Saskatchewan Online Library Orientation

Welcome to *SOLO*, the Saskatchewan Online Library Orientation

***SOLO* is designed to help you complete assignments requiring library research. Click here for more information.**

New to *SOLO* ?
Click here to sign up now!

Email address

Password

Remember me on this computer?

Forgotten your Password?

Search here... Go!

- The Research Process
- Defining Research Needs
- Developing a Research Strategy
- Conducting the Search
- Evaluating Resources
- Using Resources
- For Instructors

Assignment Calculator

Don't leave that paper until the last minute!

Use the Assignment Calculator to schedule and plan a writing assignment.

Keyword Builder

The success of a search depends on the keywords you use and how you combine them.

The Keyword Builder will help you focus on what you are looking for.

Citation Builder

It's very important to cite your sources properly.

The Citation Builder will help you create citations for journal articles, books, web sites, and interviews.

SOLO was created through a partnership between the SIAST and University of Regina libraries with the support of a Technology Enhanced Learning (TEL) grant. For more information about the people behind *SOLO*, visit our credits page.

Send questions/comments to Cara.Bradley@uregina.ca

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Last Updated: Women's studies - *January 15, 2007*

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How to Use *SOLO*

What You Need to Know about *SOLO*

1. *SOLO* is designed to help you complete your assignments that require library research. Because library research is complex, we've divided *SOLO* into several sections, listed on the menu that appears along the left side of each page. To be successful, you should use each section of *SOLO* when it is useful in completing your assignment. In other words, do not try to complete all of *SOLO* in one sitting; take your assignment, and *SOLO*, one step at a time.

2. If your instructor asks you to answer the questions throughout *SOLO*, be sure to answer them with a particular research assignment in mind. If you do not have a specific assignment in mind, many of the questions will not be meaningful to you.

3. You should save your responses to a worksheet if your instructor has asked you to hand them in, or if you want to be able to re-visit your answers. To save your responses to the questions asked throughout *SOLO*, be sure that you're logged in. You can login from any page on this site, at any time. If you do not have an account, you can sign up quickly and easily. Once logged in, click on the **Save Worksheet** button below each set of questions to save your answers as you progress through the orientation. Once saved, a worksheet is given a title and

can be recalled and modified at will by going to **My Worksheets**. *SOLO* allows you to create as many worksheets as you need. To review your answers and progress, click the **View Worksheet** link, which also appears at the bottom of each set of questions. You can edit your answers at any time. Simply change the answers given on your saved worksheet and click on the **Update Worksheet** Button. To load a worksheet, click on **My Worksheets**, then click on the **Load Worksheet** link next to the worksheet you want to load.

4. You don't have to complete the modules of *SOLO* in order. If your instructor asks you to work on a section, and you haven't worked on the previous section, don't panic! Your instructor probably has a good reason for asking you to work on that particular section. Remember, *SOLO* is designed to work with your research assignment, so do the parts that make sense with where you are in the research process.

We welcome your comments and suggestions for improvement. **Need Help?** is available at the top right of every page at all times if you need any help. Contact us at any time!

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Sign up

Sign up for your account.

Having an account will enable you to create and save your worksheets as you progress through the orientation. You can recall a worksheet again at any time by visiting “My Worksheets”.

First Name

Last Name

Email Address*

Create a Password

Confirm your Password

Instructor ***(optional)***

Major ***(optional)***

Cancel

*Your email address will only be used as a means of identification. We will not send you unsolicited emails, nor will we share this address with anyone else.

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Reset Password

Enter the email address of your account below to reset your password.

Email Address

Cancel

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The Research Process

Research seems like a ***product***. You do research because you have to produce something—a paper, a presentation, a project.

Actually, research is a ***process*** made up of many small steps. Once you're familiar with the steps, you can create an excellent product—and save time and energy too!

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Defining Research Needs

The first step in any process is defining what you need.

In this section, you will learn to:

- Dissect an assignment description to determine your instructor's expectations.
- Distinguish between different types of resources to decide which to use.

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  - Build a Keyword Search
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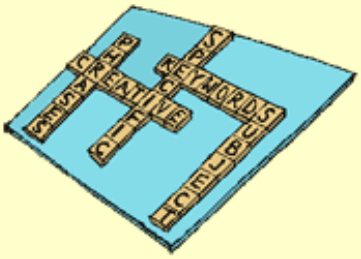
Developing a Research Strategy

In this section, you will learn to:



- define your topic
- brainstorm search terms
- build a keyword search

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  - How to Find Articles
  - How to Find Call Numbers
  - How to Find Websites
- Evaluating Resources
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Conducting the Search

In this section, you will learn to:

- find books,
- find articles,
- find call numbers, and
- find web sites.

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  - *Purpose*
  - *Organization & Content*
  - *Publisher*
  - *Date of Publication*
  - *Evaluate Articles*
  - *Evaluate Web Sites*
  - *Select Useful Information*
- Using Resources
- For Instructors

Evaluating Resources

Students frequently skip the evaluation step of the research process. They think finding a resource—any resource—is enough. However, **weak information sources waste your time**.

Resources need to match your instructor's requirements and be appropriate for your research topic. **Don't "force" a resource to fit your assignment**—keep searching until you find one you can really use. A good resource will help you:

- **support** an argument
- **refute** an argument
- **give examples**
- provide "wrong" information you can **challenge**

In this section, you will learn to:

- evaluate books
- evaluate articles
- evaluate web sites
- select useful information

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  - *When & How to Cite Your Sources*
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  - *About the Citation Builder*
  - *Citation Builder*
  - *Putting Works Cited Citations in Your Paper*
  - *Who Makes This Stuff Up?*
- For Instructors

Using Resources

In this section, you will learn to:

- understand plagiarism
- integrate your research
- cite your sources
- build a citation

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  - *How to Describe SOLO to Students*
  - *Lesson Plans and Handouts*

For Instructors

What do instructors need to know about *SOLO*?

Before assigning *SOLO*, you'll want to look over the content it covers and the questions that are integrated throughout the tutorial. The questions are closely tied to the student's individual research. This means that *SOLO* should be assigned in conjunction with an assignment in your course as very few of the questions can be answered without a research context. It also means that you can use students' answers to *SOLO* questions to gauge their research progress and identify weaknesses that you can address in class.

There are lots of questions in *SOLO*, and they require a lot of time to answer. Initially, this seems like a "bummer", but it doesn't have to be. Assign *SOLO* modules separately, rather than as one long assignment. Do your best to assign specific modules to address specific topics at appropriate times. You'll find recommendations for integrating *SOLO* into your course within How to Integrate *SOLO* into a Course Syllabus and How to Describe *SOLO* to Students. You may also find the suggested *SOLO* Lesson Plans and Handouts helpful!

Please explain to your students how to log in by signing up with their email address and a password. You'll want to show your students how to view their responses and let them know how you plan to collect their answers. Finally,

remind them to click "SAVE WORKSHEET" after entering the answers to each group of questions.

We are very open to suggestions for improvements to *SOLO*. We want to keep the tutorial current and make it as relevant and useful for you and your students as possible. Please email us with your suggestions and ideas at any time!

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Assignment Calculator

Start date

Jan 31 2009

Due date

Jan 31 2009

Calculate assignment schedule

Based on the original Assignment Calculator from the University of Minnesota Libraries.

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    - *Phrase Searching*
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Keyword Builder

Concept 1		Concept 2		Concept 3
	⇔		⇔	
? OR ?	AND	? OR ?	AND	? OR ?
	⇔		⇔	

Clear All

Resulting string:

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Citation Builder

What would you like to cite?

- Book
- Book Chapter or Essay
- Scholarly Journal Article
- Reprinted Scholarly Journal Article
- Reprinted Magazine or Newspaper Article
- Website
- Interview

Back | Build Citation | Reset

Did you cut and paste the citation that you created using Citation Builder into a Word Document? ***(Remember that you should print and attach this document to your assignment if your instructor has asked you to hand it in)***

Save Worksheet View Worksheet

Please register or login to enable the worksheets. It only takes a second.

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Credits

The Saskatchewan Online Library Orientation was created by:

Leeanne Romane, *Information Literacy and Instruction Librarian*, SIAST

Cara Bradley, *Distance Education Librarian*, University of Regina

Willadell Garreck, *Instructional Designer*, University of Regina - Distance Learning Division

Graphic design and multimedia developement by the Centre for Academic Technologies at the University of Regina.

This tutorial is based on LOBO, which was produced by North Carolina State University. The list of original LOBO developers can be found on their site, http://www.lib.ncsu.edu/lobo2/credits.html.

Acknowledgments

Colorado State University Libraries. How to Evaluate Books at http://manta.library.colostate.edu/howto/evalbk.html

Dexter, Katherine. Scholarly vs. Popular Materials at http://www.lib.ncsu.edu/risd/staff/kdexter/sp.html

Library of Congress. Classification Outline at http://lcweb.loc.gov/catdir/cpso/lcco/lcco.html

Monash University Library. Virtual Librarian at http://www.lib.monash.edu.au/vl/callno/call01.htm

NC State Scholarly Communications Center. Plagiarism Tutorial at http://www.lib.ncsu.edu/scc/tutorial/plagiarism/index.html

Oakes, Margaret. Narrowing from Topic to Thesis at http://www.furman.edu/~moakes/Powerwrite/narrow.htm

Olin*Kroch*Uris Libraries. Critically Analyzing Information Sources at http://www.library.cornell.edu/okuref/research/skill26.htm

Penn State University Libraries. Understanding Call Numbers at http://www.libraries.psu.edu/instruction/infolit/andyou/mod5/callnum.htm

Thesaurus.com at http://www.thesaurus.com

TILT - Texas Information Literacy Tutorial at http://tilt.lib.utsystem.edu/

UC Berkeley. Evaluating Web Pages: Questions to Ask and Strategies for Getting the Answers at http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html (revised version of original)

Undergrad Library UIUC. Popular Topics at http://www.library.uiuc.edu/help/Handouts/PopularTopics.pdf (no longer online)

University of Arizona. Pros & Cons of Controversial Topics at http://dizzy.library.arizona.edu/library/teams/ust/controv.htm

University of Maryland Libraries. Finding Library Items Using Call Numbers at http://www.lib.umd.edu/MCK/GUIDES/callnumbers.html

University of Minnesota. Assignment Calculator at http://www.lib.umn.edu/help/calculator

VanScoy, Amy. ENG 111 Research Tutorial at http://www.lib.ncsu.edu/staff/avanscoy/eng111/

Graphics

Microsoft PowerPoint Clip Art

School Icons Club at http://www.schoolicons.com/eng/

TILT - Texas Information Literacy Tutorial at http://tilt.lib.utsystem.edu/

Objects of Learning at http://adlcolab.uwsa.edu/lo/

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Need Help?

We want you to be successful! Contact any of these resources for help:

Ask a Librarian	Use Ask a Librarian to contact reference staff by phone or email for help with library resources. For in-person help, come to the Information Desk at Archer Library.
Subject Liaison Librarians	Have a difficult question and need personalized attention? Schedule a meeting with the appropriae subject liaison librarian.
Your Instructor	Questions about the guidelines of your assignment or criteria for grading are best directed to your instructor.
Student Development Centre	The Student Development Centre offers a range of programs, including writing help and sessions on Academic Skills

Computing Services HelpDesk	The Computing Services HelpDesk assists students with questions about email, network, and multimedia, and software problems.
Counselling Services	If you're experiencing anxiety, depression, concentration problems, or other difficulties, the Counselling Services can help!

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- Anorexia Nervosa
- Battered woman syndrome
- Birth control
- Body image
- Bulimia
- Diets and dieting
- Discrimination in education
- Eating disorders
- Family violence
- Farm women
- Feminism
- Gender roles
- Incest

- Lesbianism
- Pornography
- Reproductive technologies
- Sex crimes
- Sex discrimination
- Sexism
- Sexual harassment
- Single parenting
- Surgery, plastic
- Unpaid labour
- Weight loss
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- Women and poverty
- Women and the media
- Women–suffrage

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Steps in the Process

What's Next?

The steps in the research process include:

1. defining your research needs
2. developing a research strategy
3. conducting searches for information
4. evaluating the resources you find
5. incorporating and citing the information you use

Each section of *SOLO* takes you through a step in the process.

Research isn't always neat and clean; sometimes you may have to move back a step, make different decisions, and then move forward again.

Therefore, it's a good idea to begin early and manage your time wisely.

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Manage Your Time

Like any process, research takes time. Managing your time and planning your steps decreases stress and produces a better product. Sometimes it's difficult to know how much time should be spent on each step in the research process. Generally, it's a good idea to ***select topics and gather resources early***.

To plan the rest of your work, we recommend the **Assignment Calculator**.

Begin a new worksheet by answering the following questions.

Use the Assignment Calculator to plan the work for the writing assignment you have selected. Use this same assignment to answer *SOLO* questions on later pages.

What is the name of the assignment?

When will you start your assignment?

Jan 31 2009

Format: Jan 1 2006

When is your assignment due?

Format: Jan 1 2006

Save Worksheet View Worksheet

Please register or login to enable the worksheets. It only takes a second.

According to the Assignment Calculator...

When should you choose your topic?

Format: Jan 1 2006

When should you begin finding books/articles/web sites?

Format: Jan 1 2006

When should you make an outline?

Format: Jan 1 2006

When should you write your first draft?

Format: Jan 1 2006

Save Worksheet View Worksheet

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Understand the Assignment

Instructors convey assignments in a variety of ways. Some give oral instructions. Others provide written directions on a syllabus or web page. Some outline the major requirements, while others go into detail and supply examples of the projects or papers they want you to produce.

To do well on an assignment, you must understand it completely. To do that, you must think about:

- the assignment description
- your intended audience
- the library resources you need.

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Differences Between Resource Types

Choosing the right resources for your research can be challenging.

A variety of options are available, including:

- **books**
- **scholarly journals**
- **popular magazines**
- **web sites**

***Books* are important resources for research assignments.**

Pro: The information found in books has been checked by editors, and the books found in the library are selected for your use by library staff. As a result, library books, especially reference books, are good choices for reliable information.

Con: Because it takes years to write and publish books, they are not always the best sources for current topics.

Explain why books are or are not useful resources for your assignment.

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Scholarly journals **are key resources for academic assignments.**

Pro: The articles found in scholarly journals go through a “peer-review" process. In other words, the articles are checked by professors and other experts. The information is reliable and based on extensive research. Scholarly journals take less time to publish than books, but the peer-review process is lengthy.

Con: Scholarly journals include information of academic interest, so they are not the best sources for general interest topics. Because the peer-review process is time-consuming, they do not include up-to-the minute news or current event information.

Explain why scholarly journal articles are or are not useful resources for your assignment:

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Popular magazines **supply helpful information about general interest issues and current events.**

Pro: Popular magazine articles focus on issues of current interest including news and trends. Magazines articles must be approved by an editor and therefore are considered more reliable than web sites.

Con: Popular magazines do not undergo a peer-review process and are not based on extensive research. The articles are written by journalists, rather than researchers and professors. Generally, they do not include a list of references at the end, so you cannot trace the origins of the writer's ideas. Also, magazines are often written for a specific audience and may contain bias.

Explain why popular magazine articles are or are not useful resources for your assignment:

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***Web sites* are useful for researching cutting-edge issues.**

Pro: Web sites provide up-to-the minute news and information about current events, trends, and controversial topics.

Con: Because anyone can publish anything on the web, web site information is frequently inaccurate or biased, and sometimes outdated. Scholarly information is generally not available for free on the open web.

Explain why web sites are or are not useful resources for your assignment:

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Define Your Topic

Defining your topic is a critical step in the research process.

Choosing the right research topic can you lead you to an interesting and enjoyable (really!) research experience, while choosing a topic that is too broad, vague, or boring is a recipe for disaster.

Sometimes, instructors supply an **assignment sheet** or **syllabus** that prescribes a **specific list of topics**.

Note:*If you already have a specific topic for your assignment, you might not need to answer the questions in this section. Uncertain? Ask your instructor for clarification.*

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Brainstorm Search Terms

In this section, you will learn to:

- separate an assignment topic into **concepts**
- brainstorm **synonyms** for concepts
- consider **multiple spellings** and **word forms**

Once you've decided on a topic for your research, you may be tempted to begin searching the library catalogue, article databases, or web immediately. However, taking a little time to analyze your topic and select good search terms will save you much time and effort later on.

To analyze your topic, break down the main idea into smaller concepts.

For example, if your topic is about **university students** having **jobs** and how that affects their **grades**, you can break down your main idea into at least three smaller concepts.

Concept 1	⇒	university students
Concept 2	⇒	jobs
Concept 3	⇒	grades

What is your main topic idea?

Break down your main idea into 2-3 smaller concepts. List them here:

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Electronic databases can't think. They match search terms exactly and don't recognize synonyms for your terms. For example, searching for the term “grades” won't retrieve results using the synonym “academic success.”

To avoid missing relevant results, brainstorm for synonyms for your concepts.

You can brainstorm multiple synonyms for each concept in our sample topic--**university students** having **jobs** and how that affects their **grades**. If your concepts don't have exact synonyms, think of terms that are just a little narrower or just a little broader.

Concept	Synonyms
university students	college students, freshmen, first-year students
jobs	employment, work, occupation, vocation, labour
grades	g.p.a., achievement, academic success, graduation rates

Ask yourself, **“What other terms might be used by someone writing about my topic?"** Use these other terms (synonyms) in your searches. For example, someone writing about binge drinking might call it “alcohol consumption”. On the other hand, if there's really only one word to describe your topic, that's okay too. For example, there are few true synonyms for “schizophrenia.”

List any appropriate synonyms for each of your concepts.

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Some terms require even more thought. Seemingly insignificant differences between the terms you type in and the terms the database recognizes will affect the success of your searches.

Brainstorm for alternative spellings, abbreviations, and multiple endings.

In this example, all three types of variations should be considered.

labour	⇒	alternative spellings	⇒	labour, labor
g.p.a.	⇒	abbreviations	⇒	grade point average
work	⇒	multiple endings	⇒	work, worker, working

List any alternative spellings, abbreviations, or multiple endings that apply to your concept terms or synonyms.

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Build a Keyword Search

The success of a search depends on the keywords you use and how you combine them. Developing a good search strategy will help you zero in on the exact information you need.

In this section, you will learn to:

- cross separate concepts with **AND**
- combine synonyms with **OR**
- use **truncation** symbols to search for multiple endings
- look for the way a database interprets **phrases**

If you do not have a list of concepts, synonyms, and multiple endings, please return to Brainstorm Search Terms.

In Brainstorm Search Terms, you developed a list of concepts related to your research topic. The next step is to enter those concepts into a database. However, entering your concepts in one long string—"university studentsjobsgrades"—usually doesn't work. Unlike web search engines, databases expect you to combine concepts using special terms.

AND is a special term that tells databases to combine concepts.

Inserting AND between your concepts allows you to search for more than one concept at a time. For example, imagine you are

researchingwomeninathletics.

Concept 1	⇒women
Concept 2	⇒college
Concept 3	⇒athletes

The **Keyword Builder** demonstrates how these concepts can be combined using **AND**.

Open the Keyword Builder

Notice how **women**, **college**, and **athletics** are combined into a **search string.**

Note that the different concepts are combined with the connecter AND. Using AND will instruct the database to retrieve everything with concept 1 that also includes concept 2 and concept 3.

Copy the women, college, and athletics example search string from the Keyword Builder and paste it here:

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In Brainstorm Search Terms, you expanded your list of concepts to include

synonyms. You can include these synonyms in your searches by using the term OR. Including synonyms increases the number of results you retrieve.

OR is a special term that tells databases to look for synonyms of your search terms.

Concept 1	⇒films	⇒synonyms	⇒ movies, motion pictures
Concept 2	⇒crime	⇒synonyms	⇒criminals, villains

The **Keyword Builder** demonstrates how these synonyms can be combined using **OR**. Click on the Keyword Builder, clear all of the search boxes, and enter **film** and **movies** under concept 1 and **crime** and **criminals** under concept 2. Notice how they are combined into a **search string**. Note that synonyms are combined into one set using the connector OR, and the two separate concepts are combined using the connector AND. Using AND and OR will instruct the database to retrieve everything with either term for concept 1 that also includes either term for concept 2.

Copy the film, movies, crime, and criminals example search string from the Keyword Builder and paste it here:

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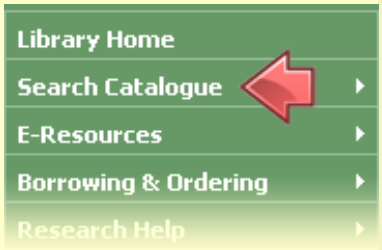
How to Find Books

To find books in the Archer Library, **use the catalogue**.

What's the catalogue?



As seen on the Archer Library website.

The catalogue is a database that lists the books, periodicals, government documents, conference proceedings, videos, maps, electronic books and other materials owned, subscribed to, licensed, or otherwise made available by the Archer Library.

Show me an example

or

Let me search the catalogue myself

View the Show me an Example link. Then search the catalogue yourself and locate 3 books related to your research topic. Copy and paste their

titles and call numbers below.

Book 1

Book 2

Book 3

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  - How to Find Call Numbers
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How to Find Articles

Finding an article is a little more complicated than finding a book. Although the titles of journals and magazines are included in the library catalogue, the titles of articles are **not**. That means that you can use the catalogue to find out that the Archer Library subscribes to *Newsweek*, but you can't use the catalogue to find out what articles are in each issue.

To find articles, you must use an article database (also known as a periodical index).

In this section, you will learn:

- what an **article database** is
- what **information** you can find in a database
- how to **choose a database** from the many the Archer Library subscribes to
- how to **search a specific database called Expanded Academic ASAP** to find a list of articles
- how to **find an article** that's listed in a database

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How to Find Call Numbers

To find an item like a book or journal in the Archer Library, you need to use a call number.

In this section, you will learn:

- what a call number is
- how to get a call number
- how to find a call number in the library
- what to do if you can't find the call number you need

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How to Find Websites

Finding web sites is generally not a problem.

Finding web sites that are relevant and reputable is.

In this section, you will learn to:

- Anticipate what kind of information can be found on the web.
- Choose a good search engine.

You may also wish to review:

- Choosing good keywords.
- Evaluating what you find.

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Evaluate Books

During the evaluation step of the research process, using books you find in the library makes evaluation easier. By the time a book reaches the library shelves, it has been reviewed twice. First, an editor verifies that the information is accurate. Later, library staff determines whether the book is appropriate for the library collection.

Still, there are a number of questions you should ask yourself before using a book as a research resource. These questions focus on 5 areas you can evaluate to judge a book's research value: **author/authority**, **purpose**, **organization and content**, **publisher**, and **date of publication**.

Answer the following questions about any book you are considering using as a resource for a research assignment. The book you select should be a non-fiction, research-type work from which you would provide examples during your assignment. Don't try to take a novel or fiction book through this process; it won't work and you'll wind up frustrated.

Note: *If you are not using books as resources for a research assignment, you might not need to answer the questions in this section. Uncertain? Ask your instructor for clarification.*

Below, type the title and author of the book you will evaluate here (please make sure this is a book you actually have on hand, since some of the following questions require it):

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Author / Authority

Questions to ask yourself:

- Is the author an expert in the field?
- What work or educational experiences does s/he have?
- Has s/he written other books?
- Has s/he won awards?

You can usually find this information in the author **biography** in the front of the book, in the introduction, or at the back of the book. Author information is also available in book reviews or by searching for the author's name in Google.

Based on your answers to the above questions, does what you know about the author/authority of the book indicate that it's a good resource? Why or why not?

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Purpose

- Why was the book written?
  - To inform?
  - To persuade?
  - To entertain?
  - To give an overview?
- Does the author's purpose suit yours?

The purpose of a book is typically outlined in the **Introduction** found in the front near the Table of Contents.

Answer the questions above for the book you're evaluating. Overall, does what you know about the purpose of the book indicate that it's a good resource?

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Organization & Content

Questions to ask yourself:

- Is there a **Table of Contents**? **Index**?
- Can you find the information you need easily?
- Will you have to read the entire book? Whole chapters?
- Is there a **Bibliography** you can use to find other research resources?

Based on your answers to the above questions, does what you know about the organization and content of the book indicate that it's a good resource? Why or why not?

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Publisher

Question to ask yourself:

- Who published the book?

The publisher of a book may indicate its quality. **University presses** publish books by professors and experts, so the terms "university" or "press" in a publisher name suggest a very reliable source. Books published by **professional or trade associations**, **institutes**, **research centers**, and **reputable commercial publishers** are usually trustworthy too. On the other hand, **vanity presses** allow authors to pay to have their work published and are considered much less reliable.

You can find information about a publisher by searching for the publisher's web site using a search engine like Google, and looking for links that say "about us" or something similar.

Based on your answer to the question above, does what you know about the publisher of the book indicate that it's a good resource? Why or why not?

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Date of Publication

Question to ask yourself:

- When was the book published?

For some topics, publication date is very important. Cutting-edge scientific resources may be out-of-date after a year or two. Other topics like history or literature are not so time-dependent. A book about the Revolutionary War written in 1790 may be more useful that one written in 1990.

Based on your answer to the above question, does what you know about the date of publication of the book indicate that it's a good resource? Why or why not?

Of all the ways to evaluate a book--based on authority, currency, content, or point of view--identify which you think is most difficult and explain why. Finally, list any lingering questions you have about the book.

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Evaluate Articles

You'll encounter articles that come from two different sources: **popular magazines** and **scholarly journals**. While popular magazine articles are sometimes acceptable sources for research assignments, many instructors expect you to use scholarly journal articles. Being familiar with the differences between scholarly journal articles and popular magazine articles will help you evaluate articles for your assignments.

Author

Who is the author?

Popular	Scholarly
author's name provided	author's name provided
author's credentials omitted	author's credentials listed
author is often a professional writer without subject area expertise	author is usually a scholar or expert in the subject area

Content

What sort of content does the article include?

Popular	Scholarly
general, secondary discussion of topic	in-depth, primary account of original research
may include personal narrative	emphasis on factual information, including quotations and statistics
may emphasize opinion	

Who is the article's intended audience?

Popular	Scholarly
general public	scholars
	researchers
	students

What level of language does the author use?

Popular	Scholarly
easily understandable	jargon & specialized terminology
vocabulary of general public	requires familiarity with subject area

What research sources does the author cite?

Popular	Scholarly

works cited/reference list/ bibliography often omitted	works cited/reference list/bibliography required
supplies little information about research sources	includes a lengthy list of other reputable research sources

How is the article laid out? How is it organized?

Popular	**Scholarly**
informal structure	formal structure
loosely related paragraphs few subdivisions	separate sections for: • abstract • goals/objectives • literature review • methodology • results • analysis • conclusion

Describe--in detail and in your own words--the difference between scholarly journal articles and popular magazine articles.

Why do you think many instructors require students to use scholarly journal articles instead of popular magazine articles?

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Evaluate Web Sites

Of all the resources you encounter during the research process, web sites are the most important to evaluate. Why? Anyone can post anything to the web, and making a web page look professional is easy.

Unless you evaluate web sites, you could unwittingly cite a web site that presents a 7th grade school report, a commercial marketing ploy, or one of a growing number of "spoofs"—like the web site that lists the benefits of velcro farming or the one that warns against a new dangerous chemical: water.

Note: *If you are not using web sites as resources for a research assignment, you might not need to respond to the prompts in this section. Uncertain? Ask your instructor for clarification.*

The exercises in this section will help you evaluate a specific web site.

Type the title and URL (web address) of the web site you will evaluate here:

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Authority

The URL (web address) and author information for a web site reveal a lot about site reliability. Determining who created a web site is critical in being able to judge its quality.

Generally, anonymous information should not be used for academic research.

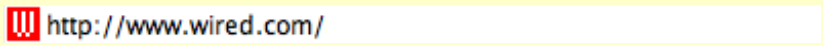
Consider the following questions when you're evaluating the authority of a web site:

1. **What type of domain does the site come from?**

   Many Canadian sites end with **.ca**. U.S. government sites use **.gov** and **.mil** domains. U.S. educational sites use the **.edu** domain. Non-profit organizations use **.org** and business sites use **.com**.

2. **Who "published" the site?**

   The name between **http://** and the first **/** usually indicates what organization owns the server the web site is housed on. Learning about the organization that hosts a site can give you important information about the site's credibility.

3. **Is it a personal web site?**

   Look for the names of companies that sell web space to individuals. Also look for a tilde (**~**). Tildes are often used to signify a personal web site. Personal sites are considered less reliable than sites supported by organizations.

4. **Can you tell who (person or institution) created the site?**

   Look at the very top or bottom of the web page for a **name**, **email address**, or "**About Us**" or "**Contact Us**" link.

5. **Are the author's credentials listed on the site?**

   If you can't find these details on a site, try typing an author's name into a search engine like Google to get biographical information.

Respond to the following prompts in the space below, using complete sentences:

- Identify the "domain type" of the site you're evaluating and explain why that is acceptable or unacceptable for your needs.
- Identify the "publisher" or host of the site and tell what you know (or can find out) about it.
- State whether or not the site is a personal site and explain why that is acceptable or unacceptable for your needs.
- State who (name the person or institution) created the site and tell what you know (or can find out) about the creator.
- Look for the author's credentials on the site. List his/her credentials and draw conclusions based on those credentials. If there are no credentials listed, tell what conclusions you can draw from their absence.
- Using what you know about the AUTHORITY of this web site, explain why it is or is not appropriate to use for your paper/project.

Enter your response here:

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Purpose

Like books and articles, you should consider the purpose of a web site you use as a resource.

1. **What is the stated or implied purpose of the site?**

Inform, **explain**, or **supply facts and data**? Such sites may be useful.

Promote, sell, disclose, entice, or rant? These sites need close scrutiny.

2. **Does the site have a "hidden" purpose?**

   Some sites might seem that they intend to inform the public, but actually try to sway opinion. Be on the lookout for **hidden agendas**!

Respond to the following prompts in the space below, using complete sentences:

- Identify the stated or implied purpose of the site.
- State whether or not you see any "hidden" purposes. Describe any "hidden" purposes you find.
- Using what you know about the PURPOSE of this web site, explain why it is or is not appropriate to use for your paper/project.

Enter your response here:

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Currency

A main reason for using web resources in academic research is to find current information. If you can't confirm that the information you find on the web is up-to-date, you should use articles and books instead.

1. **When was the site created?**

   Look for a **copyright date** or **creation date** often at the bottom of the page.

2. **When was the site last updated?**

   The **last update date** is usually at the very top or bottom of the page. Web sites that are not updated regularly may be "abandoned."

3. **Is the date appropriate for the topic?**

   For some topics, information a few months or a year old is out-of-date.

Respond to the following prompts in the space below, using complete sentences:

- Look for the creation or copyright date on the site. If there is a creation date, list it and explain why it is acceptable or unacceptable for your needs. If there is no creation date on the site, tell what conclusions you can draw from its absence.
- Look for the date of last update on the site. If there is a last update date, list it and explain why it is acceptable or unacceptable for your needs. If there is no last update date on the site, tell what conclusions you can draw from its absence.
- Using what you know about the CURRENCY of this web site, explain why it is or is not appropriate to use for your paper/project.

Enter your response here:

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Content

Like books and articles, you should consider the content of a web site you use as a resource.

1. **What type and depth of content does the site provide?**

   Check the coverage of the topic you're looking for. Does the site add to the facts, issues, or arguments you're already aware of? Does it provide details not available elsewhere?

2. What other sources does the site refer to, cite, or link to?

   Look for allusions to other sources or **lists of references**.

3. Can you verify the accuracy of the site?

   Look for **data**, **statistics**, or other **facts** that you can check against other sources. Then check them!

Respond to the following prompts in the space below, using complete sentences:

- Describe the type and depth of content the site provides.
- Identify the sources the site refers or links to. Explain what the quality of the references or links tell you about the site.

- Identify examples of information on the site you can verify. Describe how you can determine whether or not it is accurate.
- Using what you know about the CONTENT of this web site, explain why it is or is not appropriate to use for your paper/project.

Enter your response here:

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Bias & Point of View

Look for point of view or bias in the web sites you encounter. Often, "slanted" viewpoints are inappropriate for academic research.

1. **Who created the site? What organizations support the site?**

   Look for hints that author or sponsor point of view or bias may impact the reliability of the information.

2. **Are links included that point to other viewpoints?**

   Including **opposing opinions** may indicate that the site creators intend to be fair.

3. **Are there signs of bias in the site?**

   Check for the presence of **opposing or one-sided viewpoints, emotional language, prejudice, stereotypes, deception, or manipulation**. Are there possible biases stemming from **when or where** the site was created? What **cultural** points of view might be present?

4. **Are you biased toward the site?**

   Consider **your own opinions**. Are you being objective in your evaluation of the site?

Respond to the following prompts in the space below, using complete sentences:

- Identify the creator of the site. Describe the point of view he/she/it represents. Describe the biases he/she/it might have.
- Identify the organizations that support or host the site. Describe the point of view they represent. Describe the biases they might have.
- Determine whether or not the site includes signs of bias and list some examples. Explain why that is acceptable or unacceptable for your needs.
- Determine whether or not the site includes links that point to other points of view and list some examples. Explain why that is acceptable or unacceptable for your needs.
- Determine whether or not you are biased toward or against the site. Describe your biases. Explain how your point of view could impact your interpretation of the site.
- Using what you know about the BIAS and POINT OF VIEW of this web site, explain why it is or is not appropriate to use for your paper/project.

Enter your response here:

Of all the ways to evaluate a web site--based on authority, currency, content, or point of view--identify which you think is most difficult and explain why. Finally, list any lingering

questions you have about the web site.

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Select Useful Information

To save time, evaluate the books, articles, and web sites you find to be sure they are **relevant** to your research topic. This sounds obvious, but many students try to "force" resources to fit their assignments instead of continuing to search until they find resources that really fit. **Trying to force quotations and facts that don't fit into a project outline takes a lot of time.** Even if you can stick them in somewhere, the result is an assignment that seems poorly planned.

Instead, spend a little time evaluating the relevancy of your resources. Look for resources that will help you **support or refute an argument**, **give examples**, or **provide "wrong" information you can argue against**.

Or...

You can avoid dealing with irrelevant sources another way.

Instead of creating a mental or written outline and then looking for research to support the main points you've already decided upon, you could **do some research first**, before you create your outline. That way, you'll be familiar with the types of quotations and facts that are available in research resources. When it's time to make an outline, you'll already know what main points you can support or refute using your research.

If you approach your assignments using this strategy, you'll need to do some **very broad research** and become familiar with a body of information **before choosing your focused topic**. For example, if you're planning to write a causal relationship paper, you may want to read 2 or 3 articles about a problem before deciding on which specific causes of the problem you'll write about.

Conducting a broad search means trying a **variety of search terms** and using a **range of sources** to gather information.

Once you've found sources on your broad topic and used them to narrow your focus, you need to isolate **specific details** (facts, statistics, quotations, anecdotes) from your sources to support the main ideas you plan to convey in your assignment.

Sometimes you need a particular, difficult-to-find piece of information. Remember that flipping through a text "blindly" is not the best way to find a statistic or fact.

Many print and electronic resources have a **table of contents**, **index**, or **site map** that can help you find a detail quickly. Reference staff can show you the best way to approach your research resources.

Research isn't easy, but there are many people available to assist you. **Don't be afraid to ask for help!**

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What's on the Web?

The web is made up of billions of computer documents housed on computers all over the world. The documents may include text, video, or audio. They may be created by anyone from first graders to comedians to experienced researchers to political lobbyists.

The web is a great place to search for current information. Finding scholarly information on the web is much more challenging.

Many documents on the web can be searched using search engines. Other documents, called the "invisible web" cannot.

Conducting successful web searches requires:

- **creativity** (to choose good keywords)
- **patience** (to look through many web sites)
- **strategy** (to choose a good search engine)

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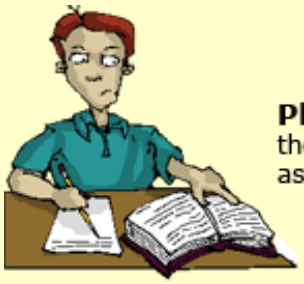
Understand Plagiarism



Plagiarism:
the act of presenting another's work or ideas as your own.

Some common examples of plagiarism are:

- **copying** someone else's words **without using quotation marks and citing** (giving credit to) the source,
- **paraphrasing or summarizing** someone else's words **without citing** the source,
- **quoting** someone else's words **inaccurately**,
- restating someone else's **original or specialized ideas without citing** the source,
- **misrepresenting** someone else's words or ideas,
- citing the **wrong source**, and
- **pretending** someone else's work is your own.
- **incorrectly** citing the source

Note:*Text isn't the only thing that can be plagiarized. You also must credit the sources of images, graphics, charts, drawings, video, music, etc.*

Which of the above examples of plagiarism do you think is the most common?

Why?

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Understand Plagiarism

So what **don't** you have to cite?

Common knowledge.

What qualifies as common knowledge?

Common knowledge includes **well-known facts** everyone is familiar with. For example, if you state the fact that Columbus discovered the New World in 1492, you do not have to cite your source.

Plagiarism and the Web

When you're using the web for research, you need to consider two additional aspects of plagiarism: **the cut and paste problem** and **research paper clearinghouses**.

The Cut & Paste Problem

Cutting and pasting words and phrases from the web into your research assignments without using quotation marks and citing the source is the same thing as copying someone else's work verbatim using pencil and paper. **Accidental plagiarism is still plagiarism**, so be careful.

Research Paper Clearinghouses

Many web sites market research papers to students free or for a fee. Students who intend to plagiarize use these sites frequently. There are also many web sites that help instructors track down plagiarized papers. As a result, **students who turn in plagiarized work get caught**.

The Consequences

At the University of Regina, the penalties for plagiarism are serious.

Penalities range in severity and include:

- grade reduction (including a grade of zero) on the assignment in question
- reduced course grade, failing course grade, or a grade of "XF" (academic misconduct)
- a permanent note on your file
- loss of scholarships/bursaries/grants and other privileges and awards
- suspension or expulsion from a course, program, or the University

More information about the University of Regina's stance on plagiarism is available in the Regulations Governing the Discipline for Academic and Non-Academic Misconduct.

How to Avoid Plagiarism

Luckily, it's easy to avoid plagiarism. All you have to do is **integrate your research** into your assignment correctly and **cite your research sources**!

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Integrating Your Research

After you locate and evaluate resources for your assignment, the next step is to integrate the new information into your paper, presentation, or project.

You can integrate research into your assignment in three ways:

- **Quote** the author's words exactly.
- **Summarize** (cover the main points of) a passage in your own words.
- **Paraphrase** (cover all the points of) a passage in your own words.

Quoting

When you quote an author exactly, you copy the source as it appears in the original and add **quotation marks** at the beginning and ending of the passage. To avoid plagiarism, you must **identify the source** of the quotation using a citation format, like MLA or APA.

Quoting an author's exact words seems like the easiest way to integrate research information into your assignment. However, there are a couple "catches".

Catch #1: Direct quotations should only be used when:

- the author's **language is noteworthy** for some reason-because of

its eloquence or vividness;

- you **intend to analyze** the passage in detail; or
- a summary or paraphrase of the passage would result in **misinterpretation**.

Catch #2: Quotations (especially lengthy ones) must be accompanied by your own words.

In other words, if you use a direct quote that is 50 words long, you should match that with 50 words of your own that include **commentary** about, **analysis** of, or **reaction** to the quotation.

Catch #3: To be interesting, you should insert direct quotes in a variety of ways.

There are 3 main ways to insert a quotation:

- **Quote a single word or phrase**.

  EXAMPLE: Only Liberia, Suriname, and the US "routinely separate" incarcerated women and their offspring (Kauffman 62).
- **Quote a longer phrase**.

  EXAMPLE: Liberia, Suriname, and the US all have something rather shameful in common. Their prison systems "are the only ones that routinely separate young children from their incarcerated mothers" (Kauffman 62).
- **Quote entire sentences or groups of sentences**.

  This option is dangerous. Be careful not to substitute long quotations for

your own words and ideas.

Note:*The in-text citations above (Kauffman 62) are in MLA format and refer to Kelsey Kauffman's article entitled "Mothers in Prison" published in Corrections Today, volume 63, page 62.*

Summarizing

A summary is a **condensation** of a passage. Summaries **present a passage's most important idea, but omit some details**.

When you summarize a passage, you **must**...

- **Restate the central idea** in your own words,
- **Include an in-text citation** to indicate where the passage you summarized begins and ends. It's also a good idea to add **attributive tags** to long summaries. Attributive tags can be used to show where a summary begins. Some examples include:
  - *Lincoln stated...*
  - *As Mr. Chen suggests...*
  - *Edwin Booth tells readers that...*
- **Avoid including opinions or feelings** about the passage. Opinions must be clearly distinguished from your summary.

To summarize a passage, read it, lay it aside for awhile, and then record your memory of the passage in your own words. Be sure to double-check the passage to make sure you have not remembered the author's exact words or misrepresented his/her ideas.

Paraphrasing

A paraphrase is **not** a condensation of a passage. Paraphrases, unlike summaries, require you to **restate all the information** in the original source, not just the main idea. A paraphrase leaves no piece of information out.

However, a paraphrase is **not** simply choosing a few synonyms and inserting them into the original sentence. Doing that is **plagiarism**. To paraphrase, you must **alter the syntax** (word and phrase order) of the sentence.

For example, if the original text is:

> In the 1950s, many women's prisons had nurseries in which infants could stay with their mothers from several weeks to two years, depending on the institution.

Then this is plagiarism:

> In the **middle of the twentieth century**, most **penal institutions** for women had **places** where **babies** could **remain** with their **moms** from a **few** weeks to two years, depending upon the penal institution (Kauffman 62-63).

Why is this plagiarism?

The writer just plugged in synonyms (in bold) and did not change the structure of the sentence.

An appropriate paraphrase might be:

According to Kelsey Kauffman, nurseries existed in many prisons for women at mid-century, and this allowed women to keep their babies with them from a few weeks to two years. Exactly how long depended upon the institution (62-63).

Describe, in your own words, the differences among quoting, summarizing, and paraphrasing.

Explain how you should decide whether to quote, summarize, or paraphrase a passage from a resource.

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Cite Your Sources

You've spent a lot of time researching your topic and integrating the information you've found into your project. What's the next step? Citing your sources. To avoid plagiarism, you have to give credit to the original sources of your research.

In this section, you will learn:

- To create in-text citations in MLA and APA formats.
- To create works cited (reference list) citations in MLA and APA formats.

Which citation style (MLA or APA) are you more familiar with?

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When & How to Cite Your Sources

You must cite a source when you are quoting **someone else's words** or you are paraphrasing or summarizing **someone else's ideas**.

You don't have to cite **common knowledge**.

Confused? Return to Understand Plagiarism.

Once you've determined which sources to cite within your paper, you'll need format two kinds of citations for each source: **in-text citations** and **works cited citations**.

In-Text Citations

Each time you paraphrase or quote a source in your paper, you must pause and credit the source.

The current methods of citing sources require that you credit your source immediately after the borrowed information with an "in-text" citation, usually enclosed in parentheses.

MLA and APA citation styles have slightly different rules.

MLA

To create an in-text citation according to MLA format, follow these 4 steps.

1. **After any borrowed information (in quotations or paraphrased), enter a single space, and then the source and page number in parentheses.**
    - Use the **author's name** to indicate the source.

      EXAMPLE: (McCray 45)

2. If there are two authors, use both last names.

   EXAMPLE: (Smith and Jones 77)

3. **If there is no author, use the title**; shorten it if possible. Place quotation marks around article titles and underline book titles.

   EXAMPLE: ("Fun in Libraries" 22) or (Moby Dick 312)

4. Follow the author's name (or shortened title) with a single space, then the page number. Do not use punctuation between the source and the page number.

   EXAMPLE: (McCray 45)

5. When citing information contained in quotation marks, insert a space between the quotation mark and the left parenthesis.

   EXAMPLE: "Dickinson wore white dresses from the age of twenty-five" (White 688).

6. Put periods, quotation marks, or exclamation points after the right parenthesis. (*Except in the case of block quotations. If your quoted segment is longer than 4 typed lines, you have a different set of directions to follow. Check the Library's How to Cite Resources Guide for more information.*)

EXAMPLE: Teasdale broke old stereotypes of women (Smith 246).

7. If the author's name is mentioned in the text, don't put the author's name in the citation. Use only the page number in the parentheses.

   EXAMPLE: EXAMPLE: According to Tim Wolfe, Sandburg's best poem was "Chicago" (44).

APA

To create an in-text citation according to APA format, follow these 4 steps.

1. **After any borrowed information (in quotations or paraphrased), enter a single space, and then the source, a comma, and the year of publication in parentheses.**
   - Use the **author's name** to indicate the source.

     EXAMPLE: (McCray, 2001)

2. If there are two authors, use both last names.

   EXAMPLE: (Smith & Jones, 2002)

3. **If there is no author, use the title**; shorten it if possible. Place quotation marks around article titles and italicize book titles.

   EXAMPLE: ("Fun in Libraries," 1998) or (*Moby Dick*, 1940)

4. Follow the author's name (or shortened title) with a comma, then the year of publication.

   EXAMPLE: (McCray, 2001)

5. **If there is no year**, use **n.d.** for "no date".

   EXAMPLE: (Taylor, n.d.)

6. When citing information contained in quotation marks, insert a space between the quotation mark and the left parenthesis.

   EXAMPLE: "Dickinson wore white dresses from the age of twenty-five" (White, 1968).

7. Put periods, quotation marks, or exclamation points after the right parenthesis. (*Except in the case of block quotations. If your quoted segment is longer than 40 words, you have a different set of directions to follow. Check the Library's How to Cite Resources Guide for more information.*)

   EXAMPLE: Teasdale broke old stereotypes of women (Smith, 1973).

8. If the author's name is mentioned in the text, don't put the author's name in the citation. Use only the year in the parentheses.

   EXAMPLE: According to Tim Wolfe (1952), Sandburg's best poem was "Chicago."

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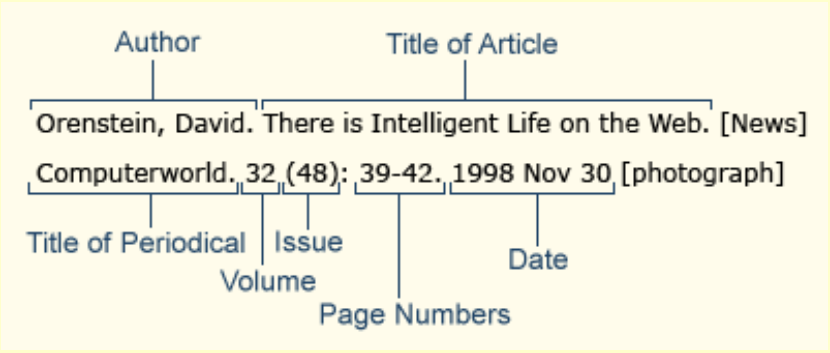
Works Cited Citations

For every paraphrase or quotation you include in your paper, you need BOTH an in-text citation AND a works cited citation (also known as a **reference list** or bibliography citation).

Works cited citations go on a separate sheet at the end of your paper. It is important that they are formatted accurately and include all the information a reader would need to track down a resource.

For example, using the sample article citation below, a reader could find out who wrote the article, what the article was called, and what journal the article came from (title, year, volume, and issue).



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About the Citation Builder

To help you create works cited citations, you can use the Citation Builder. The Citation Builder will help you create citations for journal articles, books, web sites, and interviews.

The Citation Builder will not perform magic. Be sure to type information into the Citation Builder accurately, keeping in mind spelling, capitalization, etc.

Open the Citation Builder.

Some resources you use may not fit neatly into the Citation Builder. For help you may consult:

MLA Handbook for Writers of Research Papers, 5th Ed.

or

Publication Manual of the American Psychological Association, 5th Ed.

or

The Library's online How to Cite Resources Guide.

Copies of both print guides are kept at the Circulation Desk in Archer Library.

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Putting Works Cited Citations in Your Paper

After you've constructed citations for your resources, you must organize them and add them to your paper. The rules for this are slightly different depending on whether you're using MLA or APA style.

MLA Works

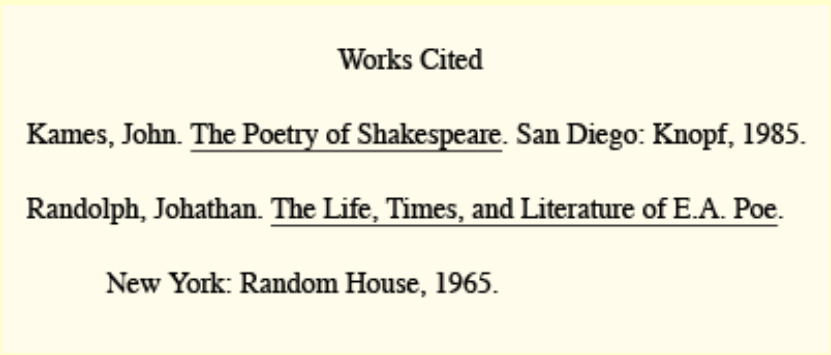
To create a Works Cited page according to MLA format, follow these 4 steps.

1. Center the title Works Cited one inch from the top of the page. Most word processing software presets the 1 inch margin. Do not use quotation marks, underlining, bold, or italics on the title. The font size and type should match the body of your paper.

2. Double-space the entire page. To begin, double-space once after the title.

3. List every source you cite in the body of your paper. Sources should be listed in alphabetical order by the first word in the citation (usually the author's last name).

4. Begin all citation entries at the left margin (1 inch away from the paper edge). The rest of the lines of each entry should be indented 5 spaces (about 1/2 inch).



Works Cited

Kames, John. The Poetry of Shakespeare. San Diego: Knopf, 1985.

Randolph, Johathan. The Life, Times, and Literature of E.A. Poe.

New York: Random House, 1965.

APA Works

To create a Works Cited page according to APA format, follow these 4 steps.

1. Center the title References one inch from the top of the page. Most word processing software presets the 1 inch margin. Do not use quotation marks, underlining, bold, or italics on the title. The font size and type should match the body of your paper.

2. Double-space the entire page. To begin, double-space once after the title.

3. List every source you cite in the body of your paper. Sources should be listed in alphabetical order by the first word in the citation (usually the author's last name).

4. Begin all citation entries at the left margin (1 inch away from the paper edge). The rest of the lines of each entry should be indented 5 spaces (about 1/2 inch).

References

Kames, J. (1985). *The poetry of Shakespeare*. San Diego: Knopf.

Randolph, J. (1965). *The life, times, and literature of E.A. Poe*. New York: Random House.

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Who Makes This Stuff Up?

Many organizations have created rules governing the creation of in-text and works cited citations. Two that are the most well-known are the **Modern Language Association** (MLA) and the **American Psychological Association** (APA).

Organizations like MLA and APA are interested in citation style for one main reason. **Researchers want to know where other researchers' materials come from.** By including the list of sources you use, you enable interested readers to track down important published resources on your topic. You also demonstrate to your instructor that you sought out expert support for your ideas.

So why are there differences between different citation styles?

Why does APA use a comma where MLA uses a period? Tradition, mostly. Getting the style right is important though. For example, by getting punctuation wrong, you may accidentally indicate that you used the wrong volume or issue of a journal. Also, getting the style exactly right shows your instructor that you've paid attention to detail.

If you're not sure which citation style to use (MLA, APA, etc.), ask your instructor.

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How to Integrate *SOLO* into a Course Syllabus

Students, particularly those in the early stages of an undergraduate program, need to "*understand a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources*" and "*integrate their own ideas with those of others*". *SOLO* strives to meet those outcomes for your students. To be most effective, the research process steps taught in *SOLO* should be integrated into the writing process steps of students' research-based assignments.

What's the best way to do that?

Follow these steps:

1. **Select a research-based assignment from your syllabus.**

2. **List the steps students should take to complete the assignment successfully.**

   Be specific. Be sure to include steps of the writing process (narrowing topics, creating outlines, etc.) as well as steps of the research process (finding support for thesis ideas, crediting sources, etc.). Imagine the steps as if you were completing them for the first time.

3. **Match individual *SOLO* modules to the steps in question #2**

above.

Familiarize yourself with *SOLO* content. If you need help, contact your Subject Liaison Librarian.

4. **Plan to include each *SOLO* module listed in question #3 above in your lesson plans.**

   Consider the suggestions in the chart at the bottom of this page.

5. **Decide how to use the questions associated with each *SOLO* module assigned.**

   Follow up helps ensure that students complete the modules you assign.

The list below contains specific suggestions for the integration of each *SOLO* module into the curriculum. In some cases, lesson plans and handouts are also provided for additional support of *SOLO* concepts. If you have an idea that you would like to see added to this list, please email us.

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How to Describe *SOLO* to Students

Unless students are writing about their personal lives and opinions, writing requires research. Certainly arguments must be based on proof, and usually that proof takes the form of evidence found through research. Of course, research-based assignments like literature reviews are predicated on research. Students often hope to avoid research, usually because of negative past experiences with "research papers". Through *SOLO*, and the right presentation of *SOLO*, librarians and instructors can work together to make their first post-secondary research experiences positive ones.

Among the most important points to convey to students about *SOLO* are:

***SOLO* is not a stand alone, busy-work assignment.** *SOLO* modules exist to support tasks imbedded in curriculum. There is a *SOLO* module on understanding assignments because many students have difficulty analyzing assignment sheets. There is a module on citing sources because students are required to cite the sources they use to avoid plagiarism. If a module is not moving students forward in their assignments, then they should not be required to complete it. Asking students to complete parts of *SOLO* that have not been carefully integrated into their assignments produces frustration and confusion.

***SOLO* is not a self contained experience.** Throughout *SOLO*, students may click the *Need Help?* link to contact reference staff who are eager to help them with their research. They are also not limited to *SOLO* for research help. They can come to the Information Desk in their library, or explore the library web site at http://www.uregina.ca/library on their own. In addition, *SOLO* should be incorporated into in-class lessons when appropriate. *SOLO* is a part of the course experience; it is not an "add-on".

***SOLO* is only the beginning!** Throughout students' academic careers at the University of Regina, they will encounter a number of classes that require research, and both librarians and instructors are committed to giving them the tools they need to be successful. Librarians will visit their future classes to build on the information literacy skills they learn in *SOLO*. This is very important because employers want to hire students who know how to find information, evaluate it, and use it effectively.

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Lesson Plans and Handouts

The following modules have associated lesson plans and handouts.

- Manage Your Time
- Understand Your Assignment
- Differences Between Resource Types
- Define your Topic
- Brainstorm Search Terms
- Build a Keyword Search
- Find Books
- Find Articles
- Find Call Numbers
- Find Web Sites
- Evaluate Books
- Evaluate Articles
- Evaluate Web Sites
- Understand Plagiarism
- Integrate your Research
- Cite your Sources
- Need Help?

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Module: **Manage Your Time**

Location: The Research Process - Manage Your Time

Summary: Prompts students to consider setting informal deadlines before assignment due dates.

Files: Lesson Plan, Handout #1, Handout #2

To integrate *Manage Your Time*:

Use this module to introduce students to *SOLO*. After showing students how to sign up with their email and password for accessing *SOLO*, use this module in class to familiarize them with the "SAVE WORKSHEET" and "UPDATE WORKSHEET" process. Use this module to discuss the steps of the research process. Emphasize that the process is not linear, but rather iterative and cyclical.

Then move on to the *Assignment Calculator* page. Have students experiment putting in the date and the deadline of a research assignment in your course (referring to your syllabus). Direct students to type in their answers to the questions about deadlines for each stage of library research. Discuss the need to break up large research tasks and stick to self-imposed deadlines.

Demonstrate the "SAVE WORKSHEET" and "UPDATE WORKSHEET" buttons and the "View Worksheet" link. Let students know how you plan to collect their answers throughout or at the end of the semester. Point out the *Need Help?* link at the top right of every *SOLO* screen before logging out of the session.

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Module: **Understand Your Assignment**

Location: Defining Research Needs - Understand Your Assignment

Summary: Elicits information about the assignment description, the intended audience, and required library resources.

Files: Lesson Plan, Handout #1, Handout #2

To integrate *Understand Your Assignment*:

Use this module at the outset of a library research assignment either in class or before class in preparation for class discussion. Supply students with a description of one of your assignments that requires library resources. Ask students to read the assignment description and use it to answer questions in this module. Discuss their answers in class to check their comprehension of the approach, sections, and audience for this assignment.

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Module: **Differences between Resource Types**

Location: Defining Research Needs - Differences between Resource Types

Summary: Includes information about different types of library resources (books, articles, etc.) and the appropriateness of each for a given assignment.

Files: Lesson Plan, Handout

To integrate *Differences Between Resource Types*:

Use this module at the outset of a library research assignment either in class or before class in preparation for class discussion. You may also wish to pair this module with the preceding one (*Understand Your Assignment*). Provide students with the description of a particular assignment requiring library research. Once they understand the requirements of the assignment, direct students to use the questions in this module to begin thinking about the best resources to answer their information need. If you have specific requirements about their use of books, scholarly journal articles, magazine articles, or websites, this module provides a segue into that discussion. This module should be completed before students begin their research.

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Module: **Define Your Topic**

Location: Developing a Research Strategy - Define Your Topic

Summary: Supplies common topic lists. Provides strategies for narrowing a broad topic.

Files: Lesson Plan, *No Handout*

To integrate *Define Your Topic*:

Use this module to help students select or narrow a topic. You may wish to assign this module for students to complete outside of class just before their topic selections are due. This module recommends that students do

preliminary research to test the viability of a topic under consideration by checking an encyclopedia or contacting a library staff member. Remind students to use the Need Help link in *SOLO*. This module also warns students of the dangers choosing a current topic, one that is not covered in scholarly literature.

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Module: **Brainstorm Search Terms**

Location: Developing a Research Strategy - Brainstorm Search Terms

Summary: Guides students through dividing a topic into search term concepts and brainstorming for synonyms, alternate spellings, etc.

Files: Lesson Plan, *No Handout*

To integrate *Build a Keyword Search*:

Use this module before students search the library catalogue for books or databases for articles. Assign this module in or out of class as preparation for class discussion. Explain to students that the catalogue and databases can't "think" so they have to type their topics in a particular way if they want good results. Explain that they shouldn't type in their topics as whole sentences or even long phrases. Model how to break down a research topic into concepts, brainstorm for synonyms, and consider alternative forms and endings of those words. Check student answers to the questions in this module and reteach if necessary.

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Module: **Build a Keyword Search**

Location: Developing a Research Strategy - Build a Keyword Search

Summary: Explains how to combine search terms using AND, OR, truncation, and phrase searching. Includes an interactive Keyword Builder that helps students construct keyword searches.

Files: Lesson Plan, *No Handout*

To integrate *Build a Keyword Search*:

Use this module before students search the library catalogue for books or databases for articles. Explain to students that the catalogue and databases can't "think" so they have to type their topics in a particular way if they want good results. Warn students that the search terms they brainstormed in the last module must be combined in certain ways to work right. Use the Keyword Builder in this module to model the use of AND and OR in searches of the catalogue or database. Follow up with a brief discussion of truncation symbols to capture words with mulitple endings such as: **music*** yielding "musical", "musician", "musicians", and "musicality". Check student answers to the questions in this module for comprehension. If you're feeling confident, try some search strings using AND or OR in Expanded Academic ASAP or InfoTrac OneFile.

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Module: **Find Books**

Location: Conducting the Search - Find Books

Summary: Demonstrates how to search for books by title, author, and topic in the library catalogue. Guides students through the same processes using a split-screen wizard.

Files: Lesson Plan, Handout #1, Handout #2

To integrate *Find Books*:

Use this module before students begin searching for books in the library catalogue. Include the module in class for the most impact. This module includes animations showing how to search the library catalogue for books by title, author, and topic (keyword). Students find these animations helpful, but many do not view them unless their instructor shows them in class. Choose a method of searching for books (title, author, or topic). Click on "Show Me an Example" to launch the search animation. Point out important points of the animation as students watch. Then, click "Guide Me" to demonstrate the search wizards for the library catalogue that help students complete their first catalogue searches. Check student answers to the questions in this module for comprehension.

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Module: **Find Articles**

Location: Conducting the Search - Find Articles

Summary: Defines and describes article databases. Demonstrates how to search for articles in Expanded Academic ASAP. Demonstrates and guides students through finding articles in the library catalogue using a citation.

Files: Lesson Plan, Handout #1, Handout #2

To integrate *Find Articles*:

Use this module before students begin searching for articles in the library databases. Include the module in class for the most impact. This module includes animations showing how to search the library databases for articles. Students find these animations helpful, but many do not view them unless their instructor shows them in class. Be sure to emphasize that databases are the primary source for finding articles (instead of the library catalogue or web search engines). Discuss the difference between general databases and subject specific databases, sharing any personal experiences with the databases that apply. Click on "Show Me an Example" to show students an animated guide to searching using Expanded Academic ASAP. Afterwards, direct students to search Expanded Academic ASAP using their topics and troubleshoot their searches as needed. Finally, click on "Show Me an Example of a Citation Search" to show students an animated guide to finding articles once they have a citation in hand. Feel free to direct complex searching questions to staff at the Reference Desk. Check student answers to the questions in this module for comprehension.

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Module: **Find Call Numbers**

Location: Conducting the Search - Find Call Numbers

Summary: Explains how to read a call number and how to use it to locate items in the library.

Files: Lesson Plan, Handout #1, Handout #2

To integrate *Find Call Numbers*:

Use this module in class before students begin searching for books on their topic through the library catalogue. Guide students through using the Library of Congress Call Number web site; many will not realize that they can click on the PDF to drill down to the call number range for their topic. Encourage students to use the Call Number Map to find the area of Archer Library that includes the call number range for their topic. Emphasize the importance of browsing the shelves to find good book materials. Check student answers to the questions in this module for comprehension.

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Module: **Find Web Sites**

Location: Conducting the Search - Find Web Sites

Summary: Recommends specific search engines and reminds students to use advanced search options.

Files: Lesson Plan, Handout

To integrate *Find Web Sites*:

Use this module (in or out of class) before students begin researching their topic on the web. Encourage students to experiment with more than one of the search engines listed. Reinforce the helpful hint in this module to use the advanced interface of search engines for greater control over search results.

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Module: **Evaluate Books**

Location: Evaluating Resources - Evaluate Books

Summary: Guides students through a series of evaluative questions to assess the research value of a book of their choosing.

Files: Lesson Plan, Handout

To integrate *Evaluate Books*:

Use this module (in or out of class) after students have completed the catalogue searching portion of a research assignment. Ask students to select one of the books they plan to use as a research source. Direct students to answer the questions in this module based on their book. In a follow up discussion, ask students to explain how they analyzed their book for criteria such as: authority, purpose, content, currency, and point of view or bias. Guide students to use their analysis to decide whether or not the book they selected is a good source for their assignment.

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Module: **Evaluate Articles**

Location: Evaluating Resources - Evaluate Articles

Summary: Guides students through a series of evaluative questions to assess the research value of a book of their choosing.

Files: Lesson Plan, Handout

To integrate *Evaluate Articles*:

Use this module in class before students search databases for articles. Provide examples of scholarly journal articles and popular magazine articles to students for comparison. Show this module as a PPT presentation to the class, and guide them to apply the differences between scholarly and popular to the articles in their hands. If you feel confident, consider using this plan in reverse--share scholarly and popular articles with students and have them create charts comparing and contrasting them. Expect to fill in what they miss. If you feel very confident, consider discussing how the world of electronic access removes many of the clues students could use to distinguish scholarly from popular in the past. Be sure to finish by emphasizing the requirements for scholarly and popular sources for the assignment at hand.

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Module: **Evaluate Web Sites**

Location: Evaluating Resources - Evaluate Web Sites

Summary: Guides students through a series of evaluative questions to assess the research value of a web site of their choosing.

Files: Lesson Plan, Handout

To integrate *Evaluate Web Sites*:

Use this module (in or out of class) after students have completed the web searching portion of a research assignment. Ask students to select one of the web sites they plan to use as a research source. Direct students to answer the questions in this module based on their web site. In a follow up discussion, ask students to explain how they analyzed their web site for criteria such as: authority, purpose, content, currency, and point of view or bias. Guide students to use their analysis to decide whether or not their web site is a good source for their assignment.

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Module: **Understand Plagiarism**

Location: Using Resources - Understand Plagiarism

Summary: Guides students through a series of evaluative questions to assess the research value of a web site of their choosing.

Files: Lesson Plan, Handout

To integrate *Understand Plagiarism*:

Use this module before discussing plagiarism in class. Ask students to share their responses to the opinion questions in this module as a starting point for discussion.

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Module: **Integrate Your Research**

Location: Using Resources - Integrate Your Research

Summary: Differentiates quoting, paraphrasing, and summarizing.

Files: Lesson Plan, *No Handout*

To integrate *Integrate Your Research*:

Use this module after students have completed their research, but before they begin creating their research product. This module might be assigned as out of class reading. Check student answers to the questions in this module and re-teach if necessary.

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Module: **Cite Your Sources**

Location: Using Resources - Cite Your Sources

Summary: Explains in-text and works cited citation formats for MLA and APA styles. Includes an interactive Citation Builder that helps students construct works cited citations.

Files: Lesson Plan, *No Handout*

To integrate *Cite Your Sources*:

Use this module before students complete their research product. This module might be assigned as out of class reading, but instructors will want to follow up in class. One recommended strategy is to ask students to describe their previous experiences citing sources. This offers an opportunity to reinforce good behaviours and correct misconceptions. Demonstrate the Citation Builder and check the citations they create for accuracy. Remind students that they must cite each source in at least two places: in the text of their paper or project and at the end. Be sure to tell students your preferred style of citation.

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Module: **Need Help?**

Location: Need Help?

Summary: Supplies contacts to campus departments and organizations of use undergraduate students.

Files: *No Lesson Plan, No Handout*

To integrate *Need Help?*:

Consider linking this page to your course syllabus.

Ideas for other lesson plans to complement *SOLO*? Please contact Cara Bradley at cara.bradley@uregina.ca or call 585-4837.

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Boolean Searching

Now, try your own terms!

The **Keyword Builder** demonstrates how your concepts and synonyms can be combined using **AND** and **OR**. Click on the Keyword Builder, clear all of the search boxes, and enter your own terms. Notice how they are combined into a **search string** that you can use to search databases like the Archer Library catalogue, journal databases, or search engines.

Copy the search string you created using the Keyword Builder with your own terms and paste it here:

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Understanding the System You're Searching

Most databases use AND and OR to combine terms. However, not all database handle other search strategies the same way.

Two search strategies that are handled differently by different databases are **truncation** and **phrase searching**.

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Truncation

Truncation is a search strategy that allows you to search for words that **start the same but have multiple endings** like **crime**, **criminal**, and **criminals**.

Truncation is especially useful when you want a database to return both the **singular and plural versions** of a word like **film** and **films**.

The problem is that not all databases use the same truncation symbol. Usually, you need to look at the “Help” screen to find out what symbol a particular database uses. Three common truncation, or “wildcard,” symbols are:

? * #

Using truncation can **simplify your search string**. For example, the search string below is quite long.

(filmORfilmsORmovieORmoviesORmotion pictureORmotion pictures) AND (crimeORcrimesORcriminalORcriminalsORvillainORvillains)

Using * as a truncation symbol, the search string can be simplified to:

(film* ORmovie* ORmotion picture*) AND (crim* ORvillain*)

Are there any terms in your search string that you might use a truncation symbol with? List them here:

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Phrase Searching

Phrase searching is another search strategy that databases handle differently. Phrase searching allows you to search for multiple word phrases like **motion pictures** or **university students**. When you search for phrases, the database looks for the words right next to (adjacent to) each other. For example, the database searches for **university** immediately followed by the word **students**.

Just typing a phrase into a database isn't always enough. Some databases require you to put phrases in **quotation marks**. How do you know whether to use **university students** or **"university students"**? Read the "Help" screens of the database you're using to find out.

Are there any phrases related to your topic that you might need to use quotations marks with? List them here:

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The Assignment Description

When dissecting an assignment,*pay close attention to the* ***verbs.*** Instructors use words like *argue*, *analyze*, *compare*, or *describe* to guide your approach to a topic. For example, an assignment that asks you to *argue* requires you to take a position on an issue or idea and support your position with facts, statistics, and quotations. An assignment that requires you to *analyze* focuses on taking an idea or concept apart and describing the parts in detail.

Look for ***"multi-part" assignments***. Often instructors ask you to accomplish more than one task. Listing or outlining separate parts of an assignment can help you divide a daunting assignment into manageable parts. You also may see which sections will require research beyond what is covered in class.

Take note of ***special instructions***, including format or length restrictions, source requirements, and grading criteria.

What important verbs are included in the description of your assignment?

What kind of approach do those verbs indicate?

Is there more than one part to your assignment? What are the main parts?

Briefly describe any special instructions given for this assignment.

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Your Intended Audience

Find out who will actually view the finished version of your assignment. Your ***instructor*** may be your only audience, or you may be required to assume that others—your ***classmates*** or a ***fictional audience***—will see your work.

Consider what your audience already knows about your topic. Your work may need to anticipate and reflect an audience's attitudes or biases toward your topic.

Who is the audience for your assignment?

What does your audience already know? What biases might they have?

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Library Resources

Most university assignments require research. A good way to begin research is to ***determine what you don't know***and then look for resources that will fill the gaps in your knowledge.

Choosing resources can be tricky. Some resources are better for researching current events. Others are better for researching historical topics. Some can be relied upon to present factual information; others are likely to include bias. Learning about the differences between resource types will help you decide where to begin.

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Instructor Defined Topic

Other times, instructors let you choose your topic. Click on the common undergraduate topics below to get ideas for your assignments!

- Business Administration
- Economics
- Education
- Engineering
- Fine Arts
- History
- Human Justice
- Indigenous studies
- Journalism
- Kinesiology and Health Studies
- Political Science
- Psychology
- Religious Studies
- Science
- Social Work
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Books that list topic ideas

The Archer Library offers many resources to help you select topics, including books that list topic ideas:

10,000 Ideas for Term Papers, Projects, and Reports by Kathryn Lamm. (Call number: LB 1047.3 L35 1991)

100 Research Topic Guides for Students by Barbara Wood Borne. (Call number: Z 710 B73 1996)

Controversial topics are covered in these book series:

At Issue (San Diego)

Contemporary Issues (Buffalo, NY)

Current Controversies

Opposing Viewpoints Series

Check WebVoyage (the library catalogue) for current information about the availability of these titles.

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Narrow Your Topic

Keep in mind that selecting a paper topic from one of these lists does **not** complete the job of selecting a topic. In fact, the topics on these lists are not good university assignment topics because they are way too broad! A manageable topic is a narrowed one.

Narrow a topic by dividing and subdividing it into smaller parts.

Subdivide a broad topic like **Shakespeare's plays** by:

Choosing a specific time span or era	⇒	Modernized Versions of Shakespearean Plays Performed during the 1960's
Focusing on a specific location	⇒	Italian Culture in Shakespeare's Plays
Considering the perspective of a specific discipline or subject area	⇒	The Economic Portrayal of the Wealthy in Shakespeare's Plays
Identifying a specific related problem, solution, or question	⇒	Who was Shakespeare? The Authorship Question
Targeting a specific genre or subdivision	⇒	Political Impacts of Shakespeare's History Plays

You may also look for:

A point you can argue for or against	⇒	Suicide as a Solution for Teen Angst
An idea you can compare or contrast	⇒	Juliet's Naivete as Depicted in Zeffirelli's and Luhrmann's Film Versions

A cause and effect relationship you can explain	⇒	Violence Begets Violence: The Outcome of Family Rivalries
A main point that you can divide into sub-points	⇒	The Complicity of the Prince of Verona: Multiple Aspects of Poor Leadership
A question you can answer	⇒	Alternatives to Violence: What Choices did Romeo Have?

What is your broad topic?

List three narrower versions of your broad topic.

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Test Your Topic

It's a good idea to "test" your topic very early in the research process. If information on your topic is really hard to find, or all the books on it have to be borrowed through interlibrary loans from another library, or what you thought was a narrowed topic turns out to be too broad, you need to know before "the night before" so you can narrow or change topics and avoid panic!

A good way to test your topic is by looking it up in an encyclopedia. Encyclopedia entries supply basic information that can be used to focus a broad topic or add to your knowledge about a new subject.

Another way to test your topic is by visiting the Information Desk in the Archer Library. Talking with reference staff early in your research process can save you a lot of time later on!

A Word of Caution

Two types of topics can be challenging: current events topics and local topics.

Topics that are very current can be difficult to research because they're too current to have scholarly publications written about them. Current events are covered on the web and in news articles, but often the coverage is very brief and superficial. If you choose a current events topic, try to select one that has been in the news for at least a few years.

Topics that are very local are also difficult to research. You may find yourself dependent on campus and community newspapers for sources. If you choose a local topic, try to select one that may have been discussed in other areas or on a national level.

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What is an article database?

Article databases work like search engines, but instead of containing information about web sites, **article databases include information about articles**.

Article databases are created by companies that employ people to read thousands of journals and magazines and select important articles.

For each article that is selected, an employee enters basic information about it (like the **author's name**, the **article title**, the **journal title**, the **volume**, the **page numbers**, an **abstract**, and sometimes even the **entire article**) into the database.

These databases are sold to academic libraries so that students and instructors can find out what articles have been published on a particular topic.

*Note: A common misconception is that article databases and search engines are the same. Because databases are available online, students sometimes worry that the articles they find are really just regular web pages. However, when you search a database, you are searching within a pre-selected, controlled collection of information about quality articles. This is **not** the same as searching with search engines like Yahoo or Google that retrieve web pages anyone could have created.*

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What information is included in databases?

Article databases supply you with citations for articles that have been written on a topic.

For any article, basic citation information is available, including:

- **author's name**
- **article title**
- **journal or magazine title**
- **volume/issue**
- **page numbers**
- **date**

Some databases also include an **abstract** (or short summary) of each article. Abstracts can help you determine whether or not an article will be useful for your research, but they should **not** be used as a substitute for the entire article.

Some databases include more than lists of article citations—they include "full-text" articles!

Full-text articles are the same articles that you would find in the copyrighted print version of the journal or magazine.

Full-text articles come in two formats: HTML and PDF. Articles in HTML format

look like web pages and can be emailed, saved, or printed. Articles in PDF format look like a photograph of the print version of the article. They can be saved or printed.

Describe, in your own words, what article databases are. How are they different from the library catalogue? From search engines?

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How do I choose the right database for my topic?

Some databases list articles on a **wide range of topics** and provide the **full text** of many articles. It's a good idea to begin with this database:

Expanded Academic ASAP

Others provide **in-depth coverage** of **more focused subject areas**. The articles found in these databases are likely to be more complex than those in the general databases listed above. Click on Databases on the library homepage to browse the available databases by subject.

Which databases above do you think will be best for searching for articles on your topic? Why?

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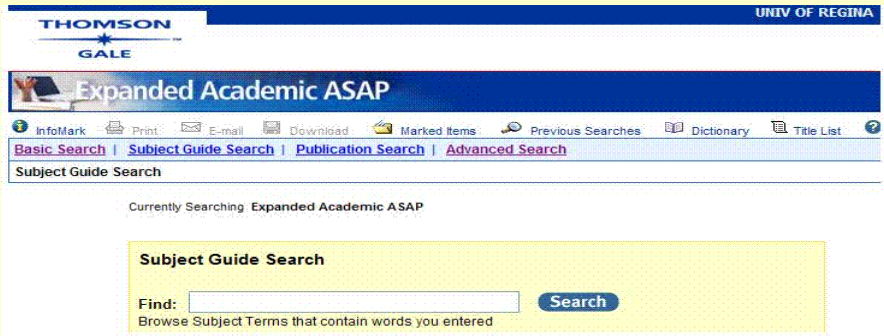
How do you search a database?

All databases are based on the same principles, so learning to use one database will teach you skills that you can apply to others. A good database to start with is Expanded Academic ASAP.

Expanded Academic ASAP lists articles (many in full-text!) about a **wide variety of topics**. Because it is a general database, it includes articles that are written at a level appropriate for beginning university students.



Show me an example

or

Let me search Expanded Academic ASAP myself.

View the "Show me an Example" link. Then search the database yourself and find one article related to your topic. Copy and paste the citation here:

Was the full text of the article available online?

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How do you find an article when *you only have a citation*

For example,

- Sometimes databases provide citations, instead of the full text of articles.
- Sometimes instructors assign students a list of article citations, but don't provide the actual articles.
- Sometimes you might want to track down an article you saw listed in a bibliography.

When all you have is a citation to an article, you have to **use the Archer Library catalogue to find the full text**.

Show me an example of a citation search.

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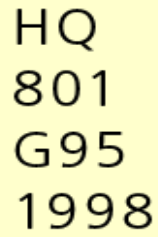
What's a Call Number?



Call numbers are a series of letters and numbers assigned to items in the library. Libraries use the Library of Congress Classification system of call numbers. This system ensures that items about the same subjects are near each other.

You can view Floor Plans that will help you to determine which floor houses the items you need.

Click on the "Floor Plans" link above. What floor of Archer Library are the "HQ" books located on? What about HQ journals?

What floor of Archer Library are the books with your two letter code located on? What about journals with that code?

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How Do I Get a Call Number?

Call numbers are found in the Archer Library Catalogue. When you search the catalogue for a book, a journal, a videotape, or another item physically owned by the Archer Library, the end result of your search is a call number. It's important that you write down the entire call number.

Guide to MLA documentation : with an appendix on APA style / Joseph F. Trimmer.	Trimmer, Joseph F.	2006
Library Location: ARCHER Reference (main floor)	*Call Number: PN 147 T75 2006*	*Status: Not Charged Out*

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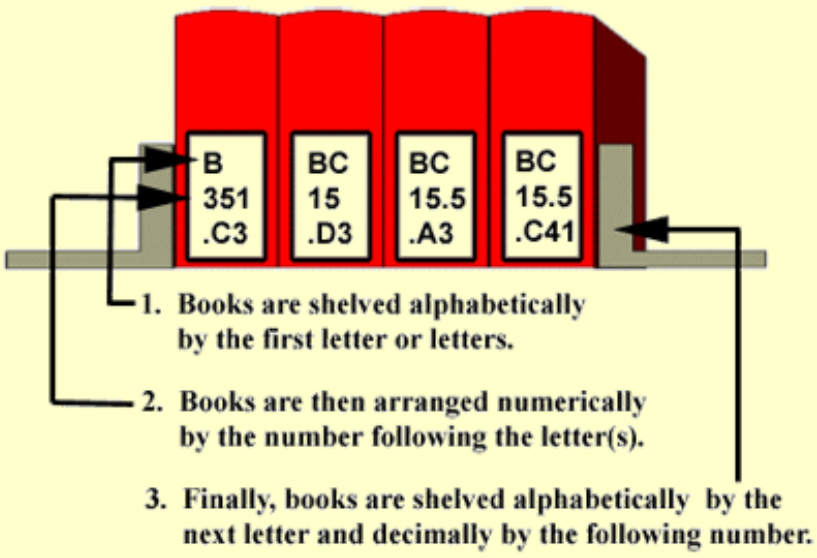
What Do I Need to Know to Find a Call Number in the Library?

To find a call number in the library, you need to break down the elements of the call number and then systematically find each part, beginning with the first letter(s). Books and videos are shelved alphabetically by the first letter(s).

After the first letter(s), items are arranged numerically by the numbers following the letter(s). Finally, items are shelved alphabetically by the next letter and decimally by the following number.

At the University of Regina, journals are shelved alphabetically by the journal name, and they are separated from the books and videos.

The diagram below demonstrates how this system works on the library shelves:



Remember...

Books and videos on the same subject are shelved next to each other.

Work through the call number systematically...every part of the call number is important!

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What If I Can't Find the Call Number I Need?

Double-Checking the Catalogue

1. Is the item checked out?

2. Are you looking in the right library?

3. Did you write down the entire call number? Check for mistakes.

Getting Help

Ask at the Information Desk or the Circulation Desk for help!

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Choosing a Good Search Engine

The web changes constantly. Search engines do too. A search engine that's popular and impressive one month may be surpassed the next. You can try to monitor the emergence and disappearance of search engines yourself using websites like www.searchenginewatch.com or www.searchengineshowdown.com.

Or, you can just ask reference staff for advice!

Currently, we recommend:

Google™ Ask.com™ alltheweb find it all altavista

Click one of the search engine links above and search for your topic.

(You may wish to use the search string you created with the Keyword Builder.)

List the title and URL (web address) of one promising web page you find.

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When searching the web, it's best to:

1. Become familiar with up to 3 search engines. Read the "Help" screens to learn the tricks your favorite search engine uses.
2. Use narrow and specific keywords.
3. Be flexible. If a search doesn't give you relevant results, try another using different keywords, or consider trying a different search engine.
4. Use the "advanced search" option.

What is your favorite search engine?

What does the "advanced search" screen of your favorite search engine allow you to do that the regular search screen does not?

Save Worksheet View Worksheet

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