dead Search Engines](#) for a list of search engines no longer useful for research purposes. Since two of the most highly accessed, general search engines are *Google* and *Yahoo*, it is important to share some specific information about successfully searching each.

- **Google** is considered the largest general reference search engine available today, intended for a typical researcher. In addition, *Google* has other databases available including Images, Maps, News, Blogs, Books and Scholar. Specific information about searching Google can be found at [The Four Nets for Better Searching](#) .
- **Yahoo** is considered a large general reference search engine, also intended for a typical researcher. Information for successful searches in Yahoo can be found at [Tips for Using Yahoo](#) .
- **Meta-Search Engines** do not have databases of their own. They search simultaneously across multiple search engines and display top sites. Although meta-search engines offer comprehensive searching, bigger is not always better. They may take more time to display results giving you only a partial result list in the time it would take to get a full result list from a standard search engine. The UC Berkeley Library does not generally recommend using meta-search engines as a primary search tool. To learn more about meta-search engines, access the [UC Berkeley Library](#) website.
- **Subject Directories** are catalogs of websites, collected, organized and maintained by humans, not robots, crawlers or spiders. Directory editors generally review and select sites for inclusion based on established criteria. Subject directories are usually arranged from large topics to progressively smaller subcategories. Generally they provide results of high quality and high relevance even though subject directories search a much smaller database of websites. Subject directories do not store databases of websites, but merely point to them. A subject directory is a good place to access when you want to find material related to your topic. The UC Berkeley Library provides [a table](#) comparing some of the best human-selected collections of web pages. Access a video [overview of subject directories](#) or read [The World of Subject Directories](#) . One example of a subject directory is [INFOMINE](#) .
- **Invisible Web and “The Deep Web”** are terms used to describe the huge amount of content that is difficult to find using traditional search tools. The Invisible Web often contains commercial databases that require a fee or login membership. Read about the [Invisible Web](#) to better understand this topic.
- **Authentic Web Sites** are web pages offering authoritative information. The Internet offers information from all over the world. It is important to evaluate what you find on the web since anyone can write and publish a web page. Considerations should include authorship, domain entity and ownership, evidence of publisher credibility, up-to-date information, documented sources, links to other resources and evidence of bias. One traditional method of attempting to determine authority of a web page author might be to conduct a web search to find information mentioned by others in the same field. A site offering good information about reviewing a web site is [Thinking Critically About World Wide Web Resources](#). It is divided into categories of content and evaluation, source and data, structure, and other issues. John Hopkins University also provides an authoritative web site on evaluating web pages at [Evaluating Information on the Internet](#). Download or print the [Web Page Evaluation Checklist](#) for a worksheet to help evaluate the validity of a specific web site. Use the checklist for practice on evaluating one of the following bogus sites, [Dihydrogen Monoxide Research](#) , [Clones-R-Us](#) , or [POP! The First Human Male Pregnancy](#) .
- **QR Codes** are those square barcodes found in everything from magazine articles to billboards. These Quick Response (QR) codes allow marketers to provide interactive content. By downloading a free barcode scanner app on an iPhone, iPad, iPod, or Android, you can scan a QR code to quickly take you to additional infor-

mation. “QR technology is most effectively used in situations where you want to add a dynamic component to communication that would otherwise be non-interactive.” (Dobbs 14) To read more about QR codes and watch a short video, visit [QR Codes](#).

As a summary to this chapter, complete a fun activity at [Fitness For Fun: A Web Page Scavenger Hunt](#) to quiz yourself on successfully finding quality information on the Internet.

2.5 Finding Appropriate Community Resources

It is important to also search community resources to find valuable information on your topic. This is considered primary research. Local experts are often available who can be interviewed to add a personal touch to your research project. Parents, grandparents, teachers and other local community members are resources often overlooked. Community members can be interviewed about a specific time in history, adding a personal perspective to your research project. A few examples of using a community resource for your research project are interviewing a relative or community member about the living conditions during the Great Depression, interviewing a Vietnam Conflict veteran or a survivor of the September 11th Terrorist Attack. Other examples would be interviewing local game wardens and county judges or visiting local sites of interest such as museums and private collections.

Before contacting someone for an interview, consider the following tips: introduce yourself politely, explain how you were led to the person, describe your purpose, mention any deadline, describe what you have already accomplished in your research, respect the other person's time, politely thank the person in advance and, if you get a response, follow up with a note of thanks. (Valenza 10) Additional interview tips can be found at [Interviewing](#).

An interview is only as good as the questions developed before an interview meeting. The success of any interview is based on creating good questions. A good site to read before developing interview questions is [Creating Good Interview and Survey Questions](#).

2.6 Conclusion for Chapter 2

Now that you have become familiar with many of the resources available to conduct your research, complete and print the [Online Research Planner](#) to map your project. You can use the planner to conduct your own research or use one of the [examples](#) linked here.

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CHAPTER 3**Use of Information****Chapter Outline**

- 3.1 INTRODUCTION TO CHAPTER 3**
 - 3.2 FILTERING RESULTS**
 - 3.3 EVALUATING INFORMATION**
 - 3.4 INTEGRATING INFORMATION FROM DIFFERENT SOURCES**
 - 3.5 CONCLUSION FOR CHAPTER 3**
 - 3.6 RESOURCE LIST FOR CHAPTER 3**
 - 3.7 REFERENCES**
-

3.1 Introduction to Chapter 3



MEDIA

Click image to the left for more content.

Welcome to chapter 3 in our online book, *Research Revealed: Find It, Write It, Cite It*. The focus of this chapter is on the use of information, including how to filter results, evaluate your sources and integrate print and multimedia into your final product.

Let's get started!

3.2 Filtering Results

Filtering Results

The amount of information available through library collections, online databases and the world wide web has exploded over the past few decades. Therefore, even when you conduct a very focused search with clearly defined terms you may still have hundreds or thousands of articles or items appear in your result list. There are several strategies for narrowing your results to a manageable level. This process requires that you use "limiters" or "filters" when conducting a search. Including this step in your research process will ensure not only a smaller number of resource but also the most useful for your paper or project.

Filtering Results When Using the Library Catalog

Library catalogs have a variety of filtering options depending on the library vendor. Common filters include date of publication, media type, availability, language, publisher, location etc. Contact your librarian for suggestions on how best to filter results in the library catalog.

Filtering Result When Using Common Database Limiters

The screenshot shows the EBSCO Academic Search Premier interface. At the top, the search term 'test anxiety' is entered in the search bar, with 'Search' and 'Clear' buttons. Below the search bar, there are navigation options: 'Basic Search', 'Advanced Search', 'Visual Search', and 'Search History'. The main results area shows 15,671 results for 'test anxiety'. On the left, there is a 'Refine your results' sidebar with options like 'Full text', 'References Available', 'Scholarly (Peer Reviewed) Journals', and 'Publication Date: 2013'. Below that, there is a 'Source Types' sidebar with options like 'All Results', 'Academic Journals (15,225)', 'Magazines (30)', 'Newspapers (21)', 'Trade Publications (17)', and 'Reviews (17)'. The main results list shows two items:

- Test Anxiety Interventions for Children and Adolescents: A Systematic Review of Treatment Studies from 2000-2010.** By: von der Embse, Nathaniel; Barberian, Justin; Segool, Natasha. *Psychology in the Schools*, Jan 2013, Vol. 50 Issue 1, p57-71. 15p. 2 Charts. DOI: 10.1002/pits.21660. Subjects: TEST anxiety; PREVENTION; ANXIETY; EDUCATIONAL psychology; PERFORMANCE anxiety; TEST-taking skills; STRESS (Psychology); BEHAVIOR therapy; COGNITIVE therapy; BIOLOGICAL control systems; EDUCATIONAL tests & measurements. Database: Academic Search Premier. Add to folder.
- RELAX, IT'S ONLY A TEST.** By: PAUL ANNIE MURPHY. *Time*, 2/11/2013, Vol. 181 Issue 5, p42-45. 4p. Subjects: TEST anxiety -- Research; EDUCATIONAL tests & measurements; STUDENTS -- Psychology; RESEARCH; STANDARDIZED tests; EDUCATIONAL psychology -- Research; SHORT-term memory in children; UNITED States. No Child Left Behind Act of 2001; PSYCHOLOGICAL aspects; CHOKER: What the Secrets of the Brain Reveal About Getting It Right When You Have to (Book); BEILLOCK, Stan. Database: Academic Search Premier. Add to folder. HTML full text.

FIGURE 3.1

Periodical and other reference databases also employ a variety of ways to limit your search results. EBSCOhost's Academic Search Premier, a commonly available database which has a number of ways to limit results, will be used for demonstration purposes.

However, before you can limit results you need to make sure that your basic search is on target. In the example above, the terms *test anxiety* results in over 15,000 documents and includes a number of titles that deal with a variety of anxieties – not just test anxiety. The proper way to keyword search this topic is to place quotation marks around

the phrase “test anxiety” which results in 746 titles.



MEDIA

Click image to the left for more content.

To be even more precise, you should use rely on SUBJECT TERMS (or the database’s thesaurus) and select the proper subject term. Watch this short tutorial (no audio) on how to search using subject terms and refining your results by [Full Text](#), [Publication Date 2000-2013](#) and [Scholarly Journals](#) only. The number of results drops to 117, a much more manageable list of resources.

Go to the Ebsco [trainingcenter](#) for additional search assistance. Other database vendors will also have training and support available to assist you.

Filtering Results When Using Search Engine Limiters

Google is one of the most commonly used search engines and it has a number of sophisticated search features to help you limit and filter your results. We will use Google to demonstrate internet search strategies.

“phrase”: Use quotation marks to search for a phrase

- Example: "test anxiety"

site: Return results from the specified site only (site:docx)

- Example: Jefferson site:archives.gov will return results about Jefferson from the National Archives only. "test anxiety":site.edu will return results on test anxiety from educational institutions.

filetype: return files of the extension you specify (filetype:doc)

- Example: Thomas Jefferson filetype:ppt will return Powerpoint presentations on Thomas Jefferson. "Test anxiety" filetype:docx will return Word documents related to test anxiety.

minus (-): Eliminate irrelevant results. There must be a space before the minus sign. There must not be a space between the minus sign and the word you want to eliminate.

- Example: pluto -disney

The panel below the **Simple Search** box also allows you to limit or filter your results to only images, maps, shopping, etc. The **Gear Icon** located upper right allows you to select **Advanced Search** which provides you with a powerful way to build a search strategy.

More information about searching effectively using Google is available from the [Google PowerSearching and Advanced Power Searching](#) tutorials. Other search engines use similar search strategies, so before you begin your research take some time to familiarize yourself with them.

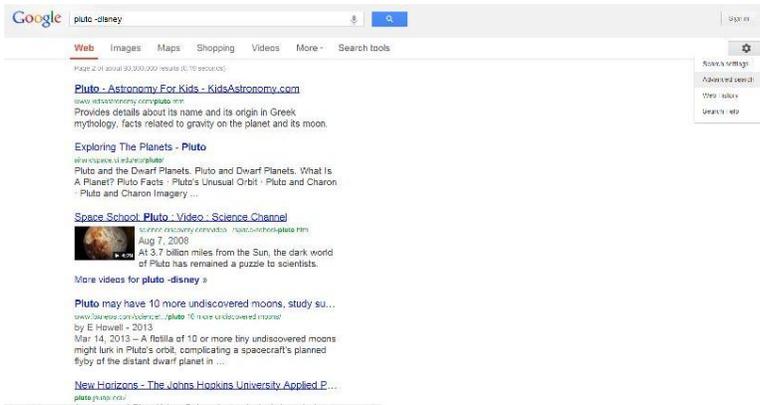


FIGURE 3.2

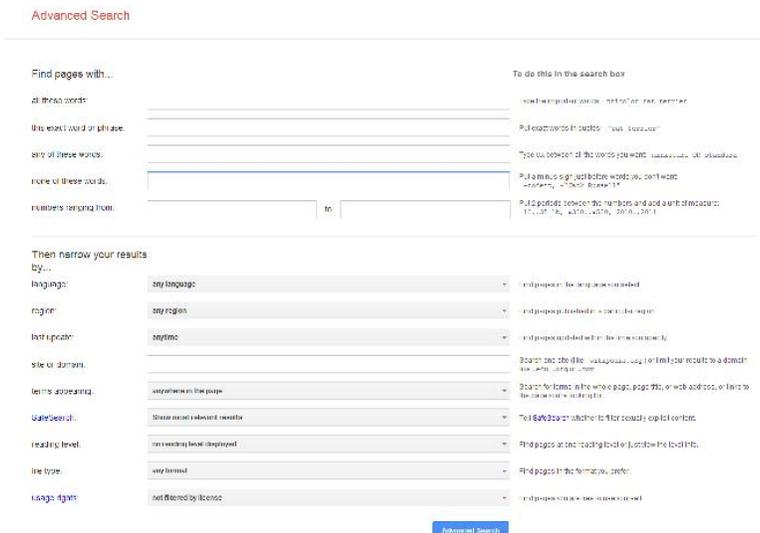


FIGURE 3.3

3.3 Evaluating Information

Evaluating Sources

Many students find that searching for information on a topic is the most enjoyable part of the research process. However, you must leave time to evaluate your results, integrate information from different sources, and write your paper or project. Following research into areas not within the scope of your project may be interesting and fun, but it is not productive. See Chapter One for details on how to form your research question and Chapter Two for finding relevant resources.

The evaluation process should occur for both print and digital resources anytime during the research process. Whatever topic you are researching, question you are answering, decision you are making, or opinion you are developing, the tools for evaluation remain the same: Currency, Reliability, Authority, and Purpose/point of view (or CRAP). You may not have to use all of these tools in every instance but it is important to consider them.

Currency



Checking for timeliness will help limit your search results. For most topics you want the most up-to-date information. Many library catalogs and journal databases offer a date limiter or date sort feature which will help you focus on more current items.

Don't assume that everything on the web is current. Some things to consider are:

- publication date of articles
- copyright and revision date of books
- date a website was first posted or page revised

Typically, science and technology resources should be more current. Humanities and social sciences may not be as time-sensitive. When evaluating websites, broken hyperlinks suggest that the entire site may not have been updated recently.

Reliability



A web search can result in millions of hits and many are selling products, services or a point of view. Obviously, finding a lot of information is not the same as finding reliable information. How do you know if those sources are reliable and useful for your research?

Here are some questions to ask as you look at the resource:

- What kind of information is included?
- Is the information consistent across multiple print and digital resources? For example, if your topic is on the effect of the deficit on the U.S. economy, does the resource you are evaluating share common statistics on the numbers and size of the deficit with your other sources?
- Does the author provide only facts or opinion, or is there a balance?
- Are statistics, quotations and facts cited?
- Is the article from a [peerreviewed](#) journal?
- Does the periodical appear as part of a subscription service, like EBSCOhost?
- Is the website hosted by an organization, government agency, or educational institution?
- Are there spelling, grammatical or editing errors? If so, this may reflect on the care with which other information is presented.
- Read the *ABOUT THIS SITE* information. What does it say about the author or organization?
- Do other websites link to the site? To find this information use the Google Link feature as described below:
 - In the Google search box, type **link:and the URL of the site**. The results will point to pages that link to the site you are evaluating. This is not a complete list of sites only representative, but it will provide you with a sense as to the value of the website.

Authority



The question of who is publishing the material you found and want to use for your research is critical.

The individual or organization responsible for the information is particularly important when you use web resources. The web is a publishing platform that provides billions of pages of information from a variety of sources, from world renowned experts to the guy in his basement who only has a strong opinion and not much else.

Typically, print materials can be considered more reliable than web resources. There are usually editors, reviewers and publishers who stand behind the content. They have a reputation to protect in the publishing world. The same can be said for online databases that provide access to articles and reports available through digital content vendors (i.e. EBSCOhost) or libraries.

Here are some questions to ask as you look at the resource:

- Who is responsible? Is it an individual, organization, school, government or a class of elementary students? Often a personal site includes a tilde ~, the % sign, a personal name *jsmith* or the word *user* in the URL.
- If it is an individual, what are their credentials? You can use the Internet to find out who the author is or look at the ABOUT section on the webpage. You can also look up authors in biographical database or journal databases. The factors to consider when looking at individual credibility are:
 - Education
 - Experience
 - Publications
- Do they match the topic he/she is discussing? For example, you are investigating the financial benefits the space program has on our economy. Dr. Emerson, who has a Ph.D. in economics, is an expert on the NASA budget. Her writings on that topic would be useful. However, if she is also writing on the possibility of life on Mars, that information would be of limited value for your project.
- What companies or organizations are advertising on the site?
- Another factor to consider when looking at credibility is the publisher. Is the document published on a university website or by a university press? A university will publish more scholarly and authoritative work. A professional organization or government will also publish works that are more reliable. Articles from the popular press may not be as reliable or provide complete information.

In addition, just because an author has posted numerous pages on the web does not mean the information is more valuable. Simply put, a lot of information does not equal good information.

Purpose/Point of View



What is the general purpose of the resource? Whether the information is found in a book, article, or on a website, determining what the author's intention is will help you decide whether to incorporate it into your project.

Here are some questions to ask as you look at the resource:

- What is the author's point of view? Is their point of view in the minority or majority?
- What audience is the author trying to reach (high school students, elementary students, consumers, professionals in a particular field, etc.)?

Websites provide you with additional clues as to the purpose. By looking at the domain name you can evaluate the site purpose and possible point of view.

TABLE 3.1:

Domain Name	General Description	Example
.edu	academic institutions such as school districts, colleges or universities)	www.harvard.edu
.gov	official U.S. federal agency or office	www.whitehouse.gov
.org	organization (often non-profit) or individual who is often advocating for a cause	http://www.npr.org
.com	commercial entity or business selling a service or product	www.google.com
.net	originally used to identify Internet service providers	www.charter.net
.mil	U.S. military branches	www.army.mil
.wi.us	some state-supported institutions of Wisconsin use .wi and the .us domain	www.ifls.lib.wi.us

Some Additional Suggestions

- Search engines may send you to a page buried within a website. It is best to go to the home page to begin your evaluation.
- You can easily become lost on the net by following links to other sites. Be cognizant of where you are as you conduct research on the web.
- Numerous images and multimedia may look interesting, but it does not mean that the data is reliable.

Activity: Be a WSI: Web Site Investigator Information Forensics

This site provides you with an opportunity to think about how to evaluate web resources by offering several scenarios to consider.

3.4 Integrating Information from Different Sources

Integrating Information from Different Sources

Once you have located, filtered and evaluated the resources for your paper or project it is time to consider how to make the information your own. Research is not merely copying information from a variety of sources, it requires **synthesizing** and adding your own thoughts and conclusions. In some cases, it may even generate further questions that can be explored in later research. As you begin to review your research make sure you have met the requirement for the types and quantity of resources as assigned by your instructor and review the sources to ensure that you have a balance of ideas and viewpoints.

Organizing Research

Below are a variety of strategies for organizing your research.

Timelines are good method when you are focused on a specific timeframe. It helps you place events and individuals into chronological order and see the big picture.

Concept maps help you organize ideas around a central topic and show supporting details. The ideas that you generate allow you to integrate old and new knowledge, make connections, see patterns, identify gaps in knowledge, review information and discard irrelevant information.

Cause and effect is useful to show links between events or links between cause and possible results. It may help you predict what might come next or how one activity or decision might impact future events.

Contrasting viewpoints can help you develop an opinion project by helping you organize both sides of the argument.

Organize weakest to strongest argument is helpful when you have to prepare a persuasive project. This strategy will help you determine the strength of your argument.

Problem and solution will help you to sort information by whether is it part of the problem or part of the solution. These two category strategy also helps you discard information that does not fall into either category.

Topic outline is a classic way to structure main ideas and information by level of importance. By outlining by main idea and subpoints you determine which ideas are important and which ideas need more support.

Venn diagram is a series of overlapping circles helps you to compare and contrast. In each circle facts are listed. Where facts are shared the circle intersects. The graphic helps to show connections between people, situations, events or how they may differ.

Below are some websites that provide examples of graphic organizer which can be used for organizing your research.

- [Graphic Organizers &Outlining](#) from Bucks County Community College
- [ResearchPaper Outline Graphic Organizer](#) by Michelle Quirk, Ithica College
- [Graphic Organizers](#) prepared by Tracey Hall Nicole Strangman. National Center on Accessible Instructional Materials at CAST, Inc.
- [Graphic Organizers](#) developed by Houghton Mifflin Harcourt Publishing

Quoting, Paraphrasing and Summarizing

Using quotations, paraphrasing and summarizing allows you to integrate other's thoughts and ideas into your research. Below are three common methods to build on the work of others and create your own knowledge.

Quotations are used because the the exact words of an author can be a powerful method of engaging your audience. Weaving quotes from a number of sources into your project will add both interest and authority. However, they have to be used carefully and support your own thoughts and conclusions. Remember that a quote must be copied exactly and cited.

Paraphrasing allows you to take the words of an author and put them into your words. This is helpful to maintain your own voice and avoid having too many quotes. Paraphrasing requires a citation.

Summarizing is blending the thoughts and words of several authors around a common theme in your own words. You must give the authors credit by citing them.

For helpful information on quoting, paraphrasing, and summarizing visit *The Writing Lab The OWL at Purdue University* <http://owl.english.purdue.edu/owl/resource/563/1/>.

3.5 Conclusion for Chapter 3

I hope this information has been useful to you. If you can filter your results, evaluate your resources, integrate the concepts of others with your own ideas, and develop new and interesting conclusions - you are not only a researcher - you are a **knowledge creator!**

Best of luck on your project.

3.6 Resource List for Chapter 3

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"Evaluating Sources." Jean and Alexander Heard Library, Vanderbilt University, June, 2008. Web. 9 Mar. 2013. <<http://www.library.vanderbilt.edu/central/Soc/crap.pdf> >

"Graphic Organizers." Houghton Mifflin Harcourt Publishing. n.d. Web. 13 Oct 2012. <<http://www.eduplace.com/graphicorganizer/>>

"Graphic Organizers & Outlining." Bucks County Community College. n.d. Web. 13 Oct 2012. <<http://www.bucks.edu/academics/tutoring/handouts/writing/graphicorganizersoutlining/>>

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Images. Web 9 Mar 2013, <<http://schools.iclipart.com/>>

3.7 References

1. . . CC BY-NC-SA
2. . . CC BY-NC-SA
3. . . CC BY-NC-SA

CHAPTER

4

Sharing Knowledge, Taking Responsibility and Project Self-Assessment

Chapter Outline

- 4.1 INTRODUCTION TO CHAPTER 4
 - 4.2 SOCIAL MEDIA
 - 4.3 PLAGIARISM AND COPYRIGHT
 - 4.4 CITING YOUR SOURCES
 - 4.5 KNOWING A GOOD JOB HAS BEEN DONE
 - 4.6 WORKS CITED
-

4.1 Introduction to Chapter 4

In this chapter you will find yourself on the home stretch of your research project. Just as important as the actual content of your research is correctly giving credit to the sources you have used on your research journey. Citing your sources and not committing an act of plagiarism is crucial in the research process.

As our world continues to be heavily reliant on social media, we will see the influence it has on our research topics and how we cull information from our world. How do we cite sources such as Twitter and Facebook? Is including what has been written on a social media site appropriate for your research paper?

And finally, when can you say, “I am finished with my research.” In addition, do you believe that you did a superb job? Self-evaluation is critical to assessing the content and delivery of your project.

4.2 Social Media

Social Media

What is Social Media?

Social media is a way for groups of people to join together on the Internet to share and exchange ideas and opinions. Facebook, Twitter, LinkedIn, MySpace and Google+ are all examples of sites that people from around the globe use to come together.

Social media allows us to stay in touch with people we know or have known. Social media sites enable people to have daily interactions that otherwise would normally not occur.

Social media is a powerful tool for generating a buzz about what is happening in the world. It also provides a forum for giving both positive and negative reactions to what is transpiring.

In February 2004 Mark Zuckerberg, a sophomore at Harvard University, launched Facebook. It was his idea to connect the 6,000 on the Harvard campus so they could share information about themselves and stay connected to friends and family. He soon expanded this connection to other universities and then to high schools. Starting in September 2006 the Facebook site was open to anyone with an e-mail address.

2006 found another major social media player entering the world – Twitter. The three founders, Jack Dorsey, Evan Williams, and Biz Stone wanted to send short messages via their cell phones. A tweet, or a message on Twitter, can only be up to 140 characters in length. Today there are over 500 million users of Twitter with 200 million active users.

Although Facebook began as a US site for college students, it took the global lead in social networking with more than 70 percent of it's users outside the United States as of early 2011. Today it has over 1 billion monthly users. Social media has become a global phenomenon and it has taken less than a decade to achieve this status.

Sharing of credible information via social media

Randi Zuckerberg, the marketing director of Facebook, introduces the concept of “the trusted referral” which is an integral piece of content sharing on Facebook. It has been determined that it is tremendously more powerful to get a piece of content such as an article, news clip, video, etc from a friend. People are much more likely to watch, listen or read and engage with the content when it has been delivered via a friend.

Although people will continue to consume content from experts and trusted news sources and journalists directly, when a news clip is forwarded from a friend they are putting their own personal stamp of approval on the content. They are saying, “I recommend THIS piece of content to you out of all the content that is out there” – just as they would recommend a restaurant or movie. (O'Connor, p 26).

More and more news/broadcast companies and journalists are building a significant presence on Facebook to engage with Facebook users and help eliminate the “middle man”. News affiliates attempt to build the notion of the trusted referral to assist with the viral spread of content. When journalists can enlist Facebook users to market and share their content, it is an extremely powerful way to share credible news and information.

Facebook users join groups to discuss issues that are important to them. They “like” or become fans of celebrities, brands, public figures, and businesses. They use applications to see photos of their friends traveling the world, read their friend's blog posts, and keep up-to-date with news and content. Many people hear about current events through their Facebook friends' posts even before they get it from a news site. Journalists are discovering what a powerful tool social media is to share their content.

The same is true for Twitter as more and more people are getting their news from Twitter. In most cases it is not just because journalists and news sources are Twittering, but from people tweeting as live news unfolds.

If anybody believes that citizen reporting and social media are likely to overtake rather than complement traditional media, that person likely has not attempted to follow a major news story through social media alone. (Palser p. 37). The earthquake in Haiti is an excellent case in point.

Nearly one week after the earthquake, the Twitter hashtag #Haiti was still providing updates at a rate faster than one per second. The majority of the posts related to donation drives and benefit efforts around the world. Occasionally posts about missing loved ones and news updates would filter through. Many of the news updates were re-tweets from traditional news organizations such as CNN and the Wall Street Journal.

At the same time, on Facebook, a group called Earthquake Haiti had gained 265,000 followers by the Monday after the natural disaster. The activity was a little less frenetic than on Twitter, with new posts every minute or so.

Although these social platforms shared numerous stories of victims and their loved ones searching for them, it is evident that social sites are best at getting a speaker's message out to their network of friends and acquaintances as compared to organizing the messages with context and perspective.

It must be factored in that the tremendous amount of work done by journalists to report from the scene of a news event and to keep magazines, newspapers, television stations and websites up-to-date with information has an essential role in delivering the message.

Citing Social Media

As we continue to get out information from diverse sources, the need to cite information in more varied formats exists. When including information from social media sites in your research, these sites must be included in your citation listing.

Twitter

APA Twitter handle (Author). (Year, Month Day of tweet). Full text of tweet [Twitter post]. Retrieved from [fill in your website here].

Facebook

APA Username or Group Name. (n.d.). In Facebook [Page type]. Retrieved Month Day, Year, from <http://www.facebook.com/specificpageURL>

4.3 Plagiarism and Copyright

Plagiarism Copyright

As early as preschool, children are taught that copying pictures or words from another child is not acceptable. As they continue through their school years, they learn that it is not permissible to copy from books, magazine and newspaper articles. Students are told to give credit to their sources in their completed projects. Although students are given many warnings throughout their school years about plagiarizing others, many still do not understand what plagiarism is. It is understandable that plagiarism is a difficult concept to decode.

Collecting information, writing and executing a research paper can be overwhelming. In addition, your thoughts and opinions need to be backed up by the expertise of others to support your inquiry. This can become very labor intensive. Building a strong research paper can become difficult and plagiarizing the works of other's can become tempting for a variety of reasons.

Some students do not have a vested interest in their research paper and just want to earn a letter grade for the course. They do not care if they actually learn something in the process. Even students who are quite responsible tend to plagiarize also. These students are afraid of getting a low grade. It seems unfair to them that others will get a higher grade by plagiarizing and they do an honest job and might receive a lower mark. While others plagiarize because it seems easier than doing one's own work and they do not believe that they will get caught.

Procrastination is arguably the most common factor why students fail to complete an assigned research paper. It may be that the student doesn't know where to begin, doesn't have the time to invest in the project or just feels that he/she has better things to do with their time. Procrastination can lead one down the road of temptation to plagiarize the work of others.

Plagiarism is not just an issue at the middle or high school level. Although it is predominant with college level students, professionals in top level positions have let their temptation to plagiarize get the best of them. As recent as January 2013, plagiarism has been in the news. A top school administrator in Canada resigned after admitting to plagiarizing material for a newspaper article. Chris Spence, who was appointed director of education for the Toronto District School Board in 2009, handed in his resignation after issuing an apology for plagiarizing a large part of an article that was published in the Toronto Star.

Interestingly, plagiarism has not always been deemed as unacceptable. For a large portion of history, using the thoughts and ideas of another writer was encouraged. It was thought that knowledge should be shared, not hoarded. The Greek notion of imitation, known as mimesis, influenced writers during the Middle Ages. It wasn't until the 16th century that copying and sharing one's ideas was no longer common practice. The first copyright laws were passed in England in 1790 and the United States in 1790. Mimesis was now illegal. Plagiarism really was not an issue until writers began to see their work as their trade and relied upon it for income.

While copyright violation is a legal issue, which will be discussed later, plagiarism or idea theft is not governed by the law but can be disastrous to someone's reputation and career.

So what exactly is plagiarism? Plagiarism is purchasing, borrowing or stealing someone else's written word and presenting it as your own. It is

using someone's ideas word-for-word and not giving the author credit. It also includes putting into your own words someone else's ideas and not giving the author credit.

The term plagiarism comes from the Latin word *plagiarius*, meaning kidnapper, has existed for centuries. It is with the creation of the Internet that it has been much easier to plagiarize. Accessibility is really a big part of the puzzle as to why plagiarism is so much more prevalent that it was in the past. Students believe the practice is "trivial" or "not cheating at all." A recent study from Rutgers University and the Center for Academic Integrity at Duke University

found roughly 58 percent of almost 18,000 high school students said they had copied information from the Internet without citing the source.

The definition of plagiarism often includes copying someone else's ideas. To some students this can be misleading. Isn't it possible for more than one person to have the same idea independent of each other? In addition, copyright law states that ideas should be allowed to circulate freely. Many educators would be in agreement with this statement. However, students are often take advantage of this fact.

The key to avoiding plagiarism is to make sure you give credit when and where it is due. This includes giving credit for something somebody said, wrote, emailed, tweeted or drew. Many professional organizations, including the Modern Language Association (MLA) and the American Psychological Association (APA), have concise guidelines for citing sources.

Plagiarism and the Internet

"Internet plagiarism is probably by far the most common form of cheating, or academic dishonesty. (Kuo, 2005) The availability and ease of access is the culprit for a rise in plagiarism. Students were once apt to using bits and pieces of a book, magazine or newspaper article. Now, with Internet accessibility students use large pieces of entire papers that can be found on the web.

More and more schools are using "Turnitin.com" to detect plagiarism in student papers. On the flip side, some school find "Turnitin.com" to be controversial. They say it is assuming guilt on the student's behalf. It sends a message to students that their teachers do not trust them.

Academic cheating, which includes purchasing term papers, has been transpiring before the creation of the Internet. The Internet has just made cheating so much more accessible. With just a click of the mouse, copying and pasting has made it so incredibly tempting and easy to take the words of someone else and make them your own.

Often students do not think a teacher will check up on them to verify their work. To combat this mentality more teachers are requiring term paper outlines and are monitoring their student's writing steps along the way.

Some teachers may require copies of the research articles used to verify the information included in their research paper.

Students only need an Internet connection and credit card to purchase papers from a term paper mill site. Unbelievably, these sites try to turn the table on libraries, teachers and research in general. On OtherPeople's Papers they have used this promotional language: "After wasting countless hours at libraries, bookstores, and online, I finally realized that it was easier and cheaper to have a research model provide the information I needed." – Bob S. . . " It is quite apparent that Bob S. is completely missing the reasoning for attending school and learning.

After paying \$200 or more for a term paper, a student isn't even guaranteed that the paper will be well written. In fact, there are no money-back guarantees. Not only is a student risking the possibility of being caught cheating, but an added consequence is a low grade. Mostpopular-term-papers.com claims to "use a variety of plagiarism detection resources to ensure your term paper is plagiarism free and won't end up in mass term paper database." Isn't it wonderful that these sites are guaranteeing the paper is "plagiarism free?" At the point when a student claims the work to be their own, it becomes a work of plagiarism.

Why is plagiarism so prevalent then? Joe Saltzman, associate mass media editor of the USA Today and associate dean and professor of journalism at the University of Southern California argues that lying is a way of life for most Americans. Saltzman states that dishonesty has corrupted the heart of our country. Everybody lies from the president of our country, clergy and church officials and parents to their children.

Plagiarism vs Copyright

One of the biggest misconceptions about plagiarism is that it is synonymous with copyright infringement. Copyright is a set of laws that governs the creation, reproduction, and distribution of original works. Plagiarism, in comparison is the act of stealing and passing off someone else's ideas or words as one's own without giving credit to the author. Typically, no law governs plagiarism, unlike copyright. Ultimately, plagiarism is about idea theft.

TABLE 4.1:

Copyright	Plagiarism
Using someone else's creative ideas which includes text, song, video, art, photograph and other creative works, without authorization	Using someone else's idea (usually a written idea) without giving proper credit for the idea.
Enforced by the courts	Enforced by the schools
Penalties include fines and imprisonment. Copyright infringement is a blend of civil and criminal offenses.	Forbidden by institutional code. The penalties include failing grades or expulsion. It is also enforced by public censure.

Rubrics**Note Taking Rubric****TABLE 4.2:**

Criteria for Note Taking	Advanced	Proficient	Basic
Accurate/ Complete	All information is accurate. Notes have an abundance of details to support the main ideas. Information has been culled from reliable sources.	The majority of the information is accurate. Notes have a fair amount of details to support the main ideas. Sources are given but, some do not appear to be completely reliable.	Some information is not accurate. Note have a limited amount of details to support the main ideas. Sources are not given.
Notes relate to my topic and research questions	All notes relate to the topic. The notes answer all of the research questions.	The majority of the notes relate to the topic. The notes answer most of the research questions.	Only a minority of the notes relate to the topic. The notes answer very few of the research questions.
Use of own words/Appropriate words used	All notes are in the student's own words. Word choices are appropriate.	Some of the notes are copied from other sources... Some word choices are questionable.	All notes are directly from resources. The majority of word choices are questionable.
Well organized	All notes are organized. Separate note cards are used for each question.	The majority of the notes are organized. Some note cards include more than one question.	There is little to no organization of the notes. Individual note cards Are not used for different questions.

Rubric for Assessing Bibliography**TABLE 4.3:**

	Advanced	Proficient	Basic
Number of sources	Cites more than five different kinds of sources.	Cities at least three different kinds of sources.	Cities fewer than three sources.

TABLE 4.3: (continued)

Citation Style	All citations are complete. Observes APA or MLA conventions, using a consistent style for citations.	Almost all citations are complete. Observes APA or MLA conventions, but the style is not always consistent.	Almost all citations are incomplete. Does not follow a consistent style.
----------------	------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------

Self-Assessment Rubric**TABLE 4.4:**

	Expert	Advanced	Proficient	Basic
Number of resources used	I found at least six resources for my topic.	I found at least five resources for my topic.	I found at least four resources for my topic.	I found at least two resources for my topic.
Variety of resources used	I found print, electronic, and interview subjects for resources.	I found more than two print and two electronic resources.	I found at least two print and two electronic resources.	I found only a print or electronic resources.
Information found	I reported something I learned from each resource. I selected the best resources and can tell why they were selected.	I reported something I learned from each resource I used.	I reported something I learned from most of my resources.	I reported something I learned from a few of my resources.

Knowing if a good job was done**Proofread and Revise**

At this point, you have been working diligently researching, outlining, writing... And finally you've made it to the end of the last page—the finish line!

Or is it? Your paper is not quite done yet. It needs to be polished before it's ready to be turned in and graded. How do you know if you have done not just an adequate job, but have created a piece of work to be proud of? Proofreading and revising your paper are key steps to improve your writing.

The absolute best proofreading is done with a pair of eyes that are unfamiliar with the contents of your research. If you can, have someone else edit your paper. Ideally, this other person would be a teacher, adult, or peer who is a good editor. Be sure to ask him/her to check for grammatical correctness as well as quality of content. They can also give you input if you have followed the correct research paper format and point out any mistakes you overlooked during revising and proofing your own paper.

If you can't get anyone else to edit your paper, you'll want to wait a while before you look at it again. You want your own eyes to be as fresh as possible.

Deciding when finished with research

The American Association of School Librarians states in *Standards for the 21st-Century Learning in Action* some important questions that should be asked of a researcher as they complete their work:

- “Do I have enough information to make a good decision?”
- “Am I getting good, unbiased information or is someone just trying to sell a point of view?”
- “Do I need to get the most current information online, and how do I make sure that information is accurate?”

The answers to these reflective questions are the building blocks to becoming an independent learner.

“Self-assessment means developing internal standards and comparing performance, behaviors, or thoughts to those standards.” (AASL, p. 57) Although teachers are constantly assessing their students, it is the job of the student to also assess themselves. Self-assessment is a process based on reflection, questioning one’s internal standards and make-up (“How am I doing?”) and metacognition (“How am I thinking?”) (AASL, p.57)

Self-assessment is three-dimensional:

- Looking back at the work that has been completed to see how successful it was (summative assessment).
- Looking at the present to determine the next steps (formative assessment).
- Looking to the future to determine what has been learned that will make the learning process more effective in the future (predictive assessment). (AASL, p. 57)

Self-assessment also involves a social piece in which learners can gain insights into their performance from those around them. Asking for feedback from peers is one way to gain additional information. The ultimate result of self-assessment is when students of all ages become independent and socially responsive learners.

As students begin to assess their own learning, they utilize strategies such as self-reflection, listening to constructive criticism or feedback from peers, and self-questioning.

Students can use journaling to write about their research process. It might be as primary as jotting down what they have attempted and what successes and failures they have had with their research. They might note what problems or frustrations they are experiencing and what plan of attack or questions they will try next. They might also note pieces of information that they would like to include in a later portion of the research process.

Feedback from a peer is extremely valuable in the research process. Using a checklist is a quick way for peers to give feedback.

Peer Checklist

TABLE 4.5:

Criteria in Evidence	Yes	Partially	No
An outline or graphic organizer has been utilized to organize research information.			
Main idea statements are clearly written.			
The concluding statement is clearly visible.			
Evidence to support the concluding statement is easy to determine.			
Presentation format is appropriate for the audience intended.			
A bibliography has been included with sources cited correctly.			

TABLE 4.5: (continued)

The completed research paper provides a clear understanding of the topic.			
----------------------------------------------------------------------------------	--	--	--

As students begin to become more introspective and learn to question themselves throughout the research process, students will have a better handle on the information they are combing through. They will gain the ability to be more concise with narrowing their topic, creating search terms and filtering and sorting through the results of their search

4.4 Citing Your Sources

Citing Your Sources

Why should you cite your sources?

1. Citing your sources indicates the careful and thorough work you have done as a researcher.
2. It also shows the time you have spending perusing a variety of resources both print and online.
3. Citations also help the readers of your research follow the path of you have taken to explore information and data.
4. Citations allow you to give the authors who contributed to your own personal learning recognition.
5. Citations draw attention to the originality and legitimacy of your own ideas.
6. A listing of citations demonstrates your integrity as a researcher.

What should you cite and what should you not cite?

- Direct quotes – If the author’s words are powerful and you need to be specific in your argument, the authors’ words can be used as a direct quotation.
-
- Summarizing or paraphrasing – Paraphrasing refers to putting an idea or phrase into your own words. Summarizing refers to taking a snapshot of the main idea or taking a detailed piece of information and shortening it into a succinct statement.
-
- Common knowledge – Basic facts that are known by the average person and easily confirmed from a variety of sources do not need to be cited. Although, statistical information related to common knowledge along with opinions and less familiar facts need to be cited.
-
- Print vs non-print sources - Remember not just print sources need to be cited. Any sources that you derive information from should be cited including but not limited to websites, television programs, interviews, etc. When you use your own artwork, digital photographs, video, etc you do not need to cite your source. If the artwork, digital photographs, video, etc are from another source a citation should be included.
-
- Your own ideas – Opinions, examples, and observations made by you, the author of your research paper, do not need to be cited.
-
- Still not sure? - Err on the side of caution at all times. If you are unsure if you need to cite something or not, always cite it.

When to cite?

There are cases where you should **always** cite your sources:

- Paraphrasing or summarizing - If you feel it is necessary to use someone else’s idea to assist with making your point or supporting your ideas, "translate" the ideas into your own words.
- Direct quotes of more than one word - If the author’s words are extremely powerful or you need to be specific for your argument, the author’s words can be used as a direct quote.

- Information which may be common knowledge but is unfamiliar to the reader - Statistical information which may be familiar information but still requires confirmation.
- Not just print materials should be cited - Any source used including interviews, websites, television programs, photography, etc

How to cite?

There are three main ways to reference your sources within your paper:

- In text – Your source author is included within the body of your research paper. In text citations act as a reference to your “Works Cited” page.
-
- End notes – The cited idea or quote is noted with a number and the source is listed at the end of the research paper.
-
- Foot notes – Similar to end notes except the citations are listed at the bottom of each page.
-

What format and style guide should you use?

There are three choices to use when it comes to formatting your citations. MLA and APA are the most commonly used style guides followed by Chicago.

- MLA – Format and Style Guide (Modern Language Association)
-
- APA – Format and Style Guide (American Psychological Association)
-
- Chicago – Manual of Style

MLA —

Quick Guide

Note: MLA abbreviates all months except for May, June and July. For example, “February” is “Feb.”

Book

MLA: Last, First M. Book. City: Publisher, Year Published. Medium.

Example: Carley, Michael J. 1939: *The Alliance That Never Was and the Coming of World War II*. Chicago: Dee, 1999. Print.

Chapter/Anthology

MLA: Last, First M. “Section Title.” Book/Anthology, Ed. First M. Last. Edition. City: Publisher, Year Published. Page(s). Medium.

Example: Melville, Herman. “Hawthorne and His Mosses.” *The Norton Anthology of American Literature*. Ed. Nina Baym. 3rd ed. New York: Norton, 1989. 5-25. Print.

***Note:** Essays, shorts stories, and poems are put in quotes. Works originally published independently such as plays and novels generally are italicized

Magazine

MLA: Last, First M. “Article Title.” Magazine Title Date Month Year Published: Page(s). Medium.

Example: Pressman, Aaron. “Bottom Fishing in Rough Waters.” *BusinessWeek* 29 Sept. 2008: 27. Print.

Newspaper

MLA: Last, First M. "Article Title." Newspaper Title [City] Date Month Year Published: Page(s). Medium.

Example: Campoy, Ana. "Gasoline Surges in Southeast After Ike." *The Wall Street Journal* 23 Sept. 2008: A14. Print.

***Note:** Only include [City] if it is not in the title. Do not include if the newspaper is well known or nationally published.

Journal

MLA: Last, First M., and First M. Last. "Article Title." Journal Title Series Volume.Issue (Year Published): Page(s). Medium.

Example: Bharadwaj, Parag, and Katerine T. Ward. "Ethical Considerations of Patients with Pacemakers." *American Family Physician* 78 (2008): 398-99. Print.

Website

MLA: Last, First M. "Article Title." Website Title. Website Publisher, Date Month Year Published. Web. Date Month Year Accessed. <URL>.

Example: Satalkar, Bhakti. "Water Aerobics." *Buzzle.com*. 15 July 2010. Web. 16 July 2010.

***Note:** URL is optional unless the source cannot be located without it or if required by your instructor.

Online Database (Journal)

MLA: Last, First M. "Article Title." Journal Title Series Volume.Issue (Year Published): Page(s). Database Name. Web. Date Month Year Accessed. <URL>.

Example: Ahn, Hyunchul, and Kyoung-jae Kim. "Using Genetic Algorithms to Optimize Nearest Neighbors for Data Mining." *Annals of Operations Research* 263.1 (2008): 5-18. Academic Search Premier. Web. 25 Sept. 2008.

***Note:** URL is optional unless the source cannot be located without it or if required by your instructor.

TV/Radio

MLA: "Episode." Contributors. Program. Network. Call Letter, City, Date. Medium.

Example: "The Saudi Experience." Prod. Mary Walsh. *Sixty Minutes*. CBS. WCBS, New York, 5 May 2009. Television.

Film

MLA: Title. Dir. First M. Last and First M. Last. Perf. First M. Last, First M. Last, and First M. Last. Distributor, Year Published. Media Type.

Example: *The Dark Knight*. Dir. Christopher Nolan. Perf. Christian Bale, Heath Ledger, and Aaron Eckhart. Warner Bros., 2008. DVD.

Sound Recording

MLA: Contributors. "Song." Album. Band. Manufacturer, Year. Medium.

Example: Corgan, Billy, and Butch Vig. "Today." *Siamese Dream*. Smashing Pumpkins. Virgins Records America, 1993. CD.

Visual Art / Photograph

MLA: Last, First M. Title. Year Created. Medium. Museum/Institution, Location.

Example: Picasso, Pablo. *Three Musicians*. 1921. Oil on panel. Museum of Modern Art, New York.

Lecture / Speech

MLA: Last, First M. "Speech." Meeting / Organization. Location. Date. Description.

Example: Obama, Barack H. “Inaugural Address.” 2009 Presidential Inaugural. Capitol Building, Washington, D.C. 20 Jan. 2009. Address.

Interview

MLA: Interviewee. “Title.” Interview by interviewer. Publication information. Medium.

Example: Abdul, Paula. Interview by Cynthia McFadden. Nightline. ABC. WABC, New York. 23 Apr. 2009. Television.

Cartoon

MLA: Last, First M. “Title.” Cartoon / Comic strip. Publication information. Medium.

Example: Trudeau, Garry. “Doonesbury.” Comic strip. New York Times 8 May 2008: 12. Print.

APA —

Quick Guide

Book

APA: Last, F. M. (Year Published). Book. City, State: Publisher.

Example: Carley, M. J. (1999). 1939: The alliance that never was and the coming of World War II. Chicago, IL: Ivan R. Dee.

Chapter/Anthology

APA: Last, F. M. (Year Published). Section title. In F. M. Last (Ed.), Book/Anthology (Edition, Page(s)). City, State: Publisher.

Example: Melville, H. (1989). Hawthorne and his mosses. In N. Baym (Ed.), The Norton anthology of American literature (3rd ed., pp. 12-34). New York, NY: W.W. Norton Company.

Magazine

APA: Last, F. M. (Year, Month Date Published). Article title. Magazine Title, Page(s).

Example: Pressman, A. (2008, September 29). Bottom fishing in rough waters. BusinessWeek, 27.

Newspaper

APA: Last, F. M. (Year, Month Date Published). Article title. Newspaper Title, Pages(s).

Example: Campoy, A. (2008, September 23). Gasoline surges in southeast after Ike. The Wall Street Journal, p. A14.

Journal

APA: Last, F. M., Last, F. M. (Year Published). Article title. Journal Title, Volume(Issue), Page(s). doi:number

Example: Wallace, R. (1997). Monitor: Molecules and profiles. Drug Discovery Today, 2(10), 445-448. doi: 10.1016/S1359-6446(97)01095-7

Website

APA: Last, F. M. (Year, Month Date Published). Article title. Website Title. Retrieved Month Date, Year, from URL

Example: Friedland, L. (2008, September 22). Top 10 natural and wildlife adventure travel trips. About.com. Retrieved from <http://adventuretravel.about.com>

***Note:** Include exact URL when not properly indexed or easy to find. Otherwise, include homepage URL. Include retrieval date if source information may change over time.

Online Database (Journal)

APA: Last, F. M. (Year Published). Article title. Journal Name, Volume (Issue), Page(s). Retrieved Month Date,

Year, from URL

Example: Ahn, H., Kim, K. (2008). Using genetic algorithms to optimize nearest neighbors for data mining. *Annals of Operations Research*, 263(1), 5-18. Retrieved from the Academic Search Premier database

***Note:** Include retrieval date if source information may change over time. For URL, Use homepage URL of publisher. If none, use the homepage database URL. If published only online, use unique URL. APA6 explains database names are not necessary, so you may omit this.

Chicago/Turabian –

Quick Guide

Note: Chicago/Turabian does not include Accessed date if there is a publication date.

Book

Chicago/Turabian: Last, First M. Book. City: Publisher, Year Published.

Example: Carley, Michael J. 1939: *The Alliance That Never Was and the Coming of World War II*. Chicago: Dee, 1999.

Chapter/Anthology

Chicago/Turabian: Last, First M. “Section Title.” In Book/Anthology, edited by First M. Last, Page(s). Edition ed. City: Publisher, Year Published.

Example: Melville, Herman. “Hawthorne and His Mosses.” In *The Norton Anthology of American Literature*, edited by Nina Baym, 5-25. 3rd ed. New York: Norton, 1989.

Magazine

Chicago/Turabian: Last, First M. “Article Title.” Magazine Title, Month Date, Year Published.

Example: Pressman, Aaron. “Bottom Fishing in Rough Waters.” *BusinessWeek*, September 29, 2008.

Newspaper

Chicago/Turabian: Last, First M. “Article Title.” Newspaper Title (City), Month Date, Year Published.

Example: Campoy, Ana. “Gasoline Surges in Southeast After Ike.” *The Wall Street Journal*, September 23, 2008.

***Note:** Only include (City) if it is not in the title. Do not include if the newspaper is well known or nationally published.

Journal

Chicago/Turabian: Last, First M., and First M. Last. “Article Title.” Journal Title, Series, Volume, no. Issue (Month Date, Year Published): Page(s).

Example: Bharadwaj, Parag, and Katherine T. Ward. “Ethical Considerations of Patients with Pacemakers.” *American Family Physician* 78 (2008): 398-99.

Website

Chicago/Turabian: Last, First M. “Article Title.” Website Title. Month Date, Year Published. Accessed Month Date, Year. URL.

Example: Satalkar, Bhakti. “Water Aerobics.” *Buzzle.com*. July 15, 2010. <http://www.buzzle.com>.

Online Database (Journal)

Chicago/Turabian: Last, First M. “Article Title.” Journal Title, Series, Volume, no. Issue (Month Date, Year Published): Page(s). Accessed Month Date, Year. URL.

Example: Ahn, Hyunchul, and Kyoung-jae Kim. “Using Genetic Algorithms to Optimize Nearest Neighbors for Data Mining.” *Annals of Operations Research* 263, no. 1 (2008): 5-18. Academic Search Premier.

***Note:** Only include URL if it is stable. If no stable URL, use database name instead.

Online sources for creating citation

The following websites will assist both students and professional researchers to properly give credit to the source they have culled their research information from. The primary goal of these sites is to make it fast and easy to correctly cite informational resources.

www.citationmachine.com

www.easybib.com

www.bibme.org

www.workscited4u.com

www.noodletools.com

4.5 Knowing a Good Job Has Been Done

Knowing a Good Job Has Been Done

Proofread and Revise

At this point, you have been working diligently researching, outlining, writing... And finally you've made it to the end of the last page—the finish line!

Or is it? Your paper is not quite done yet. It needs to be polished before it's ready to be turned in and graded. How do you know if you have done not just an adequate job, but have created a piece of work to be proud of? Proofreading and revising your paper are key steps to improve your writing.

The absolute best proofreading is done with a pair of eyes that are unfamiliar with the contents of your research. If you can, have someone else edit your paper. Ideally, this other person would be a teacher, adult, or peer who is a good editor. Be sure to ask him/her to check for grammatical correctness as well as quality of content. They can also give you input if you have followed the correct research paper format and point out any mistakes you overlooked during revising and proofing your own paper.

If you can't get anyone else to edit your paper, you'll want to wait a while before you look at it again. You want your own eyes to be as fresh as possible.

Deciding when finished with research

The American Association of School Librarians states in *Standards for the 21st-Century Learning in Action* some important questions that should be asked of a researcher as they complete their work:

- “Do I have enough information to make a good decision?”
- “Am I getting good, unbiased information or is someone just trying to sell a point of view?”
- “Do I need to get the most current information online, and how do I make sure that information is accurate?”

The answers to these reflective questions are the building blocks to becoming an independent learner.

“Self-assessment means developing internal standards and comparing performance, behaviors, or thoughts to those standards.” (AASL, p. 57) Although teachers are constantly assessing their students, it is the job of the student to also assess themselves. Self-assessment is a process based on reflection, questioning one's internal standards and make-up (“How am I doing?”) and metacognition (“How am I thinking?”) (AASL, p.57)

Self-assessment is three-dimensional:

- Looking back at the work that has been completed to see how successful it was (summative assessment).
- Looking at the present to determine the next steps (formative assessment).
- Looking to the future to determine what has been learned that will make the learning process more effective in the future (predictive assessment). (AASL, p. 57)

Self-assessment also involves a social piece in which learners can gain insights into their performance from those around them. Asking for feedback from peers is one way to gain additional information. The ultimate result of self-assessment is when students of all ages become independent and socially responsive learners.

As students begin to assess their own learning, they utilize strategies such as self-reflection, listening to constructive criticism or feedback from peers, and self-questioning.

Students can use journaling to write about their research process. It might be as primary as jotting down what they have attempted and what successes and failures they have had with their research. They might note what problems

or frustrations they are experiencing and what plan of attack or questions they will try next. They might also note pieces of information that they would like to include in a later portion of the research process.

Feedback from a peer is extremely valuable in the research process. Using a checklist is a quick way for peers to give feedback.

Peer Checklist

TABLE 4.6:

Criteria in Evidence	Yes	Partially	No
An outline or graphic organizer has been utilized to organize research information.			
Main idea statements are clearly written.			
The concluding statement is clearly visible.			
Evidence to support the concluding statement is easy to determine.			
Presentation format is appropriate for the audience intended.			
A bibliography has been included with sources cited correctly.			
The completed research paper provides a clear understanding of the topic.			

As students begin to become more introspective and learn to question themselves throughout the research process, students will have a better handle on the information they are combing through. They will gain the ability to be more concise with narrowing their topic, creating search terms and filtering and sorting through the results of their search

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CHAPTER 5

Acknowledgments

Research Revealed is an opportunity for a small group of school librarians to test the concept of creating a digital resource using the Flexbook interface to teach information literacy skills. The Flexbook will highlight Wisconsin resources, be aligned to State and Common Core standards and reflect the skills identified by academic librarians as those needed to succeed in college. These text and multimedia units will be made available to teachers anytime and anywhere to help “stretch” instructional time. They will also arm students with the basic skills needed to conduct research successfully in a variety of content areas.

This project was supported in part by a grant from the Institute of Museum and Library Services. <http://www.imls.gov> Any views, findings, conclusions or recommendations expressed in this electronic book do not necessarily represent those of the Institute of Museum and Library Services.

Research Revealed: Find It, Write It, Cite It



Research Revealed: Find It, Write It, Cite It

Marilyn Ramseier
Jan Adams
Tina Schultz
Jennifer Peterson

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next generation textbooks



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CHAPTER **1**

Task Definition

Chapter Outline

- 1.1 INTRODUCTION TO CHAPTER 1
 - 1.2 STARTING A RESEARCH PROJECT
 - 1.3 DEFINING AND NARROWING OR BROADENING A TOPIC
 - 1.4 SELECTING KEYWORDS AND DISCIPLINE-RELATED SUBJECT HEADINGS
 - 1.5 CONCLUSION FOR CHAPTER 1
 - 1.6 WORKS CITED FOR CHAPTER 1
-

1.1 Introduction to Chapter 1

This chapter will provide information and resources to help get your research project off to an excellent start. It will go through the process of exploring various research topics, gaining background knowledge about a potential topic, and strategies to further broaden or narrow a research topic. It will also guide you through the process of selecting keywords, synonyms, and related topics that will assist when you begin the process of locating and gathering resources for your research project.

1.2 Starting a Research Project

Knowing where to begin when faced with a research paper can seem like an overwhelming task, but taking time to get organized right from the start will allow you to approach your project with confidence and success.

The first thing you must do when preparing to write a research paper is to make sure you understand the requirements. Nothing is worse than spending countless hours preparing the perfect assignment only to find out you have overlooked some important element—which could have been avoided if only you had understood the requirements.

When your teacher is discussing the project, don't trust everything to memory—but jot down all key information. If you receive a project handout, read it thoroughly so you know what is expected. Do you understand, for example, what types of resources you must use in your research? Do you need to use a variety of resources including books, journal articles, and web resources? Do you understand how to cite your sources and which format you need to use? These are just a few of the many questions you will need to understand before you begin your research paper. Most importantly, if you don't understand something—make sure to ask! Finally, the use of an [Assignment Calculator](#) can help you plan your research assignment from start to finish.

Once you have a solid understanding of the project requirements, it's time to choose a topic. A topic is the main organizing principle of a discussion, either verbal or written—and provides the focus for what we are going to discuss. Through these discussions, a topic can branch out to other subject-related areas and can bring about new ideas. Unlike verbal discussions, however, a written discussion—like a research paper—generally focuses in on a single topic. The more focused and well-defined your topic is, the easier it will be to develop an outstanding research project.

In some instances, your topic will be determined by your teacher, so going through the process of selecting a topic may be minimal, and your challenge may lie in developing a personal interest about the topic. More often, however, you will have the opportunity to choose your own topic based on ideas developed in a particular class. If you were in an American history class, for example, your topic would generally have to do with that particular field of study and would differ from a topic associated with a class in chemistry. In other circumstances, you may be given full freedom to pursue your own personal interests and select any topic of your choosing. With this freedom, however, often comes a sense of overwhelmingness. Choosing a topic may sound simple enough, but there are so many interesting things to write about that even this task can seem unmanageable if you don't know where to begin.

There are some general strategies that can be used to come up with topic ideas. The most obvious strategy is to think about what you already know, what concerns you, or what would you might like to know more about. If for example, you just learned about a bullying incident at a nearby school, you might want to pursue a topic on bullying laws or methods for dealing with a bully.

Another strategy is brainstorming. We sometimes think of brainstorming as a tool for group work, but individuals can benefit from this strategy as well. Brainstorming allows for informal and uninhibited thinking and can generate many ideas. Begin by t

Freewriting is another strategy one can use to generate ideas. Freewriting is much like brainstorming, but ideas are written down in paragraph form instead of list form. Keep in mind, however, that a paragraph written while freewriting will not look like a well-organized essay. On the contrary, it should be a paragraph of nonstop writing that represents all your thoughts and ideas about a particular topic. Your writing may begin with a particular idea, but through freewriting, multiple related topic ideas are generated. Like brainstorming, this strategy should also include a time limit.

If you are a visual learner, then clustering may be a useful strategy for generating a research topic. Clustering is a way of visually "mapping" your ideas on paper and is less formal and linear than a usual outline. To learn more about clustering and to see an example, go to the University of Richmond's [Writing Center](#).

Are you still searching for the perfect topic? The following links will provide you with a variety of excellent research topics:

[Midway College - 100 Research Paper Topics](#)

[Old Dominion University - The Idea Generator](#)

[The New YorkTimes -Times Topics](#)

Once you have determined a list of potential topics, narrow your list down to one or two and take a few minutes to answer the following questions. Click [here](#) for a printable form that will assist you in organizing your answers.

- What do I already know about this topic?
- What would I like to learn about this topic?
- Do I know from what angle I want to approach this topic?

If you have a good idea about what you want to write about, but are not able to clearly answer the above questions, you may need to gain some additional background information before you make a final decision about your topic. Background information is intended to help you become more familiar with your topic—and a little time spent collecting background information in the beginning can save a tremendous amount of time when you are ready to begin more in-depth research about your topic.

Below are several types of general reference resources that can help you gain basic facts and general background knowledge about your potential topic. If you need more indepth information, Chapter 2 has a wealth of resources that can also assist. As always, your librarian is available if you need help locating informatoin.

Almanacs

Almanacs are publications containing useful facts and statistical information. A list of select almanacs can be found at [Refseek - Best Online Almanacs](#).

Bibliographies

Bibliographies are lists of books, articles, and other materials about a particular subject or by a particular author. A bibliography is generally found at the end of a book or article. There are a number of free and user-friendly bibliography and citation generators available on the web, such as [BibMe](#).

Biographies

Biographies provide historical information about a person, his/her relationships to other people and may also cover groups of people.

Directories

Directories provide lists of persons or organizations that provide contact information and affiliations for individuals and organizations. Click [here](#) to access one of the largest directories on the web.

Encyclopedias

Encyclopedias provide short entries or essays on topics and often include a short bibliography of references for further research. One online encyclopedia is the [EncyclopediaBritannica](#) available through [Badgerlink](#).

*Please note that access to Badgerlink outside of school may require verification through the use of your Wisconsin library card.

Search Engines

Web search engines such as [Google](#) or [Bing](#) are also useful for finding websites with information related to your topic.

1.3 Defining and Narrowing or Broadening a Topic

After you have gained background knowledge about your potential research topic, you will need to determine if the topic you chose is *good* topic. To help determine a good research topic, it is essential that you turn it into a research question. Turning your topic into a question will help to determine what aspect of the topic you want to focus, it will simplify your research, and it will allow for a more in-depth study of your specific topic. For example, researching a broad topic such as "education" is difficult since there may be hundreds of resources that are related to all aspects of education. However, a specific question such as, "What are the pros and cons of year-long school?" is much easier to research because it is more narrowly focused on a specific area of education.

To turn your topic into a question, think about those familiar words: who, what, when, where, why, and how. Don't worry if you find yourself rewriting your question once you begin your research, but writing it down will help keep your ideas organized.

Let's look at the topic of "fast food and obesity." This topic idea has some great potential, but we still don't have a solid direction for this possible topic—and really don't know which angle we want to focus. By formulating questions around "fast food and obesity," our research topic will begin to take form.

Topic Idea: Fast food and obesity

Who is responsible for obesity among our teen population?

What factors contribute to obesity among our teen population?

When should individuals be held accountable for their own eating habits?

Where is the majority of fast food consumed?

Why are fast food restaurants being blamed for obesity among teens?

How does advertising to teens relate to their consumption of fast food?

Click [here](#) for a printable form that will assist in formulating questions for your research topic.

Narrowing Your Topic

After you have developed your research question, you may need to refine it a bit more. It is not uncommon for individuals to formulate a research question, only to find out that it is either too broad or too narrow. If you find yourself overwhelmed because there are too many resources available, then your research question is probably too broad. On the other hand, if you are unable to find many resources about your topic, then it is probably too narrow.

One way to narrow a broad research topic, such as "the environment," is to limit your topic. You may limit a topic by associating it to a time period such as a year or a decade; a geographic region—country, state, or city or town; or by a specific population or ethnic group. Let's look at the examples below:

Example 1:

What are the most prominent environmental issues of the last decade?

In Example 1, we have narrowed our topic by focusing in on a specific time period. Instead of looking at all of the most prominent environmental issues, we are focusing in on those from just the past decade.

Example 2:

What environmental issues are most important in the eastern United States?

In Example 2, we have narrowed our topic by looking at environmental issues in a specific geographical area of the United States, rather than covering the entire country.

Example 3:

How have the environmental issues related to mining in northern Wisconsin affected the Ojibwe population.

In Example 3, the topic has been narrowed by focusing on the effects of environmental issues for a specific population, in this case the Ojibwe of northern Wisconsin. This topic was also narrowed by geographical area.

Click [here](#) for practice narrowing a too-broad research topic.

Broadening Your Topic

What if your research topic too broad? While many may need to narrow their research topics, others have just the opposite problem. Some research topics are too narrow and need to be broadened by thinking more generally about the topic. One option is to select more general keywords or delete the words that are overly specific.

To broaden the research question below, we eliminated one or more of the topic's specifications or keywords.

Example:

What were the environmental issues in Eau Claire, Wisconsin in 2007?

1. What were the environmental issues in ~~Eau Claire~~, Wisconsin in 2007?
2. What were the environmental issues in Eau Claire, Wisconsin in ~~2007~~?

In the first example, we broadened the topic by expanding the geographical location to not just Eau Claire, but all of Wisconsin. If a topic is too locally defined, there may be few resources available.

In the second example, we broadened the topic by expanding the dates to include the last ten years—not just 2007. If a topic covers a limited time frame, you may find it difficult to locate resources. Additionally, if a topic is too recent, resources may not yet be available. If you are trying to research a topic that is currently in the news, for example, the only sources of information may be the news media itself.

There are also other possible reasons why you may not be able to find information on your topic. Make sure you are using all the resources available to you and that you are using proper searching techniques. If you are unsure how to move forward, this may be an excellent time to talk to your librarian. He/she specializes in locating information and can provide you with guidance if you are having difficulty.

Click [here](#) for practice broadening a too-narrow research topic. Once you have a solid topic, formulate your research question or hypothesis and you are ready to begin gathering information.

1.4 Selecting Keywords and Discipline-Related Subject Headings

You have chosen the perfect topic, gained some background knowledge to better understand your topic, and your research question clearly defines your area of focus—now what? Before you can begin researching, you will need to determine keywords, synonyms, and other related topics—anything that can help to locate resources that will support your research question.

Keywords

Keywords are words or phrases in your research questions that are relevant to your topic.

When you use a search engine like Google for example, you are probably searching by keywords. You think about words and phrases related to what you are looking for and type them into the search box. You may also search by keywords when you are using an online catalog at your library. Keep in mind that a keyword search looks for words anywhere in the [bibliographic record](#) or document text, therefore you may retrieve items that are not relevant to the subject you are researching.

Keyword searching is particularly useful when:

You do not know the exact title or author of the item

Topic is unfamiliar so you do not know exactly what you are looking for

A variety of terms describe the topic (e.g. environmental issues in northern Wisconsin)

More than one discipline or topic is involved (e.g. alcohol and college students)

You want to exclude documents which are not about your topic (e.g. Green Bay NOT Packers)

You don't know the subject heading

Synonyms

Synonyms are words that are similar or have a related meaning to another word (e.g. cat or feline). Synonyms can improve your searching by expanding beyond those words specifically listed in your research question. If you need help determining synonyms or similar words, use a reference resource such as thesaurus.com.

Subject Headings

Subject headings are a set of terms or phrases (known as controlled vocabulary) that help classify materials. Essentially they identify and pull together under a word or phrase information about a given subject. Library catalogs and magazine databases use some form of subject headings. For example, the subject heading term to describe overweight is *Obesity*. Subject searching allows you to look for categories (subject headings) instead of keywords. Keep in mind that because subject headings are very specific, they will greatly narrow your search results. For example, using the subject heading *Obesity* will retrieve resources only on that particular topic and may not return items related to diet. Furthermore, it is not always easy to determine which subject headings are “assigned” to specific topics. If, for example, you looked in the Yellow pages of your phone book to find your favorite movie theatre, you would not find your answer under “Movie Theatres,” but instead you would need to look under “Theatres - Movies.” If you are trying to search using subject headings and receive few or no results, you may want to limit your searching to the use of keywords.

Subject searching is particularly useful when:

You are looking for information on a broad topic

Your topic is not clearly defined so you try keyword search first, and then further search for the subject headings related to initial search results

You are looking for information about something, someone, or someplace (books about J.K. Rowling, not those written by her)

The chart below will provide you with a quick and easy comparison of Keyword vs. Subject searching:

TABLE 1.1:

Keyword	vs.	Subject
Natural language words describing your topic. A good way to start your search.		Pre-defined "controlled vocabulary" words assigned to describe the content of each item in a database or catalog.
More flexible for searching. You can combine terms in any number of ways.		Less flexible. You must know the exact controlled vocabulary term or phrase.
Database looks for keywords anywhere in the record (title, author name, subject headings, etc.).		Database looks for subjects only in the subject heading or descriptor field, where the most relevant words appear.
Often yields too many or too few results.		If a subject heading search yields too many results, you can often select subheadings to focus on one aspect of the broader subject.
Often yields many irrelevant results.		Results are usually very relevant to the topic.

Source: University Library at University of Illinois at Urbana-Champaign

To search for subject headings using your school's Destiny online catalog:

1. Search for a book or other resource using the online library catalog
2. Click on the title to view the record
3. Scroll down through the record to the Explore! section
4. Click on the subject headings listed under Explore! to locate other subjects related to your topic

In the below example, we searched by keyword using the phrase "teenage drinking" which resulted in the below title. By clicking on the title, we were able to view the list of subject headings assigned to this particular book located under the Explore! section. If there are additional books with that subject heading, you will see a "Find It" symbol which will direct you to those results.

The screenshot shows a mobile browser interface for a library catalog. The address bar contains the URL: `destiny.cesa10.k12.wi.us/cataloging/servlet/presentitledetailform.do?si:`. The page title is "Details for 'Are you dying for a drink'". The navigation bar includes "Home" and "Catalog". Below the navigation bar, the search results show the book "Are you dying for a drink? : teenagers and alcohol abuse" by Laurel Graeber, part of the "Teen survival library" series. The book is listed as "613.8 Gra". It indicates that there is 1 local copy available and no off-site copies. A description states: "Discusses what it is like to be a teen-ager who drinks too much, who is likely to become an alcoholic, why teens drink, alcohol's effect on body and mind, drinking and driving, and living with alcoholic parents." There are sections for "Explore!" with related topics like "Youth -- United States -- Alcohol use" and "Drinking and traffic accidents -- United States", and "Publication Info" which lists the publisher as J. Messner, published in New York in 1985, with 160 pages and a 22 cm format. The LCCN is 85-8880 /AC and the ISBN is 0-671-50818-0.

Click [here](#) to find a printable chart that you can use to help organize your keywords, synonyms and related topics.

1.5 Conclusion for Chapter 1

Getting started on a research project does require planning and organization, but if you have followed the suggestions in Chapter 1, you should now have a well-developed research question and some solid background knowledge to keep you focused as you begin more in depth research and gathering of resources.



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1.6 Works Cited for Chapter 1

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Chapter Outline

- 2.1 INTRODUCTION TO CHAPTER 2
 - 2.2 FINDING APPROPRIATE PRINT AND NON-PRINT RESOURCES
 - 2.3 FINDING APPROPRIATE RESOURCES IN THE LIBRARY
 - 2.4 FINDING APPROPRIATE RESOURCES ON THE INTERNET
 - 2.5 FINDING APPROPRIATE COMMUNITY RESOURCES
 - 2.6 CONCLUSION FOR CHAPTER 2
 - 2.7 WORKS CITED FOR CHAPTER 2
-

2.1 Introduction to Chapter 2

“Effective searching involves far more thought and effort than relying on one favorite search tool and entering the first few words that come to mind.” (Valenza 3) This chapter will provide information and activities to help navigate through the myriad of resources available to complete your research assignment. It will define and explain search terms and strategies, discuss library resources and databases, determine web content credibility and how to find other available resources.

Where do you start? Finding appropriate resources can be a daunting task but working through the information below will help organize the research process. Remember, the best research projects include the use of a variety of reputable, up-to-date resources found in your local library, on the web, and in your community. Establishing good research skills will equip you with the knowledge to research anything, anywhere, anytime!

2.2 Finding Appropriate Print and Non-Print Resources

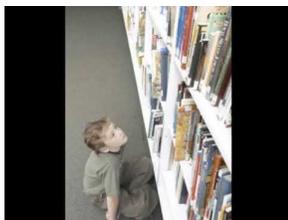
Finding appropriate information in print and non-print resources involves the use of specific search strategies. It is imperative to understand the strategies addressed below to find the most valuable information for your research paper. A list of [researchrelated terms](#) has been linked here to aid in the understanding of terminology you may encounter. This chapter hopes to provide a greater understanding of the strategies needed before beginning the research process.

Definitions of Print and Non-print Resources

- **Print Resources** refer to the “hardcover” or printed fiction and non-fiction resources. Most likely you will concentrate on non-fiction resources for any research assignment. Print resources, found in your local school or public library include books, newspapers, journals, magazines and reference books. Print resources are typically divided into two categories, circulating books and reference books.

Circulating books can be checked out and are shelved in the main area of a library. These books are arranged into a classification system according to subject matter. Two common classification systems are the Dewey Decimal Classification System (DDC) and the Library of Congress System (LC). Although most school and public libraries arrange their collections according to the Dewey Decimal Classification System, most college and university libraries arrange their collections according to the Library of Congress Classification System. Below are review videos of two common classification systems.

Dewey Decimal Classification System



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Dewey Decimal Classification Rap



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Library of Congress System



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Reference books are special types of books usually referred to for specific pieces on information. Reference books could include encyclopedias, dictionaries, almanacs, yearbooks, handbooks, manuals, and atlases. They are usually shelved in a special section of the library and have R or REF above the DDC or LC call number. Since reference books are usually used for researching specific information, many are not circulated outside of the library or, if circulated, checked out overnight only.

- **Non-Print Resources** are resources found online by way of either a subscription or by searching the Internet. Subscription online resources are password protected and only available to local library patrons. Internet online resources are often free and searchable using a search engine.

Search Strategies Using Print and Non-print Resources

Various strategies for both print and non-print resources can be used to find information on your research topic. Common searching strategies are explained below.

- **Subject Heading** searching refers to one or more general words used to describe the most prominent subject of a book or web page. Subject headings cover broad concepts so subdivisions can be added to focus on more specific information. Officially approved subject headings are based on a standardized list of words published by special librarians working at the Library of Congress in Washington D.C. Since subject headings are consistent across all libraries, any collection can be searched using the same subject heading for both print and non-print resources.
- **Keyword** searching involves the use of single words, multiple words, synonyms and alternative words or phrases to find information. To produce the best results, you need to choose your keywords carefully. Use the most important words or phrases associated with your topic. Often keywords will be the nouns in your thesis statement. A thesaurus may be helpful to expand your search to related keywords. After obtaining the results using this strategy, the keyword(s) will most likely appear highlighted. Remember, though, this strategy will find every keyword in an article or web page producing a greater number of hits but not every hit will be relevant. Answer the questions below to help determine a list of keywords to search.

TABLE 2.1: Keyword Searchin

Are there other words to describe key ideas?
What is the accepted terminology?
Is there any technical vocabulary that you need to include?
What are some common words to describe your research subject?
Are there any important events or people that you already know about?

Other search strategies will be discussed in the next chapter under Searching the Online Catalog

- **Keyword Searching** Some search engines, such as *Ask Jeeves*, allows you to keyword search by entering a question.

A link to a [keyword overview](#) has been included here. c. Answer the questions in the table below to select keywords for your research project.

TABLE 2.2:

Are there other words to describe key ideas?
What is the accepted terminology?
Is there any technical vocabulary that you need to include?
What are some common words to describe your research subject?
Are there any important events or people that you already know about?

TABLE 2.3:

- **Limiters and Expanders** are both search strategies to either narrow or broaden your search. Limiters allow for the limiting or narrowing of search results while expanders allow for the broadening or expanding of search results. Using a “date” limiter can result in current or up-to-date information. Use this link to provide a greater understanding of [limitersandexpanders](#).
- **Boolean Searching** defines logical relationships between search terms. It employs the use of [search operators](#), such as AND, NOT and OR. Boolean Searching connects multiple search terms with one or more of the search operators to either broaden or narrow a search. The AND operator combines search terms so each search result contains all of the terms. For example, travel AND Mexico will find results that contain both travel and Mexico. The NOT operator excludes terms so that each search result does not contain any of the terms that follow the NOT operator. For example, pets NOT cats will find results that contain the term pets but not the term cats. The OR operator combines search terms so that each search result contains at least one of the terms. For example, college OR university will find results that contain either college or university. An additional visual explanation can be accessed at [Boolean Searching](#).



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- **Wildcard Searching and Truncation** are two closely related search strategies. Truncation and wildcards broaden your search capabilities by allowing you to retrieve multiple spellings of a root word or word stem, such as singular and plural forms. A wildcard character, such as an asterisk (*), question mark (?), or pound sign (#), replaces one or more letters in a word. Symbols may vary from database to database, but the concept of this strategy is the same. Truncation is using a wildcard at the end of a root word to search multiple

variations of that root word. Check a database’s help section to identify what symbol is used for a wildcard. Some databases may allow you to use truncation at the beginning of words or within words. Consult the help section to determine if this is an available feature.

TABLE 2.4:

Truncation Examples	Results
comp*	finds matches for compute, computers and computing
hippo*	finds matches for hippopotamus
Wildcard Examples	Results
ne?t	finds matches for neat, nest and next
wom?n	finds matches for woman and women
s?ng	finds matches for sing, sang and sung

For more information on improving your search results using these strategies, access [Truncation Searching](#).

- **Phrase Searching** allows you to search words as phrases. The use of quotation marks, “ ”, is sometimes used to indicate a phrase. Phrase searching can be used when you want words to appear in a specific order. The use of phrase searching often leads to the retrieval of more pertinent information than searching with single words linked with the AND Boolean operator. An example of using the phrase searching strategy can be found in the table below.

TABLE 2.5:

Phrase Searching Examples	Results
“George Washington Carver”	finds matches for all sources with the exact words, in the exact order

2.3 Finding Appropriate Resources in the Library

Your local library is a great place to start with your research. Although the Web contains a lot of information, not everything is on the Web. “Books still have great depth and value, and the Web has some very deep holes!” (Valenza 3) Visiting your local library is a great way to begin organizing your ideas and making decisions on the information to include in the introduction, argument or main body, and conclusion of your research project. Consider all the places where you might find answers to your research questions. Search nonfiction books, reference books, primary source documents, newspapers and journals in your library. Begin searching your local library catalog and its available databases before broadening your research to include the Internet and other useful sources. This chapter hopes to introduce or review the library catalog and various library databases that might be available in your school. The library databases mentioned in this chapter are not all inclusive. Each library subscribes to information databases based on their local selection policy.

The Library Catalog composes a list of every resource your local library owns and posts online in a catalog. Online library catalogs have significantly increased the usability of traditional library catalogs which were paper index cards filed in alphabetical order called “card catalogs.” The major classification systems used for library catalogs are the Dewey Decimal Classification System and the Library of Congress Classification System. These systems are built around numerical values which are assigned to ten or more classes of subjects. Each class is then subdivided into its more specific levels. Each subdivision is assigned a number, thus the more detailed the subdivision, the longer the number that represents the item. A library catalog allows a user to search by keyword, subject, author’s name and book title, previously impossible with card catalogs. Keyword searching in an online library catalog is particularly helpful to patrons who are unable to recall an exact book title, but have a general idea about the words used in a title. Subject headings used in a library catalog are based on specific sources, including Sears, Library of Congress and Library of Congress Children’s Literature (LCAC).

Typically a library will have a link to its library catalog on your school’s web site for offsite access. Your local library might also provide access to resources in off-site libraries if you need additional information. Resources in off-site libraries are available through Interlibrary Loan. Common interlibrary loan libraries include WISCAT, V-CAT, OCLC WorldCat and eBook web sites. Check with your librarian to find out about local guidelines for Interlibrary Loan.

Destiny Library Manager is one, among many, online software programs used to catalog resources in local libraries. Your local library may subscribe to a different online cataloging program but this section will concentrate on *Follett’s Destiny Library Catalog*. Even though your local library may subscribe to an alternate cataloging software program, much of the search concepts shared below will carry over.

Two common ways to search the Destiny Library Catalog are the Classic View interface and the Destiny Quest interface. Additional searching features in Destiny may include *WebPath Express*, *FollettShelf* and *One Search*, referred to as digital content subscriptions. Your library may subscribe to other digital content software. Below are brief descriptions of common searching options for in *Follett’s Destiny Library Catalog*.

- [Destiny Classic View](#) is a common interface used to search the Destiny Library Catalog. The classic view offers searching by keyword, title, author, subject and series. To gain an overall understanding of searching the Destiny Library Catalog in the classic view, access [Searching in Destiny Classic View](#).



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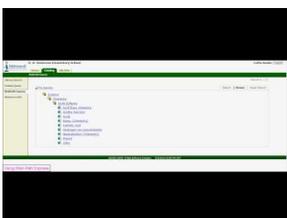
- Destiny Quest is a library search interface providing lists of the top 10 circulated books and newly arrived titles. In addition, this interface provides browsing a carousel of bookshelves, a view of book covers and links to title details from any computer with an Internet connection. Students can share and post book reviews with friends and create reading recommendations. Destiny Quest offers three types of searches, basic, advanced and visual. To learn more about using Destiny Quest, access the [Searching inDestiny Quest View](#).



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- WebPath Express is an educational search tool that provides researchers with over 70,000 trustworthy, relevant websites integrated with Destiny Library Manager. WebPath Express offers “monthly themes” with sample websites on various topics. It also offers “weekly spotlights” highlighting newsworthy subjects. Web search results display brief descriptions and interest grade levels to guide you to appropriate content. To learn more about using WebPath Express, access [Using WebPath Express in Destiny](#).



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- FollettShelf can be used to locate e-books available in your local library. For a general understanding of FollettShelf, access an [overview](#).



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E-books can be read in two ways, as a guest ([online only](#))



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Click image to the left for more content.

or as a patron ([checking out an e-book](#)).



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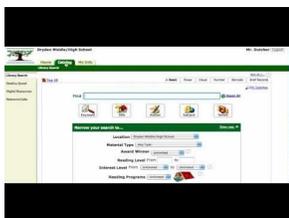
FollettShelf allows patrons to create their own personal lists. Access [FollettShelf and Personal Lists](#) to learn more. A discussion on general eBook availability will be shared later in this chapter on eBooks.



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- [One Search](#) searches multiple resources with one query. Patrons can search the library collection, encyclopedias, Internet libraries, reference databases and search engines with One Search. Access [One Search Overview](#) here.



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General Information About Nonfiction and Reference Books When searching the library catalog for nonfiction and reference books, always note the call number of the resource. The call number will help you locate the item on the library shelves. After finding the local print resource, there are a few strategies that will help you locate information within the resource. The first is the table of contents or TOC. Often the front of a book contains a section listing chapters and/or articles with page numbers. Look through the TOC to find relevant chapters. Other places to search are the index and glossary in a print resource. These can usually be found in the back of most books. The index has keywords or themes alphabetized with corresponding page numbers so you can refer directly to the information on a page. The glossary defines words used in the resource, similar to a dictionary. If you are having trouble finding items in the library catalog or on the library shelves, consult your librarian.

Primary Sources are considered first hand accounts of an event in contrast to secondary sources which interpret the original information. Information on determining [primary sources](#) can be found here.



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[The Library of Congress](#) is a great place to find primary sources for a research project. Another site to access to find primary sources is *Badgerlink*. A link on how to find primary sources through *Badgerlink* is below, under BadgerBites: Primary Sources.

Library Databases provide students with well-sourced, efficient and exhaustive information that can be used for research, curiosity or just for reading pleasure. Students sometimes make the mistake of assuming that a library database is the same as a website, when, in fact, this is not true at all. A library database is accessed from the Internet, yet the information found therein is actually reprinted from physical print sources. Another important difference between a library database and a website is that much of the text that one finds on a library database is not available on the Internet. Because of this important difference, it follows that much of the information contained in a library database is composed by professionals or experts in their field, while websites simply contain information from both expert as well as non-expert sources. Explanations of a few popular databases are listed below.

- [Badgerlink](#) is a project of the Wisconsin Department of Public Instruction, Division for Libraries, Technology, and Community Learning. Its goal is to provide free access to quality online information resources for Wisconsin residents in cooperation with the state's public, school, academic and special libraries and Internet Service Providers. Wisconsin residents will need to enter their public library name and library card number to access *Badgerlink*. Users can search approximately 20,000 full-text magazines, journals, newspapers, reference materials and other specialized information sources. Included are over 8,000 full text magazines and journals, over 1,500 newspapers and newswires, and approximately 6,800 full text books. In addition, Badgerlink provides access to automobile repair manuals, company profiles, country economic reports, industrial reports and yearbooks, biographies, primary historical documents, charts, images, schematics, maps, poems, essays, speeches, plays, short stories, author audio programs and book readings, author video programs, book reviews or discussion guides, and many other full text resources not available through regular internet search engines. Badgerlink also connects users to WISCAT (the online catalog of Wisconsin library holdings), OCLC WorldCat (an international database of library holdings), directories of libraries, digitized library collections, and other information. To gain an overall understanding of *Badgerlink*, access [Using Badgerlink and Student Researcher](#).



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Below is a list of the tutorials for resources available through *Badgerlink: Student Research Center*.

[Student ResearchCenter](#)



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BadgerBite: Primary Sources



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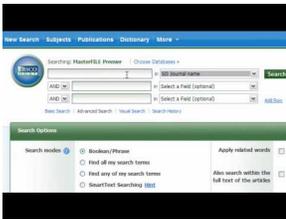
BadgerBite: Finding Census Records



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BadgerBite: ConsumerReports



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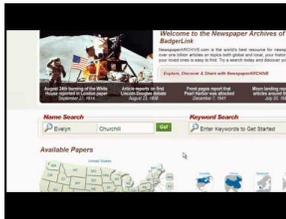
BadgerBite: Literary Criticism



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BadgerBite: Finding Obituaries



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- – [BadgerBite: Primary Sources](#) jakdjfkeoieakjfiadjfka;ddfjierja;jfeijra;jfei;aierajksjdfsdjfa
-
- * [BadgerBite: Finding Census Records](#)
 - * [BadgerBite: ConsumerReports](#)
 - * [LiteraryCriticism](#)
 - * [FindObituaries](#)
 - * [Student ResearchCenter Quiz](#)
- [AutoRepair Reference Center](#)
- [History Reference Center](#)
- [KidsSearch](#)
 - * [KidsSearch Quiz](#)
- [Literary Reference Center PowerPoint Resource](#)
- [NoveListOverview](#)
 - * [NoveList: Finding Reading Recommendations](#)
- [NoveListK-8Overview](#)
 - * [NoveListK-8: Finding Reading Recommendations](#)
- [Science Reference Center](#)
 - * [Science Reference Center PowerPoint Resource](#)
- [Searchasaurus](#)
 - * [Searchasaurus PowerPoint Resource](#)
- [SIRS Issues Researcher](#) is a general reference database containing thousands of full-text articles exploring over 300 social, scientific, health, historic, business, economic, political and global issues. SIRS (Social Issues Resources Series) provides well-documented articles, primary source documents, websites and multimedia representing pro/con viewpoints. View a brief video here for an overview of [SIRS Issues Researcher](#). To fully understand the specific features of SIRS, access [SIRS Issues Researcher Video Training](#) and complete the quizzes at the end of each chapter. A link to SIRS, as well as the username and password, can be found on the Destiny Library Catalog HOME page.
- [CQ Researcher](#) is a general reference database offering in-depth, non-biased coverage of today’s most important issues. Single-topic reports cover health, social trends, criminal justice, international affairs, education, technology, environmental issues and the economy. *CQ Researcher* is a great resource for current and/or controversial issues. To learn more about CQ Researcher, access [CQ Researcher Video Tutorial](#). A link to *CQ Researcher*, as well as the username and password, can be found on the Destiny Library Catalog HOME page.
- [Background Notes/Country Fact Sheets](#) is a free web site, created and maintained by the U.S. Department of State. This web site provides facts about countries and regions of the world, information about the State Department, policy issues, economics, energy, environmental issues, civilian security and democracy. The website, Background Notes/Country Fact Sheets, can be accessed at the [U.S.Department of State](#).

- Encyclopaedia Britannica is a free online encyclopedia available through Badgerlink. Britannica provides over 73,000 articles accessible by keyword and phrase searching. Britannica also provides access to Merriam-Webster's Collegiate Dictionary and Thesaurus. Access an information guide at [Welcome to Britannica](#) or open the following link to view an [Encyclopaedia Britannica Tutorial](#).
- World Book Online is a subscription reference tool that includes encyclopedic, multimedia, e-book and primary source databases, integrated into a single search. Each subscription provides access to World Book Kids, World Book Student, World Book Advanced and World Book in Spanish. A link to *World Book Online*, as well as the username and password, can be found on the Destiny Library Catalog HOME page. Click here to download a PowerPoint Tutorial about World Book Online. Complete at least one of the [World Book scavenger hunts](#) to investigate the resources available in World Book Online.
- eBooks are books in an electronic format read on your mobile device. They provide easy keyword searching. eBooks can either be purchased or borrowed from a number of sources. Some sources for free or borrowed eBooks are [Project Gutenberg](#) and [Wisconsin's Digital Library](#). Project Gutenberg offers public domain, full-text eBooks to any individual. Wisconsin's Digital Library offers full-text eBooks to any individual with a Wisconsin public library card.

2.4 Finding Appropriate Resources on the Internet

Before delving deeper into this chapter, it is imperative to share a few thoughts about using *Wikipedia* ! Most colleges and college professors do NOT consider *Wikipedia* as a “citable source” for a college paper. A “look but don’t cite” policy is applicable to *Wikipedia* information. It might be an excellent place to “jump-start” your research but remember to verify the information found in *Wikipedia* in another reputable source. A web site can be reputable if it checks the facts first before publishing information. *Wikipedia* publishes information first and checks the facts later. Remember anyone can publish anything on *Wikipedia*. You may be reading and/or citing a *Wikipedia* article before the facts have been checked providing you with incorrect information. Eventually the *Wikipedia* fact-checkers will discover the error, but for a while the error will exist. This chapter hopes to provide information on Internet basics, domain names, search engines, meta-search engines, subject directories, authentic web sites, the invisible web and QR codes. Access a [Web Overview](#) for general information or work through the specific information below.

- **Internet Basics** : No one person can claim credit for the Internet, although its origins can be traced back to the 1960s and the U.S. Department of Defense. Access the following link for [a brief history](#) of the Internet. The Internet is the largest computer network in the world connecting millions of computers. A network is a group of two or more computer systems linked together. Access the website, [What is the Internet?](#) and complete the Internet activity. It will help you understand types of computer networks, servers, clients, and how they communicate. A glossary of common Internet terminology can be found at [Internet & Web Jargon](#) .
- **Domain Names** give each Internet web page its own unique address. The first part of a web page address (http or hypertext transfer protocol) indicates its protocol or access method. The protocol defines how messages are formatted and transmitted. The next part, after the double slashes (//) is the net address and domain name. The domain name indicates the type of source posting the information or where the resource is located. The domain name helps you judge the validity of the information and identify potential bias of a website. The table below lists common domain abbreviations.

TABLE 2.6:

<u>Domain Abbreviations</u>	<u>Type of Organization</u>
.edu	Educational institutions, such as colleges & universities
.com	Commercial business, companies and organizations, such as commercial companies
.gov	Government sites
.mil	Military sites, such as the Pentagon
.net	Originally intended for network administrative sites, which are networks running other networks
.org	Originally intended for organizational sites, such as public and non-profit businesses and groups

- **Search Engines** are not created equal. Every search engine is slightly different. Some allow for “natural language” searching while others automatically insert the word “and” between each search term and still others allow for “subject” or “keyword” searching. Knowing various search engine features and the manner in which they display results are important to conduct successful Internet searches. Remember to carefully read the “help page” for the various search engines. The “help page” will specifically discuss the syntax, or the specific search language, used by a particular search engine. Search engines are large databases of web documents that rely on automated programs such as robots, spiders, or crawlers to match important words and phrases to web documents. Search engines do not use humans to organize or evaluate results so

they can produce irrelevant results. They automatically match words and phrases without regard for their meaning. (Valenza, 14) With hundreds of search engines available on the Internet, it is often difficult to know which one will offer the best results for your topic. To review matching a search engine choice to the type of information you need, access [Choose the Best Search for Your Information Need](#) . For a comparison chart reviewing the features of *Google* (the largest general purpose search engine), *Yahoo! Search* (a large general search engine) and *Exalead* (a smaller search engine that conducts highly-specific searches, intended for experienced and scholarly researchers), access [Recommended Search Engines](#) posted by UC Berkeley. Remember, search engines “come and go.” A search engine available at one time may no longer exist. Check out [Dead Search Engines](#) for a list of search engines no longer useful for research purposes. Since two of the most highly accessed, general search engines are *Google* and *Yahoo*, it is important to share some specific information about successfully searching each.

- **Google** is considered the largest general reference search engine available today, intended for a typical researcher. In addition, *Google* has other databases available including Images, Maps, News, Blogs, Books and Scholar. Specific information about searching Google can be found at [The Four Nets for Better Searching](#) .
- **Yahoo** is considered a large general reference search engine, also intended for a typical researcher. Information for successful searches in Yahoo can be found at [Tips for Using Yahoo](#) .
- **Meta-Search Engines** do not have databases of their own. They search simultaneously across multiple search engines and display top sites. Although meta-search engines offer comprehensive searching, bigger is not always better. They may take more time to display results giving you only a partial result list in the time it would take to get a full result list from a standard search engine. The UC Berkeley Library does not generally recommend using meta-search engines as a primary search tool. To learn more about meta-search engines, access the [UC Berkeley Library](#) website.
- **Subject Directories** are catalogs of websites, collected, organized and maintained by humans, not robots, crawlers or spiders. Directory editors generally review and select sites for inclusion based on established criteria. Subject directories are usually arranged from large topics to progressively smaller subcategories. Generally they provide results of high quality and high relevance even though subject directories search a much smaller database of websites. Subject directories do not store databases of websites, but merely point to them. A subject directory is a good place to access when you want to find material related to your topic. The UC Berkeley Library provides [a table](#) comparing some of the best human-selected collections of web pages. Access a video [overview of subject directories](#) or read [The World of Subject Directories](#) . One example of a subject directory is [INFOMINE](#) .
- **Invisible Web and “The Deep Web”** are terms used to describe the huge amount of content that is difficult to find using traditional search tools. The Invisible Web often contains commercial databases that require a fee or login membership. Read about the [Invisible Web](#) to better understand this topic.
- **Authentic Web Sites** are web pages offering authoritative information. The Internet offers information from all over the world. It is important to evaluate what you find on the web since anyone can write and publish a web page. Considerations should include authorship, domain entity and ownership, evidence of publisher credibility, up-to-date information, documented sources, links to other resources and evidence of bias. One traditional method of attempting to determine authority of a web page author might be to conduct a web search to find information mentioned by others in the same field. A site offering good information about reviewing a web site is [Thinking Critically About World Wide Web Resources](#). It is divided into categories of content and evaluation, source and data, structure, and other issues. John Hopkins University also provides an authoritative web site on evaluating web pages at [Evaluating Information on the Internet](#). Download or print the [Web Page Evaluation Checklist](#) for a worksheet to help evaluate the validity of a specific web site. Use the checklist for practice on evaluating one of the following bogus sites, [Dihydrogen Monoxide Research](#) , [Clones-R-Us](#) , or [POP! The First Human Male Pregnancy](#) .
- **QR Codes** are those square barcodes found in everything from magazine articles to billboards. These Quick Response (QR) codes allow marketers to provide interactive content. By downloading a free barcode scanner app on an iPhone, iPad, iPod, or Android, you can scan a QR code to quickly take you to additional infor-

mation. “QR technology is most effectively used in situations where you want to add a dynamic component to communication that would otherwise be non-interactive.” (Dobbs 14) To read more about QR codes and watch a short video, visit [QR Codes](#).

As a summary to this chapter, complete a fun activity at [Fitness For Fun: A Web Page Scavenger Hunt](#) to quiz yourself on successfully finding quality information on the Internet.

2.5 Finding Appropriate Community Resources

It is important to also search community resources to find valuable information on your topic. This is considered primary research. Local experts are often available who can be interviewed to add a personal touch to your research project. Parents, grandparents, teachers and other local community members are resources often overlooked. Community members can be interviewed about a specific time in history, adding a personal perspective to your research project. A few examples of using a community resource for your research project are interviewing a relative or community member about the living conditions during the Great Depression, interviewing a Vietnam Conflict veteran or a survivor of the September 11th Terrorist Attack. Other examples would be interviewing local game wardens and county judges or visiting local sites of interest such as museums and private collections.

Before contacting someone for an interview, consider the following tips: introduce yourself politely, explain how you were led to the person, describe your purpose, mention any deadline, describe what you have already accomplished in your research, respect the other person's time, politely thank the person in advance and, if you get a response, follow up with a note of thanks. (Valenza 10) Additional interview tips can be found at [Interviewing](#).

An interview is only as good as the questions developed before an interview meeting. The success of any interview is based on creating good questions. A good site to read before developing interview questions is [Creating Good Interview and Survey Questions](#).

2.6 Conclusion for Chapter 2

Now that you have become familiar with many of the resources available to conduct your research, complete and print the [Online Research Planner](#) to map your project. You can use the planner to conduct your own research or use one of the [examples](#) linked here.

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CHAPTER 3**Use of Information****Chapter Outline**

- 3.1 INTRODUCTION TO CHAPTER 3**
 - 3.2 FILTERING RESULTS**
 - 3.3 EVALUATING INFORMATION**
 - 3.4 INTEGRATING INFORMATION FROM DIFFERENT SOURCES**
 - 3.5 CONCLUSION FOR CHAPTER 3**
 - 3.6 RESOURCE LIST FOR CHAPTER 3**
 - 3.7 REFERENCES**
-

3.1 Introduction to Chapter 3



MEDIA

Click image to the left for more content.

Welcome to chapter 3 in our online book, *Research Revealed: Find It, Write It, Cite It*. The focus of this chapter is on the use of information, including how to filter results, evaluate your sources and integrate print and multimedia into your final product.

Let's get started!

3.2 Filtering Results

Filtering Results

The amount of information available through library collections, online databases and the world wide web has exploded over the past few decades. Therefore, even when you conduct a very focused search with clearly defined terms you may still have hundreds or thousands of articles or items appear in your result list. There are several strategies for narrowing your results to a manageable level. This process requires that you use "limiters" or "filters" when conducting a search. Including this step in your research process will ensure not only a smaller number of resource but also the most useful for your paper or project.

Filtering Results When Using the Library Catalog

Library catalogs have a variety of filtering options depending on the library vendor. Common filters include date of publication, media type, availability, language, publisher, location etc. Contact your librarian for suggestions on how best to filter results in the library catalog.

Filtering Result When Using Common Database Limiters

The screenshot shows the EBSCO Academic Search Premier interface. At the top, the search term "test anxiety" is entered in the search box, with "Search" and "Clear" buttons. Below the search bar, there are navigation options: "Basic Search", "Advanced Search", "Visual Search", and "Search History". The search results page displays "15,671 Results for..." and a list of search filters on the left side, including "Full text", "References Available", "Scholarly (Peer Reviewed) Journals", "Publication Date: 2013", "Source Types", and "All Results". The main content area shows two search results:

- Test Anxiety Interventions for Children and Adolescents: A Systematic Review of Treatment Studies from 2000-2010.** By: von der Embse, Nathaniel; Barberian, Justin; Segool, Natasha. *Psychology in the Schools*, Jan 2013, Vol. 50 Issue 1, p57-71. 15p. 2 Charts. DOI: 10.1002/pits.21660. Subjects: TEST anxiety; PREVENTION; ANXIETY; EDUCATIONAL psychology; PERFORMANCE anxiety; TEST-taking skills; STRESS (Psychology); BEHAVIOR therapy; COGNITIVE therapy; BIOLOGICAL control systems; EDUCATIONAL tests & measurements. Database: Academic Search Premier. Add to folder.
- RELAX, IT'S ONLY A TEST.** By: PAUL ANNIE MURPHY. *Time*, 2/11/2013, Vol. 181 Issue 5, p42-45. 4p. Subjects: TEST anxiety -- Research; EDUCATIONAL tests & measurements; STUDENTS -- Psychology; RESEARCH; STANDARDIZED tests; EDUCATIONAL psychology -- Research; SHORT-term memory in children; UNITED States. No Child Left Behind Act of 2001; PSYCHOLOGICAL aspects; CHOKER: What the Secrets of the Brain Reveal About Getting It Right When You Have to (Book); BEILLOCK, Stan. Database: Academic Search Premier. Add to folder. HTML full text.

FIGURE 3.1

Periodical and other reference databases also employ a variety of ways to limit your search results. EBSCOhost's Academic Search Premier, a commonly available database which has a number of ways to limit results, will be used for demonstration purposes.

However, before you can limit results you need to make sure that your basic search is on target. In the example above, the terms *test anxiety* results in over 15,000 documents and includes a number of titles that deal with a variety of anxieties – not just test anxiety. The proper way to keyword search this topic is to place quotation marks around

the phrase “test anxiety” which results in 746 titles.



MEDIA

Click image to the left for more content.

To be even more precise, you should use rely on SUBJECT TERMS (or the database’s thesaurus) and select the proper subject term. Watch this short tutorial (no audio) on how to search using subject terms and refining your results by [Full Text](#), [Publication Date 2000-2013](#) and [Scholarly Journals](#) only. The number of results drops to 117, a much more manageable list of resources.

Go to the Ebsco [trainingcenter](#) for additional search assistance. Other database vendors will also have training and support available to assist you.

Filtering Results When Using Search Engine Limiters

Google is one of the most commonly used search engines and it has a number of sophisticated search features to help you limit and filter your results. We will use Google to demonstrate internet search strategies.

“phrase”: Use quotation marks to search for a phrase

- Example: "test anxiety"

site: Return results from the specified site only (site:docx)

- Example: Jefferson site:archives.gov will return results about Jefferson from the National Archives only. "test anxiety":site.edu will return results on test anxiety from educational institutions.

filetype: return files of the extension you specify (filetype:doc)

- Example: Thomas Jefferson filetype:ppt will return Powerpoint presentations on Thomas Jefferson. "Test anxiety" filetype:docx will return Word documents related to test anxiety.

minus (-): Eliminate irrelevant results. There must be a space before the minus sign. There must not be a space between the minus sign and the word you want to eliminate.

- Example: pluto -disney

The panel below the **Simple Search** box also allows you to limit or filter your results to only images, maps, shopping, etc. The **Gear Icon** located upper right allows you to select **Advanced Search** which provides you with a powerful way to build a search strategy.

More information about searching effectively using Google is available from the [Google PowerSearching and Advanced Power Searching](#) tutorials. Other search engines use similar search strategies, so before you begin your research take some time to familiarize yourself with them.

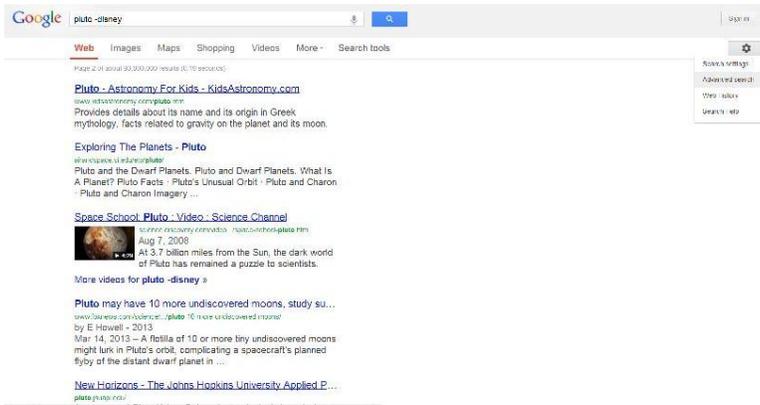


FIGURE 3.2

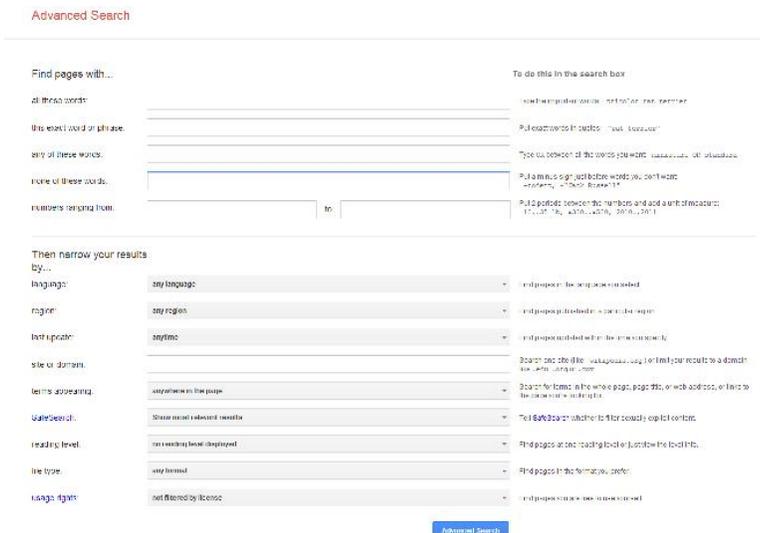


FIGURE 3.3

3.3 Evaluating Information

Evaluating Sources

Many students find that searching for information on a topic is the most enjoyable part of the research process. However, you must leave time to evaluate your results, integrate information from different sources, and write your paper or project. Following research into areas not within the scope of your project may be interesting and fun, but it is not productive. See Chapter One for details on how to form your research question and Chapter Two for finding relevant resources.

The evaluation process should occur for both print and digital resources anytime during the research process. Whatever topic you are researching, question you are answering, decision you are making, or opinion you are developing, the tools for evaluation remain the same: Currency, Reliability, Authority, and Purpose/point of view (or CRAP). You may not have to use all of these tools in every instance but it is important to consider them.

Currency



Checking for timeliness will help limit your search results. For most topics you want the most up-to-date information. Many library catalogs and journal databases offer a date limiter or date sort feature which will help you focus on more current items.

Don't assume that everything on the web is current. Some things to consider are:

- publication date of articles
- copyright and revision date of books
- date a website was first posted or page revised

Typically, science and technology resources should be more current. Humanities and social sciences may not be as time-sensitive. When evaluating websites, broken hyperlinks suggest that the entire site may not have been updated recently.

Reliability



A web search can result in millions of hits and many are selling products, services or a point of view. Obviously, finding a lot of information is not the same as finding reliable information. How do you know if those sources are reliable and useful for your research?

Here are some questions to ask as you look at the resource:

- What kind of information is included?
- Is the information consistent across multiple print and digital resources? For example, if your topic is on the effect of the deficit on the U.S. economy, does the resource you are evaluating share common statistics on the numbers and size of the deficit with your other sources?
- Does the author provide only facts or opinion, or is there a balance?
- Are statistics, quotations and facts cited?
- Is the article from a [peerreviewed](#) journal?
- Does the periodical appear as part of a subscription service, like EBSCOhost?
- Is the website hosted by an organization, government agency, or educational institution?
- Are there spelling, grammatical or editing errors? If so, this may reflect on the care with which other information is presented.
- Read the *ABOUT THIS SITE* information. What does it say about the author or organization?
- Do other websites link to the site? To find this information use the Google Link feature as described below:
 - In the Google search box, type **link:and the URL of the site**. The results will point to pages that link to the site you are evaluating. This is not a complete list of sites only representative, but it will provide you with a sense as to the value of the website.

Authority



The question of who is publishing the material you found and want to use for your research is critical.

The individual or organization responsible for the information is particularly important when you use web resources. The web is a publishing platform that provides billions of pages of information from a variety of sources, from world renowned experts to the guy in his basement who only has a strong opinion and not much else.

Typically, print materials can be considered more reliable than web resources. There are usually editors, reviewers and publishers who stand behind the content. They have a reputation to protect in the publishing world. The same can be said for online databases that provide access to articles and reports available through digital content vendors (i.e.EBSCOhost) or libraries.

Here are some questions to ask as you look at the resource:

- Who is responsible? Is it an individual, organization, school, government or a class of elementary students? Often a personal site includes a tilde , the % sign, a personal name *jsmith* or the word *user* in the URL.
- If it is an individual, what are their credentials? You can use the Internet to find out who the author is or look at the ABOUT section on the webpage. You can also look up authors in biographical database or journal databases The factors to consider when looking at individual credibility are:
 - Education
 - Experience
 - Publications
- Do they match the topic he/she is discussing? For example, you are investigating the financial benefits the space program has on our economy. Dr. Emerson, who has a Ph.D. in economics, is an expert on the NASA budget. Her writings on that topic would be useful. However, if she is also writing on the possibility of life on Mars, that information would be of limited value for your project.
- What companies or organizations are advertising on the site?
- Another factor to consider when looking at credibility is the publisher. Is the document published on a university website or by a university press? A university will publish more scholarly and authoritative work. A professional organization or government will also publish works that are more reliable. Articles from the popular press may not be as reliable or provide complete information.

In addition, just because an author has posted numerous pages on the web does not mean the information is more valuable. Simply put, a lot of information does not equal good information.

Purpose/Point of View



What is the general purpose of the resource? Whether the information is found in a book, article, or on a website, determining what the author's intention is will help you decide whether to incorporate it into your project.

Here are some questions to ask as you look at the resource:

- What is the author's point of view? Is their point of view in the minority or majority?
- What audience is the author trying to reach (high school students, elementary students, consumers, professionals in a particular field, etc.)?

Websites provide you with additional clues as to the purpose. By looking at the domain name you can evaluate the site purpose and possible point of view.

TABLE 3.1:

Domain Name	General Description	Example
.edu	academic institutions such as school districts, colleges or universities)	www.harvard.edu
.gov	official U.S. federal agency or office	www.whitehouse.gov
.org	organization (often non-profit) or individual who is often advocating for a cause	http://www.npr.org
.com	commercial entity or business selling a service or product	www.google.com
.net	originally used to identify Internet service providers	www.charter.net
.mil	U.S. military branches	www.army.mil
.wi.us	some state-supported institutions of Wisconsin use .wi and the .us domain	www.ifls.lib.wi.us

Some Additional Suggestions

- Search engines may send you to a page buried within a website. It is best to go to the home page to begin your evaluation.
- You can easily become lost on the net by following links to other sites. Be cognizant of where you are as you conduct research on the web.
- Numerous images and multimedia may look interesting, but it does not mean that the data is reliable.

Activity: Be a WSI: Web Site Investigator Information Forensics

This site provides you with an opportunity to think about how to evaluate web resources by offering several scenarios to consider.

3.4 Integrating Information from Different Sources

Integrating Information from Different Sources

Once you have located, filtered and evaluated the resources for your paper or project it is time to consider how to make the information your own. Research is not merely copying information from a variety of sources, it requires **synthesizing** and adding your own thoughts and conclusions. In some cases, it may even generate further questions that can be explored in later research. As you begin to review your research make sure you have met the requirement for the types and quantity of resources as assigned by your instructor and review the sources to ensure that you have a balance of ideas and viewpoints.

Organizing Research

Below are a variety of strategies for organizing your research.

Timelines are good method when you are focused on a specific timeframe. It helps you place events and individuals into chronological order and see the big picture.

Concept maps help you organize ideas around a central topic and show supporting details. The ideas that you generate allow you to integrate old and new knowledge, make connections, see patterns, identify gaps in knowledge, review information and discard irrelevant information.

Cause and effect is useful to show links between events or links between cause and possible results. It may help you predict what might come next or how one activity or decision might impact future events.

Contrasting viewpoints can help you develop an opinion project by helping you organize both sides of the argument.

Organize weakest to strongest argument is helpful when you have to prepare a persuasive project. This strategy will help you determine the strength of your argument.

Problem and solution will help you to sort information by whether is it part of the problem or part of the solution. These two category strategy also helps you discard information that does not fall into either category.

Topic outline is a classic way to structure main ideas and information by level of importance. By outlining by main idea and subpoints you determine which ideas are important and which ideas need more support.

Venn diagram is a series of overlapping circles helps you to compare and contrast. In each circle facts are listed. Where facts are shared the circle intersects. The graphic helps to show connections between people, situations, events or how they may differ.

Below are some websites that provide examples of graphic organizer which can be used for organizing your research.

- [Graphic Organizers &Outlining](#) from Bucks County Community College
- [ResearchPaper Outline Graphic Organizer](#) by Michelle Quirk, Ithica College
- [Graphic Organizers](#) prepared by Tracey Hall Nicole Strangman. National Center on Accessible Instructional Materials at CAST, Inc.
- [Graphic Organizers](#) developed by Houghton Mifflin Harcourt Publishing

Quoting, Paraphrasing and Summarizing

Using quotations, paraphrasing and summarizing allows you to integrate other's thoughts and ideas into your research. Below are three common methods to build on the work of others and create your own knowledge.

Quotations are used because the the exact words of an author can be a powerful method of engaging your audience. Weaving quotes from a number of sources into your project will add both interest and authority. However, they have to be used carefully and support your own thoughts and conclusions. Remember that a quote must be copied exactly and cited.

Paraphrasing allows you to take the words of an author and put them into your words. This is helpful to maintain your own voice and avoid having too many quotes. Paraphrasing requires a citation.

Summarizing is blending the thoughts and words of several authors around a common theme in your own words. You must give the authors credit by citing them.

For helpful information on quoting, paraphrasing, and summarizing visit *The Writing Lab The OWL at Purdue University* <http://owl.english.purdue.edu/owl/resource/563/1/>.

3.5 Conclusion for Chapter 3

I hope this information has been useful to you. If you can filter your results, evaluate your resources, integrate the concepts of others with your own ideas, and develop new and interesting conclusions - you are not only a researcher - you are a **knowledge creator!**

Best of luck on your project.

3.6 Resource List for Chapter 3

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"Evaluating Sources." Jean and Alexander Heard Library, Vanderbilt University, June, 2008. Web. 9 Mar. 2013. <<http://www.library.vanderbilt.edu/central/Soc/crap.pdf> >

"Graphic Organizers." Houghton Mifflin Harcourt Publishing. n.d. Web. 13 Oct 2012. <<http://www.eduplace.com/graphicorganizer/>>

"Graphic Organizers & Outlining." Bucks County Community College. n.d. Web. 13 Oct 2012. <<http://www.bucks.edu/academics/tutoring/handouts/writing/graphicorganizersoutlining/>>

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Images. Web 9 Mar 2013, <<http://schools.iclipart.com/>>

3.7 References

1. . . CC BY-NC-SA
2. . . CC BY-NC-SA
3. . . CC BY-NC-SA

CHAPTER

4

Sharing Knowledge, Taking Responsibility and Project Self-Assessment

Chapter Outline

- 4.1 INTRODUCTION TO CHAPTER 4
 - 4.2 SOCIAL MEDIA
 - 4.3 PLAGIARISM AND COPYRIGHT
 - 4.4 CITING YOUR SOURCES
 - 4.5 KNOWING A GOOD JOB HAS BEEN DONE
 - 4.6 WORKS CITED
-

4.1 Introduction to Chapter 4

In this chapter you will find yourself on the home stretch of your research project. Just as important as the actual content of your research is correctly giving credit to the sources you have used on your research journey. Citing your sources and not committing an act of plagiarism is crucial in the research process.

As our world continues to be heavily reliant on social media, we will see the influence it has on our research topics and how we cull information from our world. How do we cite sources such as Twitter and Facebook? Is including what has been written on a social media site appropriate for your research paper?

And finally, when can you say, “I am finished with my research.” In addition, do you believe that you did a superb job? Self-evaluation is critical to assessing the content and delivery of your project.

4.2 Social Media

Social Media

What is Social Media?

Social media is a way for groups of people to join together on the Internet to share and exchange ideas and opinions. Facebook, Twitter, LinkedIn, MySpace and Google+ are all examples of sites that people from around the globe use to come together.

Social media allows us to stay in touch with people we know or have known. Social media sites enable people to have daily interactions that otherwise would normally not occur.

Social media is a powerful tool for generating a buzz about what is happening in the world. It also provides a forum for giving both positive and negative reactions to what is transpiring.

In February 2004 Mark Zuckerberg, a sophomore at Harvard University, launched Facebook. It was his idea to connect the 6,000 on the Harvard campus so they could share information about themselves and stay connected to friends and family. He soon expanded this connection to other universities and then to high schools. Starting in September 2006 the Facebook site was open to anyone with an e-mail address.

2006 found another major social media player entering the world – Twitter. The three founders, Jack Dorsey, Evan Williams, and Biz Stone wanted to send short messages via their cell phones. A tweet, or a message on Twitter, can only be up to 140 characters in length. Today there are over 500 million users of Twitter with 200 million active users.

Although Facebook began as a US site for college students, it took the global lead in social networking with more than 70 percent of it's users outside the United States as of early 2011. Today it has over 1 billion monthly users. Social media has become a global phenomenon and it has taken less than a decade to achieve this status.

Sharing of credible information via social media

Randi Zuckerberg, the marketing director of Facebook, introduces the concept of “the trusted referral” which is an integral piece of content sharing on Facebook. It has been determined that it is tremendously more powerful to get a piece of content such as an article, news clip, video, etc from a friend. People are much more likely to watch, listen or read and engage with the content when it has been delivered via a friend.

Although people will continue to consume content from experts and trusted news sources and journalists directly, when a news clip is forwarded from a friend they are putting their own personal stamp of approval on the content. They are saying, “I recommend THIS piece of content to you out of all the content that is out there” – just as they would recommend a restaurant or movie. (O'Connor, p 26).

More and more news/broadcast companies and journalists are building a significant presence on Facebook to engage with Facebook users and help eliminate the “middle man”. News affiliates attempt to build the notion of the trusted referral to assist with the viral spread of content. When journalists can enlist Facebook users to market and share their content, it is an extremely powerful way to share credible news and information.

Facebook users join groups to discuss issues that are important to them. They “like” or become fans of celebrities, brands, public figures, and businesses. They use applications to see photos of their friends traveling the world, read their friend's blog posts, and keep up-to-date with news and content. Many people hear about current events through their Facebook friends' posts even before they get it from a news site. Journalists are discovering what a powerful tool social media is to share their content.

The same is true for Twitter as more and more people are getting their news from Twitter. In most cases it is not just because journalists and news sources are Twittering, but from people tweeting as live news unfolds.

If anybody believes that citizen reporting and social media are likely to overtake rather than complement traditional media, that person likely has not attempted to follow a major news story through social media alone. (Palser p. 37). The earthquake in Haiti is an excellent case in point.

Nearly one week after the earthquake, the Twitter hashtag #Haiti was still providing updates at a rate faster than one per second. The majority of the posts related to donation drives and benefit efforts around the world. Occasionally posts about missing loved ones and news updates would filter through. Many of the news updates were re-tweets from traditional news organizations such as CNN and the Wall Street Journal.

At the same time, on Facebook, a group called Earthquake Haiti had gained 265,000 followers by the Monday after the natural disaster. The activity was a little less frenetic than on Twitter, with new posts every minute or so.

Although these social platforms shared numerous stories of victims and their loved ones searching for them, it is evident that social sites are best at getting a speaker's message out to their network of friends and acquaintances as compared to organizing the messages with context and perspective.

It must be factored in that the tremendous amount of work done by journalists to report from the scene of a news event and to keep magazines, newspapers, television stations and websites up-to-date with information has a essential role in delivering the message.

Citing Social Media

As we continue to get out information from diverse sources, the need to cite information in more varied formats exists. When including information from social media sites in your research, these sites must be included in your citation listing.

Twitter

APA Twitter handle (Author). (Year, Month Day of tweet). Full text of tweet [Twitter post]. Retrieved from [fill in your website here].

Facebook

APA Username or Group Name. (n.d.). In Facebook [Page type]. Retrieved Month Day, Year, from <http://www.facebook.com/specificpageURL>

4.3 Plagiarism and Copyright

Plagiarism Copyright

As early as preschool, children are taught that copying pictures or words from another child is not acceptable. As they continue through their school years, they learn that it is not permissible to copy from books, magazine and newspaper articles. Students are told to give credit to their sources in their completed projects. Although students are given many warnings throughout their school years about plagiarizing others, many still do not understand what plagiarism is. It is understandable that plagiarism is a difficult concept to decode.

Collecting information, writing and executing a research paper can be overwhelming. In addition, your thoughts and opinions need to be backed up by the expertise of others to support your inquiry. This can become very labor intensive. Building a strong research paper can become difficult and plagiarizing the works of other's can become tempting for a variety of reasons.

Some students do not have a vested interest in their research paper and just want to earn a letter grade for the course. They do not care if they actually learn something in the process. Even students who are quite responsible tend to plagiarize also. These students are afraid of getting a low grade. It seems unfair to them that others will get a higher grade by plagiarizing and they do an honest job and might receive a lower mark. While others plagiarize because it seems easier than doing one's own work and they do not believe that they will get caught.

Procrastination is arguably the most common factor why students fail to complete an assigned research paper. It may be that the student doesn't know where to begin, doesn't have the time to invest in the project or just feels that he/she has better things to do with their time. Procrastination can lead one down the road of temptation to plagiarize the work of others.

Plagiarism is not just an issue at the middle or high school level. Although it is predominant with college level students, professionals in top level positions have let their temptation to plagiarize get the best of them. As recent as January 2013, plagiarism has been in the news. A top school administrator in Canada resigned after admitting to plagiarizing material for a newspaper article. Chris Spence, who was appointed director of education for the Toronto District School Board in 2009, handed in his resignation after issuing an apology for plagiarizing a large part of an article that was published in the Toronto Star.

Interestingly, plagiarism has not always been deemed as unacceptable. For a large portion of history, using the thoughts and ideas of another writer was encouraged. It was thought that knowledge should be shared, not hoarded. The Greek notion of imitation, known as mimesis, influenced writers during the Middle Ages. It wasn't until the 16th century that copying and sharing one's ideas was no longer common practice. The first copyright laws were passed in England in 1790 and the United States in 1790. Mimesis was now illegal. Plagiarism really was not an issue until writers began to see their work as their trade and relied upon it for income.

While copyright violation is a legal issue, which will be discussed later, plagiarism or idea theft is not governed by the law but can be disastrous to someone's reputation and career.

So what exactly is plagiarism? Plagiarism is purchasing, borrowing or stealing someone else's written word and presenting it as your own. It is

using someone's ideas word-for-word and not giving the author credit. It also includes putting into your own words someone else's ideas and not giving the author credit.

The term plagiarism comes from the Latin word *plagiarius*, meaning kidnapper, has existed for centuries. It is with the creation of the Internet that it has been much easier to plagiarize. Accessibility is really a big part of the puzzle as to why plagiarism is so much more prevalent that it was in the past. Students believe the practice is "trivial" or "not cheating at all." A recent study from Rutgers University and the Center for Academic Integrity at Duke University

found roughly 58 percent of almost 18,000 high school students said they had copied information from the Internet without citing the source.

The definition of plagiarism often includes copying someone else's ideas. To some students this can be misleading. Isn't it possible for more than one person to have the same idea independent of each other? In addition, copyright law states that ideas should be allowed to circulate freely. Many educators would be in agreement with this statement. However, students are often take advantage of this fact.

The key to avoiding plagiarism is to make sure you give credit when and where it is due. This includes giving credit for something somebody said, wrote, emailed, tweeted or drew. Many professional organizations, including the Modern Language Association (MLA) and the American Psychological Association (APA), have concise guidelines for citing sources.

Plagiarism and the Internet

"Internet plagiarism is probably by far the most common form of cheating, or academic dishonesty. (Kuo, 2005) The availability and ease of access is the culprit for a rise in plagiarism. Students were once apt to using bits and pieces of a book, magazine or newspaper article. Now, with Internet accessibility students use large pieces of entire papers that can be found on the web.

More and more schools are using "Turnitin.com" to detect plagiarism in student papers. On the flip side, some school find "Turnitin.com" to be controversial. They say it is assuming guilt on the student's behalf. It sends a message to students that their teachers do not trust them.

Academic cheating, which includes purchasing term papers, has been transpiring before the creation of the Internet. The Internet has just made cheating so much more accessible. With just a click of the mouse, copying and pasting has made it so incredibly tempting and easy to take the words of someone else and make them your own.

Often students do not think a teacher will check up on them to verify their work. To combat this mentality more teachers are requiring term paper outlines and are monitoring their student's writing steps along the way.

Some teachers may require copies of the research articles used to verify the information included in their research paper.

Students only need an Internet connection and credit card to purchase papers from a term paper mill site. Unbelievably, these sites try to turn the table on libraries, teachers and research in general. On OtherPeople's Papers they have used this promotional language: "After wasting countless hours at libraries, bookstores, and online, I finally realized that it was easier and cheaper to have a research model provide the information I needed." – Bob S. . . " It is quite apparent that Bob S. is completely missing the reasoning for attending school and learning.

After paying \$200 or more for a term paper, a student isn't even guaranteed that the paper will be well written. In fact, there are no money-back guarantees. Not only is a student risking the possibility of being caught cheating, but an added consequence is a low grade. Mostpopular-term-papers.com claims to "use a variety of plagiarism detection resources to ensure your term paper is plagiarism free and won't end up in mass term paper database." Isn't it wonderful that these sites are guaranteeing the paper is "plagiarism free?" At the point when a student claims the work to be their own, it becomes a work of plagiarism.

Why is plagiarism so prevalent then? Joe Saltzman, associate mass media editor of the USA Today and associate dean and professor of journalism at the University of Southern California argues that lying is a way of life for most Americans. Saltzman states that dishonesty has corrupted the heart of our country. Everybody lies from the president of our country, clergy and church officials and parents to their children.

Plagiarism vs Copyright

One of the biggest misconceptions about plagiarism is that it is synonymous with copyright infringement. Copyright is a set of laws that governs the creation, reproduction, and distribution of original works. Plagiarism, in comparison is the act of stealing and passing off someone else's ideas or words as one's own without giving credit to the author. Typically, no law governs plagiarism, unlike copyright. Ultimately, plagiarism is about idea theft.

TABLE 4.1:

Copyright	Plagiarism
Using someone else's creative ideas which includes text, song, video, art, photograph and other creative works, without authorization	Using someone else's idea (usually a written idea) without giving proper credit for the idea.
Enforced by the courts	Enforced by the schools
Penalties include fines and imprisonment. Copyright infringement is a blend of civil and criminal offenses.	Forbidden by institutional code. The penalties include failing grades or expulsion. It is also enforced by public censure.

Rubrics**Note Taking Rubric****TABLE 4.2:**

Criteria for Note Taking	Advanced	Proficient	Basic
Accurate/ Complete	All information is accurate. Notes have an abundance of details to support the main ideas. Information has been culled from reliable sources.	The majority of the information is accurate. Notes have a fair amount of details to support the main ideas. Sources are given but, some do not appear to be completely reliable.	Some information is not accurate. Note have a limited amount of details to support the main ideas. Sources are not given.
Notes relate to my topic and research questions	All notes relate to the topic. The notes answer all of the research questions.	The majority of the notes relate to the topic. The notes answer most of the research questions.	Only a minority of the notes relate to the topic. The notes answer very few of the research questions.
Use of own words/Appropriate words used	All notes are in the student's own words. Word choices are appropriate.	Some of the notes are copied from other sources... Some word choices are questionable.	All notes are directly from resources. The majority of word choices are questionable.
Well organized	All notes are organized. Separate note cards are used for each question.	The majority of the notes are organized. Some note cards include more than one question.	There is little to no organization of the notes. Individual note cards Are not used for different questions.

Rubric for Assessing Bibliography**TABLE 4.3:**

	Advanced	Proficient	Basic
Number of sources	Cites more than five different kinds of sources.	Cities at least three different kinds of sources.	Cities fewer than three sources.

TABLE 4.3: (continued)

Citation Style	All citations are complete. Observes APA or MLA conventions, using a consistent style for citations.	Almost all citations are complete. Observes APA or MLA conventions, but the style is not always consistent.	Almost all citations are incomplete. Does not follow a consistent style.
----------------	------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------

Self-Assessment Rubric**TABLE 4.4:**

	Expert	Advanced	Proficient	Basic
Number of resources used	I found at least six resources for my topic.	I found at least five resources for my topic.	I found at least four resources for my topic.	I found at least two resources for my topic.
Variety of resources used	I found print, electronic, and interview subjects for resources.	I found more than two print and two electronic resources.	I found at least two print and two electronic resources.	I found only a print or electronic resources.
Information found	I reported something I learned from each resource. I selected the best resources and can tell why they were selected.	I reported something I learned from each resource I used.	I reported something I learned from most of my resources.	I reported something I learned from a few of my resources.

Knowing if a good job was done**Proofread and Revise**

At this point, you have been working diligently researching, outlining, writing... And finally you've made it to the end of the last page—the finish line!

Or is it? Your paper is not quite done yet. It needs to be polished before it's ready to be turned in and graded. How do you know if you have done not just an adequate job, but have created a piece of work to be proud of? Proofreading and revising your paper are key steps to improve your writing.

The absolute best proofreading is done with a pair of eyes that are unfamiliar with the contents of your research. If you can, have someone else edit your paper. Ideally, this other person would be a teacher, adult, or peer who is a good editor. Be sure to ask him/her to check for grammatical correctness as well as quality of content. They can also give you input if you have followed the correct research paper format and point out any mistakes you overlooked during revising and proofing your own paper.

If you can't get anyone else to edit your paper, you'll want to wait a while before you look at it again. You want your own eyes to be as fresh as possible.

Deciding when finished with research

The American Association of School Librarians states in *Standards for the 21st-Century Learning in Action* some important questions that should be asked of a researcher as they complete their work:

- “Do I have enough information to make a good decision?”
- “Am I getting good, unbiased information or is someone just trying to sell a point of view?”
- “Do I need to get the most current information online, and how do I make sure that information is accurate?”

The answers to these reflective questions are the building blocks to becoming an independent learner.

“Self-assessment means developing internal standards and comparing performance, behaviors, or thoughts to those standards.” (AASL, p. 57) Although teachers are constantly assessing their students, it is the job of the student to also assess themselves. Self-assessment is a process based on reflection, questioning one’s internal standards and make-up (“How am I doing?”) and metacognition (“How am I thinking?”) (AASL, p.57)

Self-assessment is three-dimensional:

- Looking back at the work that has been completed to see how successful it was (summative assessment).
- Looking at the present to determine the next steps (formative assessment).
- Looking to the future to determine what has been learned that will make the learning process more effective in the future (predictive assessment). (AASL, p. 57)

Self-assessment also involves a social piece in which learners can gain insights into their performance from those around them. Asking for feedback from peers is one way to gain additional information. The ultimate result of self-assessment is when students of all ages become independent and socially responsive learners.

As students begin to assess their own learning, they utilize strategies such as self-reflection, listening to constructive criticism or feedback from peers, and self-questioning.

Students can use journaling to write about their research process. It might be as primary as jotting down what they have attempted and what successes and failures they have had with their research. They might note what problems or frustrations they are experiencing and what plan of attack or questions they will try next. They might also note pieces of information that they would like to include in a later portion of the research process.

Feedback from a peer is extremely valuable in the research process. Using a checklist is a quick way for peers to give feedback.

Peer Checklist

TABLE 4.5:

Criteria in Evidence	Yes	Partially	No
An outline or graphic organizer has been utilized to organize research information.			
Main idea statements are clearly written.			
The concluding statement is clearly visible.			
Evidence to support the concluding statement is easy to determine.			
Presentation format is appropriate for the audience intended.			
A bibliography has been included with sources cited correctly.			

TABLE 4.5: (continued)

The completed research paper provides a clear understanding of the topic.			
----------------------------------------------------------------------------------	--	--	--

As students begin to become more introspective and learn to question themselves throughout the research process, students will have a better handle on the information they are combing through. They will gain the ability to be more concise with narrowing their topic, creating search terms and filtering and sorting through the results of their search

4.4 Citing Your Sources

Citing Your Sources

Why should you cite your sources?

1. Citing your sources indicates the careful and thorough work you have done as a researcher.
2. It also shows the time you have spending perusing a variety of resources both print and online.
3. Citations also help the readers of your research follow the path of you have taken to explore information and data.
4. Citations allow you to give the authors who contributed to your own personal learning recognition.
5. Citations draw attention to the originality and legitimacy of your own ideas.
6. A listing of citations demonstrates your integrity as a researcher.

What should you cite and what should you not cite?

- Direct quotes – If the author’s words are powerful and you need to be specific in your argument, the authors’ words can be used as a direct quotation.
-
- Summarizing or paraphrasing – Paraphrasing refers to putting an idea or phrase into your own words. Summarizing refers to taking a snapshot of the main idea or taking a detailed piece of information and shortening it into a succinct statement.
-
- Common knowledge – Basic facts that are known by the average person and easily confirmed from a variety of sources do not need to be cited. Although, statistical information related to common knowledge along with opinions and less familiar facts need to be cited.
-
- Print vs non-print sources - Remember not just print sources need to be cited. Any sources that you derive information from should be cited including but not limited to websites, television programs, interviews, etc. When you use your own artwork, digital photographs, video, etc you do not need to cite your source. If the artwork, digital photographs, video, etc are from another source a citation should be included.
-
- Your own ideas – Opinions, examples, and observations made by you, the author of your research paper, do not need to be cited.
-
- Still not sure? - Err on the side of caution at all times. If you are unsure if you need to cite something or not, always cite it.

When to cite?

There are cases where you should **always** cite your sources:

- Paraphrasing or summarizing - If you feel it is necessary to use someone else’s idea to assist with making your point or supporting your ideas, "translate" the ideas into your own words.
- Direct quotes of more than one word - If the author’s words are extremely powerful or you need to be specific for your argument, the author’s words can be used as a direct quote.

- Information which may be common knowledge but is unfamiliar to the reader - Statistical information which may be familiar information but still requires confirmation.
- Not just print materials should be cited - Any source used including interviews, websites, television programs, photography, etc

How to cite?

There are three main ways to reference your sources within your paper:

- In text – Your source author is included within the body of your research paper. In text citations act as a reference to your “Works Cited” page.
-
- End notes – The cited idea or quote is noted with a number and the source is listed at the end of the research paper.
-
- Foot notes – Similar to end notes except the citations are listed at the bottom of each page.
-

What format and style guide should you use?

There are three choices to use when it comes to formatting your citations. MLA and APA are the most commonly used style guides followed by Chicago.

- MLA – Format and Style Guide (Modern Language Association)
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- APA – Format and Style Guide (American Psychological Association)
-
- Chicago – Manual of Style

MLA —

Quick Guide

Note: MLA abbreviates all months except for May, June and July. For example, “February” is “Feb.”

Book

MLA: Last, First M. Book. City: Publisher, Year Published. Medium.

Example: Carley, Michael J. 1939: *The Alliance That Never Was and the Coming of World War II*. Chicago: Dee, 1999. Print.

Chapter/Anthology

MLA: Last, First M. “Section Title.” Book/Anthology, Ed. First M. Last. Edition. City: Publisher, Year Published. Page(s). Medium.

Example: Melville, Herman. “Hawthorne and His Mosses.” *The Norton Anthology of American Literature*. Ed. Nina Baym. 3rd ed. New York: Norton, 1989. 5-25. Print.

***Note:** Essays, shorts stories, and poems are put in quotes. Works originally published independently such as plays and novels generally are italicized

Magazine

MLA: Last, First M. “Article Title.” Magazine Title Date Month Year Published: Page(s). Medium.

Example: Pressman, Aaron. “Bottom Fishing in Rough Waters.” *BusinessWeek* 29 Sept. 2008: 27. Print.

Newspaper

MLA: Last, First M. "Article Title." Newspaper Title [City] Date Month Year Published: Page(s). Medium.

Example: Campoy, Ana. "Gasoline Surges in Southeast After Ike." The Wall Street Journal 23 Sept. 2008: A14. Print.

***Note:** Only include [City] if it is not in the title. Do not include if the newspaper is well known or nationally published.

Journal

MLA: Last, First M., and First M. Last. "Article Title." Journal Title Series Volume.Issue (Year Published): Page(s). Medium.

Example: Bharadwaj, Parag, and Katerine T. Ward. "Ethical Considerations of Patients with Pacemakers." American Family Physician 78 (2008): 398-99. Print.

Website

MLA: Last, First M. "Article Title." Website Title. Website Publisher, Date Month Year Published. Web. Date Month Year Accessed. <URL>.

Example: Satalkar, Bhakti. "Water Aerobics." Buzzle.com. 15 July 2010. Web. 16 July 2010.

***Note:** URL is optional unless the source cannot be located without it or if required by your instructor.

Online Database (Journal)

MLA: Last, First M. "Article Title." Journal Title Series Volume.Issue (Year Published): Page(s). Database Name. Web. Date Month Year Accessed. <URL>.

Example: Ahn, Hyunchul, and Kyoung-jae Kim. "Using Genetic Algorithms to Optimize Nearest Neighbors for Data Mining." Annals of Operations Research 263.1 (2008): 5-18. Academic Search Premier. Web. 25 Sept. 2008.

***Note:** URL is optional unless the source cannot be located without it or if required by your instructor.

TV/Radio

MLA: "Episode." Contributors. Program. Network. Call Letter, City, Date. Medium.

Example: "The Saudi Experience." Prod. Mary Walsh. Sixty Minutes. CBS. WCBS, New York, 5 May 2009. Television.

Film

MLA: Title. Dir. First M. Last and First M. Last. Perf. First M. Last, First M. Last, and First M. Last. Distributor, Year Published. Media Type.

Example: The Dark Knight. Dir. Christopher Nolan. Perf. Christian Bale, Heath Ledger, and Aaron Eckhart. Warner Bros., 2008. DVD.

Sound Recording

MLA: Contributors. "Song." Album. Band. Manufacturer, Year. Medium.

Example: Corgan, Billy, and Butch Vig. "Today." Siamese Dream. Smashing Pumpkins. Virgins Records America, 1993. CD.

Visual Art / Photograph

MLA: Last, First M. Title. Year Created. Medium. Museum/Institution, Location.

Example: Picasso, Pablo. Three Musicians. 1921. Oil on panel. Museum of Modern Art, New York.

Lecture / Speech

MLA: Last, First M. "Speech." Meeting / Organization. Location. Date. Description.

Example: Obama, Barack H. “Inaugural Address.” 2009 Presidential Inaugural. Capitol Building, Washington, D.C. 20 Jan. 2009. Address.

Interview

MLA: Interviewee. “Title.” Interview by interviewer. Publication information. Medium.

Example: Abdul, Paula. Interview by Cynthia McFadden. Nightline. ABC. WABC, New York. 23 Apr. 2009. Television.

Cartoon

MLA: Last, First M. “Title.” Cartoon / Comic strip. Publication information. Medium.

Example: Trudeau, Garry. “Doonesbury.” Comic strip. New York Times 8 May 2008: 12. Print.

APA —

Quick Guide

Book

APA: Last, F. M. (Year Published). Book. City, State: Publisher.

Example: Carley, M. J. (1999). 1939: The alliance that never was and the coming of World War II. Chicago, IL: Ivan R. Dee.

Chapter/Anthology

APA: Last, F. M. (Year Published). Section title. In F. M. Last (Ed.), Book/Anthology (Edition, Page(s)). City, State: Publisher.

Example: Melville, H. (1989). Hawthorne and his mosses. In N. Baym (Ed.), The Norton anthology of American literature (3rd ed., pp. 12-34). New York, NY: W.W. Norton Company.

Magazine

APA: Last, F. M. (Year, Month Date Published). Article title. Magazine Title, Page(s).

Example: Pressman, A. (2008, September 29). Bottom fishing in rough waters. BusinessWeek, 27.

Newspaper

APA: Last, F. M. (Year, Month Date Published). Article title. Newspaper Title, Pages(s).

Example: Campoy, A. (2008, September 23). Gasoline surges in southeast after Ike. The Wall Street Journal, p. A14.

Journal

APA: Last, F. M., Last, F. M. (Year Published). Article title. Journal Title, Volume(Issue), Page(s). doi:number

Example: Wallace, R. (1997). Monitor: Molecules and profiles. Drug Discovery Today, 2(10), 445-448. doi: 10.1016/S1359-6446(97)01095-7

Website

APA: Last, F. M. (Year, Month Date Published). Article title. Website Title. Retrieved Month Date, Year, from URL

Example: Friedland, L. (2008, September 22). Top 10 natural and wildlife adventure travel trips. About.com. Retrieved from <http://adventuretravel.about.com>

***Note:** Include exact URL when not properly indexed or easy to find. Otherwise, include homepage URL. Include retrieval date if source information may change over time.

Online Database (Journal)

APA: Last, F. M. (Year Published). Article title. Journal Name, Volume (Issue), Page(s). Retrieved Month Date,

Year, from URL

Example: Ahn, H., Kim, K. (2008). Using genetic algorithms to optimize nearest neighbors for data mining. *Annals of Operations Research*, 263(1), 5-18. Retrieved from the Academic Search Premier database

***Note:** Include retrieval date if source information may change over time. For URL, Use homepage URL of publisher. If none, use the homepage database URL. If published only online, use unique URL. APA6 explains database names are not necessary, so you may omit this.

Chicago/Turabian –

Quick Guide

Note: Chicago/Turabian does not include Accessed date if there is a publication date.

Book

Chicago/Turabian: Last, First M. Book. City: Publisher, Year Published.

Example: Carley, Michael J. 1939: *The Alliance That Never Was and the Coming of World War II*. Chicago: Dee, 1999.

Chapter/Anthology

Chicago/Turabian: Last, First M. “Section Title.” In Book/Anthology, edited by First M. Last, Page(s). Edition ed. City: Publisher, Year Published.

Example: Melville, Herman. “Hawthorne and His Mosses.” In *The Norton Anthology of American Literature*, edited by Nina Baym, 5-25. 3rd ed. New York: Norton, 1989.

Magazine

Chicago/Turabian: Last, First M. “Article Title.” Magazine Title, Month Date, Year Published.

Example: Pressman, Aaron. “Bottom Fishing in Rough Waters.” *BusinessWeek*, September 29, 2008.

Newspaper

Chicago/Turabian: Last, First M. “Article Title.” Newspaper Title (City), Month Date, Year Published.

Example: Campoy, Ana. “Gasoline Surges in Southeast After Ike.” *The Wall Street Journal*, September 23, 2008.

***Note:** Only include (City) if it is not in the title. Do not include if the newspaper is well known or nationally published.

Journal

Chicago/Turabian: Last, First M., and First M. Last. “Article Title.” Journal Title, Series, Volume, no. Issue (Month Date, Year Published): Page(s).

Example: Bharadwaj, Parag, and Katherine T. Ward. “Ethical Considerations of Patients with Pacemakers.” *American Family Physician* 78 (2008): 398-99.

Website

Chicago/Turabian: Last, First M. “Article Title.” Website Title. Month Date, Year Published. Accessed Month Date, Year. URL.

Example: Satalkar, Bhakti. “Water Aerobics.” *Buzzle.com*. July 15, 2010. <http://www.buzzle.com>.

Online Database (Journal)

Chicago/Turabian: Last, First M. “Article Title.” Journal Title, Series, Volume, no. Issue (Month Date, Year Published): Page(s). Accessed Month Date, Year. URL.

Example: Ahn, Hyunchul, and Kyoung-jae Kim. “Using Genetic Algorithms to Optimize Nearest Neighbors for Data Mining.” *Annals of Operations Research* 263, no. 1 (2008): 5-18. Academic Search Premier.

***Note:** Only include URL if it is stable. If no stable URL, use database name instead.

Online sources for creating citation

The following websites will assist both students and professional researchers to properly give credit to the source they have culled their research information from. The primary goal of these sites is to make it fast and easy to correctly cite informational resources.

www.citationmachine.com

www.easybib.com

www.bibme.org

www.workscited4u.com

www.noodletools.com

4.5 Knowing a Good Job Has Been Done

Knowing a Good Job Has Been Done

Proofread and Revise

At this point, you have been working diligently researching, outlining, writing... And finally you've made it to the end of the last page—the finish line!

Or is it? Your paper is not quite done yet. It needs to be polished before it's ready to be turned in and graded. How do you know if you have done not just an adequate job, but have created a piece of work to be proud of? Proofreading and revising your paper are key steps to improve your writing.

The absolute best proofreading is done with a pair of eyes that are unfamiliar with the contents of your research. If you can, have someone else edit your paper. Ideally, this other person would be a teacher, adult, or peer who is a good editor. Be sure to ask him/her to check for grammatical correctness as well as quality of content. They can also give you input if you have followed the correct research paper format and point out any mistakes you overlooked during revising and proofing your own paper.

If you can't get anyone else to edit your paper, you'll want to wait a while before you look at it again. You want your own eyes to be as fresh as possible.

Deciding when finished with research

The American Association of School Librarians states in *Standards for the 21st-Century Learning in Action* some important questions that should be asked of a researcher as they complete their work:

- “Do I have enough information to make a good decision?”
- “Am I getting good, unbiased information or is someone just trying to sell a point of view?”
- “Do I need to get the most current information online, and how do I make sure that information is accurate?”

The answers to these reflective questions are the building blocks to becoming an independent learner.

“Self-assessment means developing internal standards and comparing performance, behaviors, or thoughts to those standards.” (AASL, p. 57) Although teachers are constantly assessing their students, it is the job of the student to also assess themselves. Self-assessment is a process based on reflection, questioning one's internal standards and make-up (“How am I doing?”) and metacognition (“How am I thinking?”) (AASL, p.57)

Self-assessment is three-dimensional:

- Looking back at the work that has been completed to see how successful it was (summative assessment).
- Looking at the present to determine the next steps (formative assessment).
- Looking to the future to determine what has been learned that will make the learning process more effective in the future (predictive assessment). (AASL, p. 57)

Self-assessment also involves a social piece in which learners can gain insights into their performance from those around them. Asking for feedback from peers is one way to gain additional information. The ultimate result of self-assessment is when students of all ages become independent and socially responsive learners.

As students begin to assess their own learning, they utilize strategies such as self-reflection, listening to constructive criticism or feedback from peers, and self-questioning.

Students can use journaling to write about their research process. It might be as primary as jotting down what they have attempted and what successes and failures they have had with their research. They might note what problems

or frustrations they are experiencing and what plan of attack or questions they will try next. They might also note pieces of information that they would like to include in a later portion of the research process.

Feedback from a peer is extremely valuable in the research process. Using a checklist is a quick way for peers to give feedback.

Peer Checklist

TABLE 4.6:

Criteria in Evidence	Yes	Partially	No
An outline or graphic organizer has been utilized to organize research information.			
Main idea statements are clearly written.			
The concluding statement is clearly visible.			
Evidence to support the concluding statement is easy to determine.			
Presentation format is appropriate for the audience intended.			
A bibliography has been included with sources cited correctly.			
The completed research paper provides a clear understanding of the topic.			

As students begin to become more introspective and learn to question themselves throughout the research process, students will have a better handle on the information they are combing through. They will gain the ability to be more concise with narrowing their topic, creating search terms and filtering and sorting through the results of their search

4.6 Works Cited

Works Cited

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CHAPTER 5

Acknowledgments

Research Revealed is an opportunity for a small group of school librarians to test the concept of creating a digital resource using the Flexbook interface to teach information literacy skills. The Flexbook will highlight Wisconsin resources, be aligned to State and Common Core standards and reflect the skills identified by academic librarians as those needed to succeed in college. These text and multimedia units will be made available to teachers anytime and anywhere to help “stretch” instructional time. They will also arm students with the basic skills needed to conduct research successfully in a variety of content areas.

This project was supported in part by a grant from the Institute of Museum and Library Services. <http://www.imls.gov> Any views, findings, conclusions or recommendations expressed in this electronic book do not necessarily represent those of the Institute of Museum and Library Services.