"Words and music" -- teaching a research paper without understanding the research process and what students have to go through in order to write a concise and effective paper is kind of like a musician trying to musically write a great song without understanding or appreciating the context and texture of the lyrics that accompany that song.

At CSUB, the English Department and the Library have a unique relationship between composition instructors and librarians in

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which the composition instructors focus on giving their students the writing skills that they will need to succeed at the University while the librarians attempt to give them the life long skill of effectively and efficiently finding relevant and useful resources that help make their research effort relevant.

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English 110 – Library Skills Lab
Winter 2011

Instructor: Norm Hutcherson
Phone: 661 654-2061
E-mail – nhutcherson@csub.edu
Office: WSL 116C
Reference Desk: Mondays 11:30 am – 1:30 pm; Wednesdays 5:30-9:30 pm
Office hours: by appointment

- ⑨ This lab provides an introduction to the information resources available from the Walter W. Stiern Library and on the Internet for research purposes. Emphasis will be placed on the identification, retrieval and evaluation of information for English 110 topics. Students will develop a general knowledge of the Library, basic research methods, navigation skills, information search strategies using Boolean logic, and evaluation methodologies. After completing the library research lab, students should be familiar with searching using a variety of research tools: periodical databases, the CSUB library catalog, and the Internet. Students should also have the skills to critically examine sources including periodicals, books and Web sites.
- ⑨ This lab is subject to the academic and disciplinary sanctions established by CSUB for plagiarism as outlined under the rights and responsibilities of students in upholding academic integrity on page 82 of the 2009-2011 CSUB Catalog.
- ⑨ Any student who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact me as soon as possible so accommodations can be made.
- ⑨ You are responsible for attending Library Research Lab. The grade you earn in this Lab is 10% of your English 110 grade.
- ⑨ All homework is due at the beginning of class. **Late homework will not receive credit. If you miss class, you are responsible for getting notes and a copy of the assignment from a classmate so that you can turn your work in on time.**
- ⑨ Attendance is mandatory. Class attendance is vital to acquiring the skills covered by the course. Please take advantage of my hours at the Reference Desk for additional assistance.

Recommended readings

⑨ Badke, W. B. (2008). *Research strategies: Finding your way through the information fog.* New York: IUniverse, Inc. (APA) Badke, William B. *Research Strategies: Finding Your Way Through the Information Fog.* New York: IUniverse, Inc, 2008. Print. (MLA) – website
http://www.acts.twu.ca/Library/textbook.htm

⑨ Lenburg, J. (2010). *The Facts on File guide to research.* New York: Facts On File. (APA) Lenburg, Jeff. *The Facts on File Guide to Research.* New York: Facts On File, 2010. Print. (MLA)

⑨ OWL Purdue Online Writing Lab -- http://owl.english.purdue.edu/owl/

Learning objectives:

⑨ **After attending the four lab sessions students will:**
  o Understand how library services and resources are organized and accessed.
  o Understand how to interpret bibliographic records and citations.
  o Understand various methods and tools (indexes, abstracts, citations, library catalog, research databases, search engines, and web sites) for retrieving relevant information.)\(Known item search, unknown item search, keyword search, controlled vocabulary search, subject/descriptor browse)
  o Recognize scholarly sources (books, journal articles, government documents).
  o Know how to develop and implement a Boolean search strategy. Be familiar with the various Boolean connectors (and, or, not) and relevant concepts including truncation and field searching.
  o Know the basics of source evaluation and bias including publication type, author, credibility, and timeliness.

Lab schedule – Section 10 Tuesdays Section 5 Thursday

- **Week 1 – Setting the stage** – Boolean search strategies. Finding books and relevant government documents using the CSUB Library Catalog and Worldcat. Course Reserves. Interlibrary Loan. Periodical List. Evaluating what you find.
  o **Pre-lab survey (10%)**
  o **Minute paper (week one) (5%)**
  o **Assignment 1 (20%) – due not later than the start of class next week.**
- **Week 2 – Sharpening your sword** – Finding relevant magazine, newspaper, and scholarly peer reviewed journal articles using Academic Search Elite and Google Scholar. What is a scholarly article?
  o **Minute paper (week two) (5%)**
  o **Assignment 2 (20%) – due not later than the start of class next week.**
- **Week 3 – Crossing the bridge** – Expanding your search to other subscribed and open access resources – Evaluating what you find
  o **Minute paper (week three) (5%)**
  o **Assignment 3 (20%) – due not later than the start of class next week.**
- **Week 4 – Stepping over the edge** – Lab review – SOCIs – Outstanding questions and answers. Search engines, subject directories, meta search engines, specialized databases, subscribed versus open access content.
  o **Class notes due at the end of this session. (15%)**
- **Bonus Points**: Participate in Library Tour (5 %)* (Monday-Thursday 2 pm at the Circulation Desk on Level 1)

Lab assignments:

Students will successfully complete the following to satisfy the requirements for the Lab:

	Pre-lab survey	10%
Assignment One	Finding books	20%
Assignment Two	Finding scholarly journal articles	20%
Assignment Three	Expanding your search	20%
Minute Papers	Due at the end of each session	15%
Class Notes	Due at the end of the last session	15%

Boolean Search Strategy Checklist

How do I start?

- Write a clear statement of the topic
- Divide topic statement into concepts --- Boolean AND
- Select words to express each concept (synonyms or closely-related words) – Boolean OR
- Truncate appropriate words
- Select an appropriate database
- Perform search
- Evaluate sources
- Modify search to retrieve additional relevant sources

What if I retrieve no articles or irrelevant stuff?

- Check spelling
- Check the database--is it right for your topic?
- Re-think Boolean concepts
- Add or delete synonyms
- Re-examine truncation

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English 110 – Library Skills Lab, Sections 5 and 10 – Winter 2011
January 10, 2011
Norm Hutcherson, Lab Instructor
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Reference desk: Monday 11:30 am – 1:30 pm; Wednesdays 5:30-9:30 pm; Friday, February 25th and Friday, March 18th 1:30-5:30 pm

Section 5 – Thursdays, 12:20-1:40 pm in WSL Lab 7 (lower level) starting 20 January 2011
Section 10 – Tuesdays 9:30-10:50 am in WSL Lab 5 (lower level) starting 18 January 2011

Resources to be aware of:
- Purdue online Writing Lab -- http://owl.english.purdue.edu/owl/
- MLA Formatting and Style Guide -- http://owl.english.purdue.edu/owl/resource/747/01/
- APA Formatting and Style Guide -- http://owl.english.purdue.edu/owl/resource/560/01/
- Knight Cite -- http://www.calvin.edu/library/knightcite/
- Oxford English Dictionary -- http://falcon.lib.csub.edu/login?url=http://www.oed.com
- Walter W. Stiern Library homepage -- http://www.csub.edu/library/
- CSUB Library Catalog -- http://voyager.lib.csub.edu/vwebv/searchAdvanced?sk=en_US
- Research Databases -- http://www.csub.edu/library/databaseall.shtml
- CSUB Periodicals List -- http://www.csub.edu/library/periodicallist.shtml
- Course Reserves -- http://voyager.lib.csub.edu/vwebv/enterCourseReserve.do?sk=en_US
- Log in to off campus resources -- http://voyager.lib.csub.edu/vwebv/login (CSUB ID number / last name)
- Interlibrary Loan -- http://www.csub.edu/library/illiad_login.shtml
- Reference Desk (Level 1) – Monday-Thursday 9:30 am – 9:30 pm; Friday 9:30 am – 5 pm; Sunday 11 am – 7 pm (closed January 17, 2011); open Saturday March 12, 2011 9 am – 5 pm
- Ask a Librarian – Virtual Reference – available 365247 -- http://www.questionpoint.org.falcon.lib.csub.edu/crs/servlet/org.oclc.home.TFSRedirect?virtcategory=11361
- E-Reference -- http://www.csub.edu/library/refsources.shtml
- E-Books -- http://www.csub.edu/library/ebook.shtml
- Federal Government documents -- http://csubgovernmentinfo.wordpress.com/federal/
- State and Local government documents -- http://csubgovernmentinfo.wordpress.com/state-and-local-sites/
- Gov Doc search engines -- http://csubgovernmentinfo.wordpress.com/search-engines/
- Subject Guides -- http://csubgovernmentinfo.wordpress.com/search-engines/
- World Cat -- http://www.worldcat.org/advancedsearch
- Library of Congress Authorities -- http://authorities.loc.gov/

- Google U.S. Government Search -- http://www.google.com/advanced_search?hl=en&output=unclesam&restrict=unclesam
- Google Scholar -- http://scholar.google.com/advanced_scholar_search?hl=en&as_sdt=2000
- Scirus -- http://www.scirus.com/srsapp/advanced/index.jsp?q1=
- Transitioning to College: Helping you Succeed -- http://transitioning2college.org/

Concepts to be aware of:
- Library of Congress Classification System -- http://transitioning2college.org/finding_books_in_academic_libraries.html
- Boolean connectors -- http://transitioning2college.org/module_talking_to_databases.html
- Truncation -- http://transitioning2college.org/module_talking_to_databases.html
- Choosing the right database -- http://transitioning2college.org/module_talking_to_databases.html

Preparing your search strategy: Identify key concepts

Topic:

- Circle the main ideas (terms) of your topic
- Write each term in a separate concept column. Sometimes you will only need two columns; sometimes you will need three or more.
- Think of words that mean the same at that term (synonyms) and write them in the correct column.
- Think of multiple endings for your term and truncate it so that you remember to search it this way. Truncating Tip: Find the root word. Add an asterisk to multiple endings. Teen* = teen, teens, teenager, teenagers, teenaged

Concept 1		Concept 2		Concept 3		Concept 4
OR		OR		OR		OR
OR	AND	OR	AND	OR	AND	OR
OR		OR		OR		OR
OR		OR		OR		OR

(concept 1 OR synonym OR synonym OR synonym) AND (concept 2 OR synonym OR synonym OR synonym) AND (concept 3 OR synonym OR synonym OR synonym) AND (concept 4 OR synonym OR synonym OR synonym)

Controlled vocabularies provide a way to organize knowledge for subsequent retrieval. They are used in subject indexing schemes, subject headings, thesauri and taxonomies. Controlled vocabulary schemes mandate the use of predefined, authorised terms that have been preselected by the designer of the vocabulary, in contrast to natural language vocabularies, where there is no restriction on the vocabulary.

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English 110: Library Skills Lab – Winter 2011   **January 18/20 2011**
Pre-lab Survey (10 %) --   Section   5   10

Name:	
Email address:	
English 110 topic:	
Why are you interested in this topic?	
What do you know about this topic?	
Where would you look to find background information on this topic?	
What keywords or phrases would you use to find information on this topic?	
What controlled vocabulary (subject headings/ descriptors) would you use to find information on your topic?	
What finding aids would you use to find scholarly information on your topic?	

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What is a database? How does it differ from an Internet Search Engine like Google?	
Name three Boolean operators? How can you use Boolean operators to improve the effectiveness of your search?	
What is truncation? What symbol is typically used in a database to indicate truncation? How could it be used to improve the effectiveness of your search?	
What is Interlibrary Loan? How can you use it Interlibrary Loan to gain access to materials (books, journal articles, theses, etcetera) that are not owned by the Walter W. Stiern Library?	
What criteria do you use to determine whether or not a source (book, article, website, webpage) should be used in your scholarly research paper?	
What does it mean when someone says that something is peer reviewed? How does this differ from items that are refereed?	

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English 110: Library Skills Lab – Winter 2011　　　　　　　　　**January 18/20, 2011**
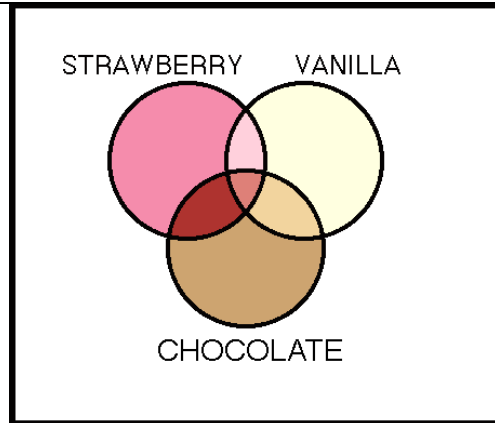**Pre-lab Survey recap (10 point)**

English 110 topic:	Section 10: Obedience and Conformity Section 5: Ethics
Where would you look to find background information on this topic?	Reference Books, Encyclopedias, Dictionaries, Handbooks, Statistical abstracts, data books, archives, manuals, atlases, factbooks, magazines, newspapers, newsletters, reference databases, reference websites, periodical databases
What keywords or phrases would you use to find information on this topic?	A significant word or phrase in the title, subject headings (descriptors), contents note, abstract, or text of a record in an online catalog or bibliographic database that can be used as a search term in a free-text search to retrieve all the records containing it. Most online catalogs and bibliographic databases include an option that allows the user to type words that describe the research topic (in any order) and retrieve records containing the search terms in the data fields the system is designed to search whenever the keywords option is selected. One disadvantage of a keywords search is that it does not take into account the meaning of the words used as input, so if a term has more than one meaning, irrelevant records (false drops) may be retrieved. Stopword -- A frequently used word--usually an article, conjunction, or preposition with little semantic content--ignored when a keywords search is executed because it adds little value to the search statement and is not helpful for retrieval (examples: a, an, as, at, by, for, from, of, on, the, to). Some systems have a predetermined list of stopwords, which may be given in the help screen(s). In some systems, a stopword may be context-dependent, for example, the word "education" in a bibliographic database providing access to materials on education but not in a database indexing articles published in newspapers or general interest periodicals.
What controlled vocabulary (subject headings/ descriptors) would you use to find information on your topic?	An established list of preferred terms from which a cataloger or indexer must select when assigning subject headings or descriptors in a bibliographic record, to indicate the content of the work in a library catalog, index, or bibliographic database. Synonyms are included as lead-in vocabulary, with instructions to see or USE the authorized heading. For example, if the authorized subject heading for works about dogs is "Dogs," then all items about dogs will be assigned the heading "Dogs," including a

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work titled All about Canines. A cross-reference to the heading "Dogs" will be made from the term "Canines" to ensure that anyone looking for information about dogs under "Canines" will be directed to the correct heading. Controlled vocabulary is usually listed alphabetically in a subject headings list or thesaurus of indexing terms.

⑨ **Obedience: HM1246**
- o **Dissenters: Counterrevolutionaries; Revolutionaries**
- o **Persuasion (Psychology): Propaganda; Lobbying**
- o **Compliance: HM1246**
- o **Deviant behavior: HM811-816**
- o **Individuality: BF697-697.5**
- o **Influence (Psychology)**
- o **Attitude (Psychology) -- BF327; HM 1181-1241**
- o **Liberty -- HM1266; JC585-599**
- o **Social influence – HM 1176-1281**
- o **Social control – HM661-696**

⑨ **Conformity: HM1246**
⑨ **Ethics:**

What finding aids would you use to find scholarly information on your topic?	**CSUB Library Catalog; Worldcat; Google Books** **Academic Search Elite; Wilson Omnifile Full Text Mega; ABI Inform; Lexis-Nexis Academic; JSTOR** **Google Scholar; Scirus; Legal Information Institute (Cornell); Intute; Internet Public Library (ipl2); Infomine**
What is a database? How does it differ from an Internet Search Engine like Google?	**Database** -- A large, regularly updated file of digitized information (bibliographic records, abstracts, full-text documents, directory entries, images, statistics, etc.) related to a specific subject or field, consisting of records of uniform format organized for ease and speed of search and retrieval and managed with the aid of database management system (DBMS) software. Content is created by the database producer (for example, the American Psychological Association), which usually publishes a print version (Psychological Abstracts) and leases the content to one or more database vendors (EBSCO, OCLC, etc.) that provide electronic access to the data after it has been converted to machine-readable form (PsycINFO), usually on CD-ROM or online via the Internet, using proprietary search software. Most databases used in libraries are catalogs, periodical indexes, abstracting services, and full-text reference resources leased annually under licensing agreements that limit access to registered borrowers and library staff. Abbreviated db. **Search engine** -- Originally, a hardware device designed to search a text-based database for specific character strings (queries) typed as input by the user. More recently, computer software designed to help the user locate information available at sites on the World Wide Web by selecting categories from a hierarchical directory of subjects (example: Yahoo!) or by entering appropriate keywords or phrases (Google, Hotbot, etc.). Most Web search engines allow the searcher to use Boolean logic and truncation in search statements. Results may be ranked according to relevance or some other criterion. Functionality varies, but many search engines provide both basic and advanced search modes. Crawler -- A robot software program

	that searches "intelligently" for information on the World Wide Web, for example, one that looks for new documents and Web sites by following hypertext links from one server to another, indexing the files it finds according to pre-established criteria. The crawlers used to fetch URLs listed as entries by Web search engines are designed to adhere to standard rules of politeness by asking each server which files may not be indexed, observing firewalls, and allowing an interval of time to pass between requests to avoid tying up the server. Synonymous with harvester, spider, and webcrawler. Metasearch -- A search for information using software designed to optimize retrieval by querying multiple Web search engines and combining the results. Dogpile, Mamma Metasearch, and WebCrawler are commonly used metasearch engines. SearchEngineWatch.com provides a more complete list. Click here to learn more about metasearch engines, courtesy of the UC Berkeley Library. The term is also used in the more general sense of one-search access to multiple electronic resources. NISO is sponsoring a MetaSearch Initiative to establish best practices and draft standards for metasearch services. Federated search -- A search for information using software designed to query multiple networked information resources via a single interface. The metasearch engines developed in the second half of the 1990s were capable of searching only publicly accessible Web sites. However, the new generation of federated search engines available in the 21st century are designed to search local and remote library catalogs, abstracting and indexing databases, full-text aggregator databases, and digital repositories using standardized protocols, such as Z39.50. Some federated search systems provide deduping and rank results by relevance or allow sorting by other criteria. The current lack of a uniform authentication standard means that some databases are not accessible to federated search services.
Name three Boolean operators? How can you use Boolean operators to improve the effectiveness of your search?	A system of logic developed by the English mathematician George Boole (1815-64) that allows the user to combine words or phrases representing significant concepts when searching an online catalog or bibliographic database by keywords. Three logical commands (sometimes called "operators") are available in most search software:

   The OR command is used to expand retrieval by including synonyms and related terms in the query. In Boolean logic, the result obtained when the OR command is used to find all the members of two or more sets of entities. It is the search strategy used to determine which records in a library catalog or bibliographic database contain term A or term B, or both A and B. Synonymous with logical addition and union.

     Search statement: strawberry or vanilla or chocolate |

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The AND command is used to narrow search results. Each time another concept is added using "and," the search becomes more specific. In some online catalogs and databases, the "and" command is implicit (no need to type it between terms). In other interfaces, keywords will be searched as a phrase if not separated by "and." In Boolean logic, the result obtained when the AND command is used to find all the members common to two or more sets of entities. It is the search strategy used to determine which records in a library catalog or bibliographic database contain both term A and term B. Synonymous with logical multiplication and conjunction.

Search statement: strawberry and vanilla and chocolate
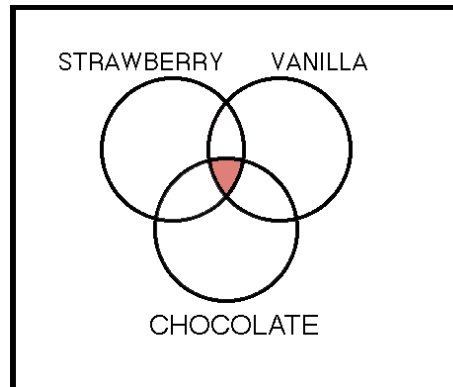
The NOT command is used to exclude unwanted records from search results. In Boolean logic, the result obtained when the NOT command is used to separate members of a set of entities from those of another. It is the search strategy used to determine which records in a library catalog or bibliographic database contain term A but not term B. Synonymous with logical subtraction and negation.

Search statement: (strawberry or vanilla) not chocolate

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STRAWBERRY   VANILLA

CHOCOLATE
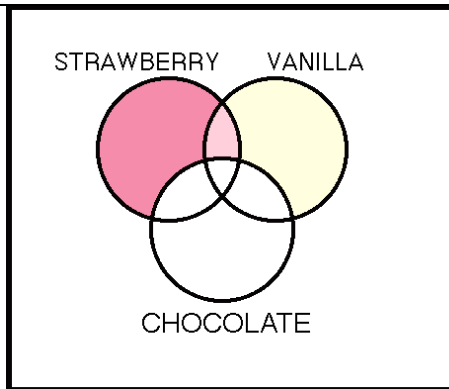
When two different Boolean commands are used in the same search statement, parentheses must be included to indicate the sequence in which they are to be executed (syntax). This technique is called nesting. In Boolean searching, the use of sets of parentheses to embed a logical operation within another logical operation to indicate the sequence in which the logical commands are to be executed by the computer (syntax). In the following example, the Boolean "or" command will be executed first, followed by "not" and then "and."

Search statement: television and (violence or aggression) and children
Search statement: children and violence and ((television or media) not cartoon*)

What is truncation? What symbol is typically used in a database to indicate truncation? How could it be used to improve the effectiveness of your search?	Truncation is a searchable shortened form of a word. This means you can take short cuts. Instead of writing out adolescents OR adolescence, you can use the truncated term adolescen*. Unfortunately, databases are not consistent with truncation symbols, so in one you might have to use adolescen*, but in another adolescen?, and in yet another, just adolescen (if truncation is automatic). Many databases are smart enough to pick up regular plurals without adding truncation, such as school retrieving both school and schools, but not all do, and they would be even less likely to be designed so that child would retrieve both child and children, without also retrieving childbirth, childhood, and childishness.
	Wild card characters are useful because of alternate spellings and other quirks in the English language. Just as British and Canadian ice cream comes in flavours, not flavors, a British or Canadian study of college students may use the term behaviour, instead of behavior. Searching with a wild card can help. With the term behavio?r, both behaviour and behavior may be searched together. The most common use of wild cards is because of women. Wom*n should pick up both women and woman. Once again, because databases are not consistent with the characters they use, as the examples indicate, you will have to use different wildcard characters in different databases. It is best to check the help screens to see the exact symbols and rules.
What is Interlibrary Loan? How can you use it Interlibrary	When a book or other item needed by a registered borrower is checked out, unavailable for some other reason, or not owned by the library, a patron may request that it be borrowed from another library by filling out a

Loan to gain access to materials (books, journal articles, theses, etcetera) that are not owned by the Walter W. Stiern Library?	printed interlibrary loan request form at a service desk, or electronically via the library's Web site. Some libraries also accept ILL requests via e-mail or by telephone, usually under exceptional circumstances. Materials borrowed on interlibrary loan may usually be renewed on or before the due date. Interlibrary loan is a form of resource sharing that depends on the maintenance of union catalogs. The largest interlibrary loan network in the world is maintained by OCLC, which uses the WorldCat database as its union catalog. CSUB Interlibrary Loan Link -- http://csublibill.lib.csub.edu/illiad/logon.html
What criteria do you use to determine whether or not a source (book, article, website, webpage) should be used in your scholarly research paper?	You can begin evaluating a physical information source (a book or an article for instance) even before you have the physical item in hand. Appraise a source by first examining the bibliographic citation. The bibliographic citation is the written description of a book, journal article, essay, or some other published material that appears in a catalog or index. Bibliographic citations characteristically have three main components: author, title, and publication information. These components can help you determine the usefulness of this source for your paper. (In the same way, you can appraise a Web site by examining the home page carefully.)

I. INITIAL APPRAISAL
A. Author -- What are the author's credentials--institutional affiliation (where he or she works), educational background, past writings, or experience? Is the book or article written on a topic in the author's area of expertise? You can use the various Who's Who publications for the U.S. and other countries and for specific subjects and the biographical information located in the publication itself to help determine the author's affiliation and credentials. Has your instructor mentioned this author? Have you seen the author's name cited in other sources or bibliographies? Respected authors are cited frequently by other scholars. For this reason, always note those names that appear in many different sources. Is the author associated with a reputable institution or organization? What are the basic values or goals of the organization or institution?
B. Date of Publication -- When was the source published? This date is often located on the face of the title page below the name of the publisher. If it is not there, look for the copyright date on the reverse of the title page. On Web pages, the date of the last revision is usually at the bottom of the home page, sometimes every page. Is the source current or out-of-date for your topic? Topic areas of continuing and rapid development, such as the sciences, demand more current information. On the other hand, topics in the humanities often require material that was written many years ago. At the other extreme, some news sources on the Web now note the hour and minute that articles are posted on their site.
C. Edition or Revision -- Is this a first edition of this publication or not? Further editions indicate a source has been revised and updated to reflect changes in knowledge, include omissions, and harmonize with its intended reader's needs. Also, many printings or editions may indicate that the work has become a standard source in the area and is reliable. If you are using a Web source, do the pages indicate revision dates? |

D. Publisher -- Note the publisher. If the source is published by a university press, it is likely to be scholarly. Although the fact that the publisher is reputable does not necessarily guarantee quality, it does show that the publisher may have high regard for the source being published.

E. Title of Journal -- Is this a scholarly or a popular journal? This distinction is important because it indicates different levels of complexity in conveying ideas. Scholarly journals are also called academic, peer-reviewed, or refereed journals. (Strictly speaking, peer-reviewed (also called refereed) journals refer only to those scholarly journals that submit articles to several other scholars, experts, or academics (peers) in the field for review and comment. These reviewers must agree that the article represents properly conducted original research or writing before it can be published.) Scholarly journal articles often have an abstract, a descriptive summary of the article contents, before the main text of the article. Scholarly journals generally have a sober, serious look. They often contain many graphs and charts but few glossy pages or exciting pictures. Scholarly journals always cite their sources in the form of footnotes or bibliographies. These bibliographies are generally lengthy and cite other scholarly writings. Articles are written by a scholar in the field or by someone who has done research in the field. The affiliations of the authors are listed, usually at the bottom of the first page or at the end of the article--universities, research institutions, think tanks, and the like. The language of scholarly journals is that of the discipline covered. It assumes some technical background on the part of the reader. The main purpose of a scholarly journal is to report on original research or experimentation in order to make such information available to the rest of the scholarly world. Many scholarly journals, though by no means all, are published by a specific professional organization.

Popular periodicals come in many formats, although often slick and attractive in appearance with lots of color graphics (photographs, drawings, etc.). These publications do not cite sources in a bibliography. Information published in popular periodicals is often second or third hand and the original source is rarely mentioned. Articles are usually very short and written in simple language. The main purpose of popular periodicals is to entertain the reader, to sell products (their own or their advertisers), or to promote a viewpoint.

II. CONTENT ANALYSIS -- Having made an initial appraisal, you should now examine the body of the source. Read the preface to determine the author's intentions for the book. Scan the table of contents and the index to get a broad overview of the material it covers. Note whether bibliographies are included. Read the chapters that specifically address your topic. Scanning the table of contents of a journal or magazine issue is also useful. As with books, the presence and quality of a bibliography at the end of the article may reflect the care with which the authors have prepared their work.

A. Intended Audience -- What type of audience is the author addressing? Is the publication aimed at a specialized or a general audience? Is this source too elementary, too technical, too advanced, or just right for your

needs?

B. Objective Reasoning -- Is the information covered fact, opinion, or propaganda? It is not always easy to separate fact from opinion. Facts can usually be verified; opinions, though they may be based on factual information, evolve from the interpretation of facts. Skilled writers can make you think their interpretations are facts. Does the information appear to be valid and well-researched, or is it questionable and unsupported by evidence? Assumptions should be reasonable. Note errors or omissions. Are the ideas and arguments advanced more or less in line with other works you have read on the same topic? The more radically an author departs from the views of others in the same field, the more carefully and critically you should scrutinize his or her ideas. Is the author's point of view objective and impartial? Is the language free of emotion-arousing words and bias?

C. Coverage -- Does the work update other sources, substantiate other materials you have read, or add new information? Does it extensively or marginally cover your topic? You should explore enough sources to obtain a variety of viewpoints. Is the material primary or secondary in nature? Primary sources are the raw material of the research process. Secondary sources are based on primary sources. For example, if you were researching Konrad Adenauer's role in rebuilding West Germany after World War II, Adenauer's own writings would be one of many primary sources available on this topic. Others might include relevant government documents and contemporary German newspaper articles. Scholars use this primary material to help generate historical interpretations--a secondary source. Books, encyclopedia articles, and scholarly journal articles about Adenauer's role are considered secondary sources. In the sciences, journal articles and conference proceedings written by experimenters reporting the results of their research are primary documents. Choose both primary and secondary sources when you have the opportunity.

D. Writing Style -- Is the publication organized logically? Are the main points clearly presented? Do you find the text easy to read, or is it stilted or choppy? Is the author's argument repetitive?

E. Evaluative Reviews -- Locate critical reviews of books in a reviewing source, such as Book Review Index, Book Review Digest, OR Periodical Abstracts. Is the review positive? Is the book under review considered a valuable contribution to the field? Does the reviewer mention other books that might be better? If so, locate these sources for more information on your topic. Do the various reviewers agree on the value or attributes of the book or has it aroused controversy among the critics?

What does it mean when someone says that something is peer reviewed? How does this differ from items that are	Peer review -- The process in which a new book, article, software program, etc., is submitted by the prospective publisher to experts in the field for critical evaluation prior to publication, a standard procedure in scholarly publishing. Under most conditions, the identity of the referees is kept confidential, but the identity of the author(s) is not. The existence and content of a manuscript under review is kept confidential within the offices

refereed?	of the publisher and by the referees, and all copies of the manuscript are returned to the publisher at the end of the process. In computer programming, source code may be certified by its owner or licenser as open source to encourage development through peer review. Synonymous with juried review.
	Said of a scholarly journal that requires an article to be subjected to a process of critical evaluation by one or more experts on the subject, known as referees, responsible for determining if the subject of the article falls within the scope of the publication and for evaluating originality, quality of research, clarity of presentation, etc. Changes may be suggested to the author(s) before an article is finally accepted for publication. In evaluation for tenure and promotion, academic librarians may be given publishing credit only for articles accepted by peer-reviewed journals. Some bibliographic databases allow search results to be limited to peer-reviewed journals. Synonymous with juried and refereed. Referee -- In scholarly publishing, an expert whose areas of specialization include the subject of a journal article or book, usually a professional peer of the author, to whom the editor or publisher sends the manuscript for critical evaluation before accepting it for publication. A referee may recommend changes, corrections, or clarification of points in the text. In most circumstances, the identity of a referee is kept confidential.

Developing a search statement:

Topic: Aids prevention

Thesis: Although much research has gone into finding a cure for the AIDS virus, we are no closer to a real cure than we were when the disease first became known.

Research question: What resources are helpful to researchers looking for a real means to prevent the spread of the AIDS virus

>   A Research Question is a statement that identifies the phenomenon to be studied. For example, "What resources are helpful to new and minority drug abuse researchers?"

>   To develop a strong research question from your ideas, you should ask yourself these things:

>   - ⑨ Do I know the field and its literature well?
>   - ⑨ What are the important research questions in my field?
>   - ⑨ What areas need further exploration?
>   - ⑨ Could my study fill a gap? Lead to greater understanding?
>   - ⑨ Has a great deal of research already been conducted in this topic area?
>   - ⑨ Has this study been done before? If so, is there room for improvement?
>   - ⑨ Is the timing right for this question to be answered? Is it a hot topic, or is it becoming obsolete?
>   - ⑨ Would funding sources be interested?
>   - ⑨ If you are proposing a service program, is the target community interested?
>   - ⑨ Most importantly, will my study have a significant impact on the field?

>   A strong research idea should pass the "so what" test. Think about the potential impact of the research you are proposing. What is the benefit of answering your research question? Who will it help (and how)? If you cannot make a definitive statement about the purpose of your research, it is unlikely to be funded.

Concepts: AIDS (disease) prevention

Synonyms / Related Terms

- ⑨ AIDS -- acquired immunodeficiency syndrome -- a disease of the human immune system that is characterized cytologically especially by reduction in the numbers of CD4-bearing helper T cells to 20 percent or less of normal thereby rendering the subject highly vulnerable to life-threatening conditions (as Pneumocystis carinii pneumonia) and to some (as Kaposi's sarcoma) that become life-threatening and that is caused by infection with HIV commonly transmitted in infected blood especially during illicit intravenous drug use and in bodily secretions (as semen) during sexual intercourse
    - o AIDS–related complex -- a group of symptoms (as fever, weight loss, and lymphadenopathy) that is associated with the presence of antibodies to HIV and is followed by the development of AIDS in a certain proportion of cases
    - o AIDS virus
    - o HIV -- either of two retroviruses that infect and destroy helper T cells of the immune system causing the marked reduction in their numbers that is diagnostic of AIDS —called also AIDS virus, human immunodeficiency virus — compare HIV-1, HIV-2
    - o HIV–1 -- a lentivirus (species Human immunodeficiency virus 1) that is the most prevalent HIV —called also HTLV-III
    - o HIV–2 -- a lentivirus (species Human immunodeficiency virus 2) that causes AIDS especially in western Africa, is closely related in structure to SIV of monkeys, and is less virulent than HIV-1

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- o Human immunodeficiency virus
- o acquired immune deficiency syndrome
- ⑨ Prevention -- the act or practice of keeping something from happening <good crowd control is crucial to the prevention of riots>
    - o Synonyms averting, forestallment, precluding
    - o Related Words avoidance, circumvention; negation, neutralization, nullification; baffling, balking, checkmate, crossing, debarment, determent, deterrence, foiling, frustration, thwarting; barring, enjoining, forbidding, interdicting, interdiction, outlawing, prohibiting, prohibition, proscribing, proscription
- ⑨ Disease -- an abnormal state that disrupts a plant's or animal's normal bodily functioning <they caught a rare disease while they were traveling in Africa and were sick for weeks>
    - o Synonyms affection, ail, ailment, bug, complaint, complication, condition, disorder, distemper, distemperature, fever, ill, illness, infirmity, malady, sickness, trouble
    - o Related Words contagion, contagious disease; contagium, infection; attack, bout, fit, spell; debility, decrepitude, feebleness, frailness, lameness, sickliness, unhealthiness, unsoundness, unwellness, weakness; malaise, matter, pip; epidemic, pest, pestilence, plague

Controlled vocabulary terms and concepts:

- ⑨ AIDS (Disease) -- QR201.A37; RA643.75 RA643.86; RC606.5 RC606.65
- ⑨ HIV infections -- QR201.A37; RA643.75 RA643.86; RC606.5 RC606.65
- ⑨ AIDS-related complex -- RA644.A25; RC607.A26
- ⑨ Immunological deficiency syndromes -- RC606
- ⑨ Virus-induced immunosuppression -- QR188.46
- ⑨ AIDS (Disease) Prevention
- ⑨ Safe sex in AIDS prevention

Search statement:

- ⑨ Keyword -- (AIDS or HIV) and (prevention or deterrence)
- ⑨ Controlled vocabulary (subject) – AIDS disease prevention

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Name: _____

Topic: _____

English 110 -- Library Skills Lab – Winter 2011   **January 18/20 2011**

Assignment 1 -- Developing a search strategy and finding three books and government documents that address some aspect of your topic **(20 %) --** due at the start of class next week)

The first step in your research process is the development of a search strategy and search statement that will help you find all relevant literature on this topic.

For purposes of this assignment use the concepts of **aids (as a disease)** and **prevention** as your keywords as you start this portion of the journey:

Using the **CSUB Library Catalog Advanced Search** page -- http://voyager.lib.csub.edu/vwebv/searchAdvanced?sk=en_US -- insert the search terms **aids prevention** in the top search box and click on **Search** (located below the third Title/Subject pull down menu bars).

1. How many items did you retrieve: _____
2. When was the newest item you retrieved published? _____
3. When was the oldest item you retrieved published? _____
4. Of the items retrieved how many actually addressed the issue of AIDS prevention? _____

Return to the **CSUB Library Catalog Advanced Search** page -- http://voyager.lib.csub.edu/vwebv/searchAdvanced?sk=en_US -- insert the search terms **aids prevention** in the top search box**,** change the top **Title/Subject** pull down bar to **Subject** and click on **Search**:

5. How many items did you retrieve: _____
6. When was the newest item you retrieved published? _____
7. When was the oldest item you retrieved published? _____
8. Of the items retrieved how many actually addressed the issue of AIDS prevention? _____

Click on the **Search** tab at the top of the page. Click on **Subject Browse --** http://voyager.lib.csub.edu/vwebv/searchSubject   -- enter **aids disease prevention** in the **Search Subject** box, change the **Records per page** pull down bar to **50 records per page** and then click on **Search**.

9. On the **Subject** results page, how many listed subject headings are related to the subject of **Aids (Disease)--Prevention**: _____
10. On the listing for the first the top **Aids (Disease)--Prevention** subject heading, what is a narrower subject that you could also search for related items? -- _____
11. How many items are linked under the first **AIDS (Disease)—Prevention** subject heading? _____

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12. Is this a complete listing of all the items that we have access to that relate to this topic in the libraries collections? **YES   NO**

Return to the **CSUB Library Catalog Advanced Search** page --
http://voyager.lib.csub.edu/vwebv/searchAdvanced?sk=en_US -- insert the search terms **aids disease prevention,** change the top **Title/Subject** pull down bar to **Subject** and click on Search Now:

13. How many items did you retrieve: _____
14. When was the newest item you retrieved published? _____
15. When was the oldest item you retrieved published? _____
16. Of the items retrieved how many actually addressed the issue of AIDS as a disease? _____

The four searches above are an excellent example of how you can use a full service database to search for information either by keywords using Boolean logic (AND, OR, NOT), phrase searching, truncation, and fields; by controlled vocabulary (subject headings or descriptors), or by browsing an index (author name, title, subject

Next use **Worldcat Advanced Search** -- http://www.worldcat.org/advancedsearch -- to find books, articles, and government documents on the subject of aids prevention. From the start part in the **Subject field** enter the search terms **aids prevention** then click on the **Search button**:

17. How many items did you retrieve: _____
18. When was the newest item you retrieved published? _____
19. When was the oldest item you retrieved published? _____
20. Of the items retrieved how many actually addressed the issue of AIDS prevention? _____

Reorder and reduce the number of items retrieved by first changing the **Sort by: Relevance** pull down menu to **Newest First**, limiting your **format** results to just **Book(s),** your **content** to just **Non Fiction**, your **Audience** to **Non-Juvenile**, and your **language** to just **English**.

21. How many items did you retrieve: _____
22. When was the newest item you retrieved published? _____
23. What is the title of the book? _____
24. Where is the closest library to CSUB that has a copy of the book? _____
25. What link would you click to request a copy of the book to be sent to CSUB for your use? _____
26. What link would you click to get citation information for this book in APA, Chicago, Harvard, MLA, or Turabian citation style formats? _____

Use the advanced search option of **Google Uncle Sam** -- http://www.google.com/advanced_search?hl=en&safe=off&num=100&output=unclesam&restrict=unclesam to look for additional government documents that relate to Aids prevention.

27. How many items did you retrieve: _____

28. Of the items retrieved how many actually addressed the issue of AIDS prevention? _____

29. How did the results of this search differ from the results of those that you completed in the **CSUB Library Catalog** and **Worldcat**?

_____
_____
_____

Now that you have a basic understanding of what it takes to develop a search strategy and search statement and the various options that various databases have to offer you for conducting a search (keyword, controlled vocabulary, index browse) now do one more search in **Medline Plus** -- http://medlineplus.gov/ using the concept of **"AIDS prevention"** -- note how the results change if you search for it as separate keywords or as a phrase:

30. How many items did you retrieve: _____

31. How do these items differ from those that you retrieved using the CSUB Library Catalog, Worldcat, and Google Uncle Sam?

_____
_____
_____

Now that you have a basic understanding of how to search the CSUB Library Catalog, Worldcat, Google Uncle Sam, and Medline Plus for books and government documents on the topic of Aids disease prevention, please do another search of the four tools listed above looking for three books and three government documents on your selected topic.   Use the Knight Cite citation service -- http://www.calvin.edu/library/knightcite/index.php -- to develop citations for each item in APA citation format:

Topic: _____

Thesis: _____

Research question: _____

Concepts: _____

Synonyms / Related Terms _____

Search statement: _____

Note: If you can't find three government documents on your topic then find / cite six book sources instead.

Books:

Basic Format for Books (APA)

Author, A. A. (Year of publication). Title of work: Capital letter also for subtitle. Location: Publisher.

Edited Book, No Author

Duncan, G. J., & Brooks-Gunn, J. (Eds.). (1997). Consequences of growing up poor. New York, NY: Russell Sage Foundation.

Article or Chapter in an Edited Book

Author, A. A., & Author, B. B. (Year of publication). Title of chapter. In A. Editor & B. Editor (Eds.), Title of book (pages of chapter). Location: Publisher.

Multivolume Work

Wiener, P. (Ed.). (1973). Dictionary of the history of ideas (Vols. 1-4). New York, NY: Scribner's.

Government documents:

National Institute of Mental Health. (1990). Clinical training in serious mental illness (DHHS Publication No. ADM 90-1679). Washington, DC: U.S. Government Printing Office.

This completes the assignment for this weeks lab. If you have any questions or need any help please do not hesitate to ask.

Norm -- nhutcherson@csub.edu 661 654-2061, WSL 116C, on the Reference Desk Monday 11:30 am – 1:30 pm or Wednesday 5:30-9:30 pm. Virtual Reference Monday 2-4 pm. Other times by appointment.

Name: _____   Section   5   10

One minute paper   **Please respond to the following questions frankly and concisely**

- What was the most significant thing that you learned in today's session?

- What questions do you have about the materials that we covered during today's session?

- List the key concepts from today's session:

Finding Periodical Articles Practical Application (20 points)

Name: _____

Major: _____

Topic: _____

1.   Point of departure: Where would you look to find a peer-reviewed scholarly journal article on your topic?

1st choice: _____

2nd choice: _____

3rd choice: _____

2.   How would you know if the article you found was scholarly? What one source could provide you with the highest level of assurance that the article you have is or is not scholarly?

- Scholarly? _____
- _____
- _____
- Best source? _____
- _____
- _____

3.   If you have the citation for an article, where should you look in order to determine whether or not the Walter W. Stiern Library has the periodical available either in print or online? What is the URL for that link?

- Name of link: _____
- URL for link: _____

4.   Using Academic Search Elite (EBSCO) – which can be accessed by going to the Walter W. Stiern Library homepage at http://www.csub.edu/library/, clicking on Find Articles, and then clicking on the Academic Search Elite (EBSCO) link or by going directly to the database at http://voyager.lib.csub.edu/cgi-bin/academic_pre.pl -- locate scholarly journal articles relating to your topic. Enter your keywords into the Find box and click Search.

- What search statement did you use?

  _____

  _____

- How many articles did you retrieve? _____

5.   In the Refine Your Results section of the results page, click on the Subject: Thesaurus Term link and note three subject headings that could be used to narrow your search to the most relevant articles. What are those subjects?

1st choice: _____

2nd choice: _____

3rd choice: _____

6.   In the Refine Your Results section, click on the Scholarly (Peer Reviewed) Journals check box, and the Academic Journals check box in the Source types section, and the most relevant subject heading in the Subject Thesaurus Terms section. How many articles did you retrieve?
_____

7.   How do the results of this second search differ from those you received from your first search?

- _____
- _____
- _____
- _____

8.   Review the results and locate an article that is available in full text. Open the full text of the article and record the citation information for the article below:

- Author(s): _____
- Article title: _____
- Publication name: _____
- Volume number: _____
- Issue number: _____
- Date published: _____
- Page numbers: _____
- Listed as a referred journal in Magazines for Libraries? Yes / No
- Check the CSUB Full Text Periodicals List to determine whether or not this article is available in print or online in another source? Yes / No

9.   Review the results and locate an article that is not available in full text in this database. Check the CSUB Full Text Periodical List to determine if this article in available either in print or online in another source. Record the citation information for this article below:

- Author(s): _____
- Article title: _____
- Publication name: _____
- Volume number: _____
- Issue number: _____
- Date published: _____

- Page numbers: _____
- Listed as a referred journal in Magazines for Libraries? Yes / No
- Is it available in print or online in another source? Yes / No
- If yes – In what source? _____
- Go and retrieve a copy of the article and staple a copy of the first page of the article to this assignment.

Remember that this assignment is due at the start of class next week. Late assignments will not be accepted.

Good luck. Norm