

William Rocco

English II AND AP Capstone

Introduction to Online Sources (updated 9-2020)

Information literacy topics covered

- Determining the best sources
- Searching strategies for information
- Evaluating sources
- Using technology tools

During class:

1. Explain objective: To distinguish between different types of databases and periodicals available online for science research, to judge the reliability of online sources, and to develop and practice searching strategies, such as the use of limiters, for relevant information.

Learning Expectations: Academic-Problem-solving: "Students will use appropriate tools strategically to solve problems."

2. Presentation/Discussion: (use [Google presentation prompts](#) from College Research Class)

Question: *What is a periodical?*

What are the different types of periodicals?

Types of periodicals: Look at the [Lesson Plan](#) to review the details of what we discussed, and [Learn about the criteria](#) that defines each type.

-Scholarly and Research Journals

Question: *Explain one or two characteristics of scholarly/academic and research journals.*

Focus on the kinds of people that write them, the kinds of people that read them, and their purpose.

(Peer-reviewed, written by recognized, credentialed experts, meant to report original research and further knowledge in the field among experts)

-Professional, Trade and Industry

Question: *Explain one or two characteristics of trade and industry publications.*

Focus on the kinds of people that write them, the kinds of people that read them, and their purpose.

(for insiders, not exactly "peer-reviewed", writers may be industry experts, may be accomplished journalists who are not experts, meant to report trends to inform industry/professional practices to insiders)

-News or Commentary

Question: *Explain one or two characteristics of news or commentary publications.*

(wide range of reporting quality and information vetting possible, writers not necessarily subject experts, but may be accomplished journalists, may not even

be good journalists, meant to inform, influence, and/or entertain the general public)

-Popular magazines

Question: Explain one or two characteristics of popular publications.

Focus on the kinds of people that write them, the kinds of people that read them, and their purpose.

(wide range of reporting quality and information vetting possible, writers not necessarily subject experts, but may be accomplished journalists, may not even be good journalists, meant to inform, influence, and/or entertain the general public)

3. Present overview of database sources:

Discussion (brainstorm, comment): What are the different types of online databases sources available? (notes are included at end of instructions for reference):

3.A. School Product Database Sites (paid subscription \$\$\$):

Include articles from many different kinds of publications, including proprietary materials.

May include e-books, encyclopedias, etc.

Include lots of easy access tools, may have overviews on topics (a little like a textbook)

Usually divided in subject areas

Offer multiple ways to browse or search

Examples:

- [ABC Clio World History: Issues](#)

- **SIRS**

3.B. Specialized Academic Databases (usually paid subscription \$\$\$):

Most often used at college level for specialized work.

Include articles from many different sources in specific subjects.

May include e-books, encyclopedias, periodicals (journals, magazines, etc.).

Offer multiple ways to browse or search, but are less concerned with being attractive than school product databases.

Information is usually NOT organized in topics; you have to search.

Examples:

[PsycINFO](#) (psychology, and related fields, not through Amity)

EBSCO's [ERIC](#) (Education)

3.C. Multi-disciplinary Academic Databases (paid subscription \$\$\$):

Like specialized databases above, but...

Bring together information from different specialized databases from different subject areas.

Really useful if you don't want to limit your search to specialized

databases, or you don't know which databases you need.

Examples:

- [Academic Search Complete](#) (available Amity)
- [Jstor](#) (available through Amity)

3.D. Database "Aggregators" (sometimes includes book catalogue) .

Offer searching of all or most databases from a single search box.

Example:

- [Typical University Library Aggregator](#)
- [ResearchIT CT \(iConn\)](#) (EBSCO database search tool)

3.E. Free Web Sites

May be organized many different ways.

You have to verify reliability.

Look for sites published by a recognized institution that has collected information from recognized experts, like libraries, museums, or universities.

AVOID hobby and amateur sites.

Example:

- [University of Virginia Library's Mark Twain and his Times](#)

4.a. Discussion: School Product Database Site:



SIRS, school educational product, with mix of magazines/news/encyclopedic entries, with some advanced functions.

Main points:

- Take note of your surroundings: Look at pictures, headings, etc. Decide on a starting point for search.
- Search box:
 - Subject Search or Keyword?... what's the difference?)
 - Notice what appears when you type KEYWORD "*Huckleberry Finn*", look at 200+ results.
 - Notice the number of hits for each Source Type
 - Look for shortcuts, like "View All Issues", and "Browse all Pro/Con issues".
 - Use Advanced search for more power
 - Start simple. You can always add more words to narrow down.
 - Use checkbox "limiters" to LIMIT your search by:
 - Source types: Newspapers? Magazines? Reference? etc.
 - and whatever else is offered
 - Too many results and not really relevant? Add more words to narrow down: *racism? education?*
 - Too few results? Broaden your search with fewer words.

- Save good candidates to look at later.
- Link to Google to save searches and results.
- Use more advanced techniques:
 - Try with synonyms or related words (race, racism, etc.).
 - Use commands (“operators”) to narrow down (and (to get both terms), or (for one OR the other), not (to filter out the word), apostrophes around several words like “Huckleberry Finn” to get the exact phrase, maybe with more terms, like “racism: (46 hits).
- When you identify a good source/article:
 - Follow up on **subject leads** that appear in relevant articles as “Related Subjects” (how about “Adventures of Huckleberry Finn (Book)”, “Banned books”, “Racism in art, Racism in language”).
 - Refine results, limit to sources, dates, formats you want.
 - Save your chosen results to avoid losing stuff (use personal lists, email, notes/citation tools, etc.). Add a user name and password to save searches and results.

4.b. Practice: Students search [SIRS](#) to find a relevant article that addresses your topic.

- Use tools to search for topic, play around for a few minutes.
 - Take note of your surroundings:
 - Look for shortcuts or use Advanced Search
 - Follow subject leads
 - Refine results
 - Save results
- Choose an article, skim it.
- [Post citation information and “Tweet”-summary](#) of what it is about (one long sentence, max) in this Google doc.
- Prepare to share one observation that you came up with about how searching works.

4.c. Share sample, Discuss

5.a. Discussion: Multi-disciplinary Academic Database:

EBSCO’s **Academic Search Complete**: Information from many different fields, with a mix of periodicals, and lots of peer-review journals, and a college-level search functions. Use the same strategies, but it is more powerful, gives more options, less “teaching” help.

Main points:

- Take note of your surroundings: Look at main menus, search options, etc..
- Decide on a starting point for search.
- Search box:
 - Always give yourself more “Search Options”: Boolean? All? Any? ???
 - Always limit to full-text.
 - Notice what appears when you start to type “Huckleberry Finn”. How many results do you get? How does it change when you add “racism”?

- *Huckleberry Finn with no field (4000+ results), Huckleberry Finn with racism (500+).*
 - Notice the number of hits for each Source Type: *Academic Journals, Book Reviews, Magazines, Newspapers, etc..*
 - Notice other “limiters” in the left sidebar. Which are useful for our search?
- Choose a relevant article, and notice the related SUBJECTS: *ANTISLAVERY literature, RACISM in literature, AMERICAN literature -- 19th century, ADVENTURES of Huckleberry Finn, The (Book : Twain)* (They were chosen by humans).
 - Follow links of related subjects for other similar articles..
- Use Advanced search for more power
 - Start simple. You can always add more words to narrow down.
 - Consider what you are searching for: Subject? Word in text?
 - Use checkbox “limiters” to LIMIT your search by:
 - Full-text.
 - “Search modes”, like: Boolean? All? Any? and whatever else is offered
- Too many results and not really relevant? Add more words to narrow down.
- Too few results? Broaden your search with fewer words.
- Save good candidates to look at later.
- Use more advanced techniques:
 - Try with synonyms or related words (race, racist, or slave, slavery, etc.)
 - Use commands (“operators”) to narrow down: AND (to get both terms), OR (for one OR the other), NOT (to filter out the word), apostrophes around several words like “free speech” or “first amendment” to get the exact phrase
- When you identify a good source/article:
 - Follow up on subject leads that appear in relevant articles (how about “Censorship”, “Intellectual Freedom”, “Student Rights”, ?). SUBJECT *Huckleberry Finn* is actually *Finn, Huckleberry* (50+ hits), but notice how other searches turn up many more hits, meaning that this SUBJECT is not always linked.
 - Save your chosen results to avoid losing stuff (use personal lists, email, notes/citation tools, etc.). Add a username and password to save searches and results.

5.b. Student practice: Students search



EBSCO's [Academic Search Complete](#), and find a relevant article that addresses their topic.

- Use tools to search for topic, play around for a few minutes.
 - Take note of your surroundings:
 - Look for shortcuts or use Advanced Search
 - Limit to Full Text if you are not desperate.
 - Refine results with limiters for KIND of material.
 - ALWAYS follow subject leads.
 - Save results.
- Choose an article, skim it.
- [Post citation information and "Tweet"-summary](#) of what it is about (one long sentence, max) in this Google doc.
- Prepare to share one observation that you came up with about how searching works.

5.c. Share sample, Discuss

6.a. Discussion: Free web source

University of Virginia Library's Mark Twain and his Times, a university project that archives material about Samuel Clemens.

- Created by Professor [Stephen Railton](#)
- Organization is very quirky.
- Click through by trial and error to find the best way to search.
- You just have to look through EVERYTHING systematically, and save what is relevant.

6.b. Student practice: Students search

 [Mark Twain and his Times](#): and find a relevant article that addresses their topic.

- Browse the site.
- Choose an article, skim it.
- [Post citation information and "Tweet"-summary](#) of what it is about (one long sentence, max) in this Google doc.
- Prepare to share one observation that you came up with about how searching works.

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Additional Tips:

- Get a library card so you can use all ResearchIT CT at home.
- Practice searching from our web page:
 - SIRS
 - ResearchIT CT for High Schools/ (all the databases for journals)
 - Jstor
- You are MORE likely to find something useful for school FASTER from a paid

database than from a web search.

- Everything that ISN'T useful has NOT been included.
- Everything you find in a full-text search is really available, as opposed to just being a summary (abstract).
- You can avoid “pseudo-authoritative” sources written by people who confuse opinion with science, and beliefs with objective facts.

Citation and Reference Information

How do you cite the article in the body of your paper? In general, MLA format, used most often in English and the humanities, follows an author and page number structure. This means that whenever you include an idea or quotation from a research source into your paper, you write the that the author's name, and the page number the information came from. The exact rules for doing this depend on what kind of source it is (print, web, conversation, etc.), and whether or not there actually is an “author”, or even a page number.

Your “Works Cited” page, also known as a reference page or bibliography, will appear at the end of your paper, and must include an entry for every source cited in the body of the text. The rules for creating references also depend on the kind of source, and all references are arranged by author in alphabetical order. Special rules apply when there is no author, or more than one work by an author (see the style guide at the Purdue OWL site).

You will need to follow the instructions and examples from a reliable source, like the writing experts at Purdue University's [MLA](#) style pages.

Additional Open Web Resources:



LIBRARY OF CONGRESS

[Mark Twain's Huckleberry Finn: Controversy at the Heart of a Classic](#)

This is a teacher's approach to addressing Huckleberry Finn. Some good links to primary sources

CULTURE
X30HS

Huck Finn in Context: **A Teaching Guide**

[Huck finn in Context: A Teaching Guide, from PBS](#)

This is a unit plan on how to teach Huck Finn. It discusses the issues from the teacher's point of view.

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- ?
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3. What are the different types of online databases sources available? (notes are included at end of instructions for reference):

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4.a. School Product Database Site:

4.b.



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Search [SIRS](#) to find a relevant article that addresses your topic.

- Use tools to search for topic, play around for a few minutes.
 - Take note of your surroundings:
 - Look for shortcuts or use Advanced Search
 - Follow subject leads
 - Refine results

- Save results
- Choose an article, skim it.
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6.b. Search



[Mark Twain and his Times](#): and find a relevant article that addresses their topic.

- Browse the site.
- Identify some information.
- Choose an article, skim it.
- [Post citation information and "Tweet"-summary](#) of what it is about (one long sentence, max) in this Google doc.
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Your "Works Cited" page, also known as a reference page or bibliography, will appear at the end of your paper, and must include an entry for every source cited in the body of the text. The rules for creating references also depend on the kind of source, and all references are arranged by author in alphabetical order. Special rules apply when there is no author, or more than one work by an author (see the style guide at the Purdue OWL site).

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