

**RESEARCH METHODS**  
**INSTRUCTOR GUIDE—STDV1100**  
**ON-GROUND VERSION**

**ASSOCIATE OF SCIENCE**  
**COLLEGE OF ADULT AND PROFESSIONAL PROGRAMS**  
**SHORTER UNIVERSITY**

## COURSE DESCRIPTION

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This course is designed to promote information literacy—the ability to locate, access, and use information in its traditional and emerging forms. Primary emphasis will be on practical techniques for navigating the information environment.

## TOPICS

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The following topics will be addressed in this course:

- Academic Papers and Their Requirements
- Library Services
- Information Sources
- Information Organization and Structure
- Research Strategies
- Location and Access of Information
- Evaluation of Information
- Ethical Issues Pertaining to the Use of Information

## COURSE OBJECTIVES

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Upon completion of *Research Methods*, each student will be able to:

- Describe the services offered by the Shorter University Libraries. (Educational Principles III and IV)
- Determine the precise information requirements for academic assignments. (Educational Principles I, III, IV, and VIII)
- Discuss how human knowledge is organized and structured. (Educational Principles I, III, IV, and VIII)
- Formulate research strategies appropriate to professional- and academic-level inquiry. (Educational Principles I, III, IV, and VIII)
- Identify specific sources of information, in various formats, that will assist him or her in future educational or professional endeavors. (Educational Principles III, IV, and VIII)
- Describe how to locate information, once identified, both intellectually and physically. (Educational Principles I, III, IV, and VIII)
- Use specific criteria to evaluate information. (Educational Principles I, III, IV, and VIII)
- Explain how to integrate information obtained from disparate sources into an original product. (Educational Principles I, III, IV, and VIII)
- Discuss ethical issues pertaining to the use of information. (Educational Principles I, II, III, IV, V, and VIII)

## COURSE OUTCOMES

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The following outcomes are expected of each student for *Research Methods*:

- By means of participation in classroom discussions, demonstrate an understanding of services offered by the Shorter University Libraries. (Objective 1)
- Through negotiation with his or her learning team, formulate a coherent research topic for an academic paper. (Objective 2)
- Through the completion of learning team assignments, determine which sources of information are pertinent to the team's information needs. (Objectives 2 and 3)
- By means of participation in classroom discussions, chapter exercises, individual assignments, and learning team assignments, demonstrate an understanding of how knowledge is organized and structured. (Objective 3)
- By means of participation in classroom activities, chapter exercises, individual assignments, and learning team assignments, demonstrate proficiency in the use of specific research strategies. (Objective 4)
- Through the completion of individual assignments, demonstrate knowledge of specific sources of information. (Objective 5)
- By means of participation in classroom discussions and completion of individual assignments, demonstrate the ability to locate appropriate sources of information. (Objective 6)
- Through participation in learning team assignments and classroom exercises, demonstrate the ability to evaluate the validity, reliability, and credibility of information sources. (Objective 7)
- Through the completion of the learning team assignments and a final project, demonstrate competence in performing the research tasks required of a term paper or other academic product. (Objectives 2, 3, 4, 6, and 7)
- By means of participation in classroom discussions and chapter exercises, demonstrate competence in integrating information. (Objective 8)
- By means of participation in classroom discussions and chapter exercises, demonstrate competence in using information ethically. (Objective 9)

## ASSESSMENT CRITERIA

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The following is a breakdown of the grading weights of the course assignments:

Interest Inventory	5%
Weekly Individual Assignments	35%
Weekly Learning Team Assignments	15%
Weekly Chapter Exercises	30%
Final Project	15%

# ASSIGNMENT OVERVIEW

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**Note:** Assignment outlines, with current URLs of electronic resources, are available from the Off-Campus Librarian.

## Individual Assignments

- Interest Inventory: The students will complete a survey to determine their academic interests prior to beginning the course. They will refer to this document when negotiating the topic of the Final Project.
- Weekly Individual Assignments: The Weekly Individual Assignments allow students to explore various sources of information, and to determine whether or not those sources are relevant to their information needs. These active learning assignments require students to locate and analyze potential resources for the Final Project. The assignments take the form of a research log that will be submitted to the instructor weekly.
- Chapter Exercises: These exercises, to be submitted before each class period, are designed to assess students' mastery of material contained in the readings.

## Learning Team Assignments

- Weekly Learning Team Assignments: Each week, students meet to discuss the sources that they discovered in their Weekly Individual Assignments and, as a learning team, decide which of these sources are most appropriate for the final project. Students will submit a report describing their rationale for including or excluding each source examined.
- Final Project: Each learning team will create a final project consisting of an APA-formatted **outline** of a term paper. This assignment will require the students to perform the following tasks:
  - Choose and limit an appropriate term paper topic.
  - Clarify the specific requirements of the assignment.
  - Identify the information needs of the assignment.
  - Select appropriate resources to satisfy the information needs.
  - Set up a Microsoft Word document according to APA guidelines.
  - Prepare a Works Cited page, in correct APA format, which includes each resource chosen.

Please note that students are *not* actually required to *write* a term paper; they need only perform the research tasks associated with a term paper project.

- Final Project Presentation: Each learning team will present its project on the last night of class. Presentations should contain the following elements:
  - A description of the topic of the project
  - A detailed description of each of the sources used
  - A rationale for source selection
  - An evaluation of the project itself
  - An evaluation of the process of creating the project
  - A question-and-answer period

# INTRODUCTORY NOTES TO STUDENTS

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## ATTENDANCE REQUIREMENTS

The criteria regarding attendance are as follows:

- Attend each class and participate.
- A maximum of two class absences (due to illness or emergency) are allowed for each 5-week course. If a student misses more than the maximum allowable absences during one course, the instructor is *required* to issue a grade of WF to the student.

Students are expected to attend all class sessions and learning team meetings. If an emergency arises and an absence cannot be avoided, the student should notify the instructor prior to the start of the class session. In all cases, the published attendance policy will be followed, regarding both class and learning team meetings.

## DISABILITY AND ACADEMIC DISHONESTY POLICIES

See the current *Shorter University Student Handbook* and *Catalog* for policies regarding disabilities and academic dishonesty.

## Honor Code

When individuals join the Shorter University community, they sign the Roll of Honor and formally enroll under the following pledge:

On my honor, I will abstain from all deceit. I will neither give, receive, nor use any unauthorized aid in my academic work, nor will I permit such action by any member of this community. I will respect the persons and property of the community and will not condone discourteous or dishonest treatment of these by my peers. In my every act, I will seek to maintain a high standard of honesty and truthfulness for myself and for the university.

## Plagiarism

All work submitted must represent the student's original work. Every resource used to complete an assignment must be appropriately documented and reveal the extent to which the source was used. Plagiarism and/or falsification are serious matters and may result in the student being required to revise and resubmit the assignment, receiving a grade of F for the assignment, or receiving a failing grade for the course.

## **WRITING EXPECTATIONS**

Shorster University emphasizes the importance of employing proper grammar, composition, and writing style across the curriculum. All papers should demonstrate appropriate writing skills and adherence to APA formatting guidelines.

## **LEARNING TEAM EVALUATIONS**

Each student is to evaluate the contributions of the other members of his or her learning team. If a student is given a low evaluation score by learning team members, the student's grade for learning team assignments will be reduced accordingly.

## **GRADING POLICY**

100–90 = A

89–80 = B

79–70 = C

69–60 = D

59–0 = F

# ASSIGNMENT OVERVIEW

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## Assignment Calendar

Description	Due	I or LT	Percentage
Read Chapters 1 and 7	Class 1	I	--
Chapter Exercises for Chapters 1 and 7	Class 1	I	7.5
Interest Inventory Assignment	Class 1	I	5
Read Chapters 2 and 5	Class 2	I	--
Chapter Exercises for Chapters 2 and 5	Class 2	I	7.5
Individual Assignment 1	Class 2	I	8.75
Learning Team Assignment 1	Class 2	LT	3.75
Read Chapters 4 and 6	Class 3	I	--
Chapter Exercises for Chapters 4 and 6	Class 3	I	7.5
Individual Assignment 2	Class 3	I	8.75
Learning Team Assignment 2	Class 3	LT	3.75
Read Chapter 8	Class 4	I	--
Chapter Exercise for Chapter 8	Class 4	I	7.5
Individual Assignment 3	Class 4	I	8.75
Learning Team Assignment 3	Class 4	LT	3.75
Individual Assignment 4	Class 5	I	8.75
Learning Team Assignment 4	Class 5	I	3.75
Final Project	Class 5	LT	7.5
Final Project Presentation	Class 5	LT	7.5
<b>Total Percentage</b>			<b>100</b>

**I = Individual      LT = Learning Team**

# MATERIALS INVENTORY

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The following materials are required for *Research Methods*:

## TEXTBOOK

Quaratiello, A. R., & Devine, J. (2011). *The college student's research companion: Finding, evaluating, and citing the resources you need to succeed* (5<sup>th</sup> ed.). New York: Neal Schuman Publishers. ISBN-10: 1555707297. ISBN-13: 9781555707293.

# CLASS ONE

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## OBJECTIVES

Upon completion of this class, each student will be able to:

1. Describe the processes, activities, and assignments associated with the present course.
2. Analyze and accurately articulate the requirements of a given writing assignment.
3. Formulate a focused research topic based on course requirements and his or her own interests.
4. Identify appropriate sources of background information.

## ASSIGNMENTS

The following assignments are to be completed **prior** to this class:

### Individual

1. Read Chapters 1 and 7 in the Quaratiello book.
2. Complete the Chapter Exercises for Chapters 1 and 7 (see appendix).
3. Complete the Interest Inventory Assignment (see appendix).

### Learning Team

1. There are no learning team assignments for Class One.

## CLASS TWO

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### OBJECTIVES

Upon completion of this class, each student will be able to:

1. Identify various types of reference sources in both print and electronic formats, and describe what information is contained therein.
2. Determine which specific types of information sources are required for his or her assignment.
3. Assess the validity, reliability, and credibility of information.
4. Intellectually and physically locate each of the materials identified.

### ASSIGNMENTS

The following assignments are to be completed **prior** to this class:

#### Individual

1. Read Chapters 2 and 5 in the Quaratiello book.
2. Complete the Chapter Exercises for Chapters 2 and 5 (see appendix).
3. Complete Individual Assignment 1 (see appendix).

#### Learning Team

1. Complete Learning Team Assignment 1 (see appendix).

## CLASS THREE

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### OBJECTIVES

Upon completion of this class, each student will be able to:

1. Explain the services offered by the Shorter University Libraries.
2. Select a periodical database appropriate to his or her topic.
3. Search a periodical database using advanced techniques.
4. Demonstrate the use of the library's specialized electronic reference sources.

### ASSIGNMENTS

The following assignments are to be completed **prior** to this class:

#### Individual

1. Read Chapters 4 and 6 in the Quaratiello book.
2. Complete the Chapter Exercises for Chapters 4 and 6 (see appendix).
3. Complete Individual Assignment 2 (see appendix).

#### Learning Team

1. Complete Learning Team Assignment 2 (see appendix).

## CLASS FOUR

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### OBJECTIVES

Upon completion of this class, each student will be able to:

1. Discuss some of the ethical and legal issues related to the use of information.
2. Define plagiarism and demonstrate specific ways to avoid it.
3. Demonstrate correct usage of the citation style of the APA.
4. Demonstrate the ability to extract needed information from various information sources.

### ASSIGNMENTS

The following assignments are to be completed **prior** to this class:

#### Individual

1. Read Chapter 8 in the Quaratiello book.
2. Complete the Chapter Exercise for Chapter 8 (100 points):  
Go to pages 143-144 in the Quaratiello book and complete the exercises.  
Question 1: 50 points  
Question 2: 4 points each  
Question 3: 6 points each
3. Complete Individual Assignment 3 (see appendix).

#### Learning Team

1. Complete Learning Team Assignment 3 (see appendix).

## CLASS FIVE

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### OBJECTIVES

Upon completion of this class, each student will be able to:

1. Explain how to synthesize information derived from various information resources into an original academic product, such as a term paper.
2. Present his or her learning team's final project to the instructor and to the other members of the cohort.
3. Evaluate the quality of his or her final project in terms of process and of content.

### ASSIGNMENTS

The following assignments are to be completed **prior** to this class:

#### Individual

1. Complete Individual Assignment 4 (see appendix).

#### Learning Team

1. Complete Learning Team Assignment 4 (see appendix).
2. Final Project: Create an APA-formatted **outline** of a term paper. Note that you are *not* actually required to *write* a term paper; you need only perform the *research tasks* associated with a term paper project. This assignment will require you to perform the following steps:
  - a. Choose and limit an appropriate term paper topic. You will accomplish this in Class One.
  - b. Clarify the specific requirements of the assignment. You should make sure that you have done this with your instructor by the end of Class One.
  - c. Identify the information needs of the assignment. This means that you need to determine what kinds of information you would need if you were actually completing a term paper on your learning team's chosen topic. Your individual assignments will help you answer the following questions:
    - Do you need background information?

- Do you need books, journal articles, or documents in some other format?
  - If you decide that you need journal articles, should they be peer-reviewed?
  - Do you need primary or secondary sources?
- d. Select appropriate resources to satisfy the information needs. In Learning Team Assignments one through three, you will select appropriate information sources with your learning team.
  - e. Set up a Microsoft Word document according to APA guidelines.
  - f. Prepare a works cited page, in correct APA format, which includes each resource chosen in Learning Team Assignments one through three
3. Final Project Presentation: Prepare a presentation of your Final Project that contains the following elements:
- a. A description of the topic of the project
  - b. A detailed description of each of the sources used
  - c. A rationale for source selection
  - d. An evaluation of the project itself
  - e. An evaluation of the process of creating the project
  - f. A question-and-answer period

# INTRODUCTORY NOTES TO INSTRUCTORS

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## INSTRUCTOR EDUCATIONAL OBJECTIVES

- To analyze the relationship between values and motivations (Educational Principles II, VIII)
- To assess the impact of values and motivations on behavior (Educational Principles II, VIII)
- To analyze the motivational requirements and competencies of a job (Educational Principles II, VIII)
- To assess the impact of values, motivations, and competencies on managerial styles (Educational Principles IV, VIII)
- To evaluate the impact and effectiveness of different managerial styles in different organizational environments (Educational Principles IV, VIII)
- To develop personal goals and a plan for improving the student's effectiveness in the use of influence and power in the work environment (Educational Principles IV, VIII)

## EDUCATIONAL PRINCIPLES

Shorter University Educational Principles: Shorter University provides a curriculum and an educational environment that do the following:

- I. Effectively immerse the students in the historical, scientific, and cultural bases for contemporary civilization by combining intellectual discovery with critical thinking
- II. Engage the students in a discussion of the values that bind together society in general and the Christian community in particular
- III. Ensure that the students reach the level of skill in written oral communication, mathematics, technology, and information literacy necessary to take full advantage of college course work and that the students continue to exercise and enlarge these skills
- IV. Persuade the students of the value of integrating knowledge and forming relationships among courses and acquired knowledge of new ideas
- V. Promote in the students the habit of acting on their responsibilities as members of society and of the world community

- VI. Promote in the students the habit of enriching their lives through art and religion
- VII. Promote in the students the habit of maintaining physical, spiritual, and emotional health and well-being
- VIII. Prepare the students for careers or further education

# CLASS ONE

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## ACTIVITY ONE

The instructor will gather learning team reports.

### Facilitation/Lecture Notes

Please refer to the current faculty handbook for information on how to process these reports.

## ACTIVITY TWO

The instructor will present a general overview of the course.

### Facilitation/Lecture Notes

Clarify what will be expected of students, providing an overview of assignments, grading procedures, and course philosophy. Make it clear to students that this is not a course that ends with the last day of class; rather, it is the beginning of a relationship with the campus library and its staff. In addition to increasing the level of information literacy among the student body and encouraging lifelong learning, major goals of this course are to develop rapport among students and librarians, to introduce the library and its services, and to market those services.

## ACTIVITY THREE

The instructor will explain the final project in detail, and assist teams in understanding its requirements.

### Facilitation/Lecture Notes

Many of your students may never have written a term paper, so be prepared to explain what one is. You may wish to use information on the page entitled, *Understanding writing assignments* on the Purdue OWL Web site to structure your discussion of determining requirements for a paper. Focus on the process of identifying requirements; the purpose here is to help them learn how to understand future assignments.

## ACTIVITY FOUR

The instructor will facilitate the various teams' negotiation of their final project topics.

## Facilitation/Lecture Notes

Learning teams may choose any *academic* topic for their final projects. Divide the cohort by learning team, and allow each team to negotiate their topic based on their interests, as reflected in the Interest Inventories that they have prepared for Class One. Ideally, the Interest Inventories should reveal several areas of interest for each individual student; with any luck, there will be some overlap between individuals' interests. Be prepared to assist them in focusing their topic appropriately. Encourage them to reflect on the process of focusing the topic.

## ACTIVITY FIVE

The instructor will provide a brief lecture on basic sources of background information.

## Facilitation/Lecture Notes

Describe the use of various sources of background information relevant to the interests and needs of the students. You may wish to go to the library at this point to demonstrate how specific sources are organized and used. Be sure to describe each of the following types of resources: Encyclopedias (general and subject), dictionaries (general and subject), atlases, statistical sources, chronological sources, biographical sources, directories, quotation sources, and bibliographies. Point out that the libraries provide reference material in both print and electronic formats. Be sure to mention that passwords for all electronic resources can be found on the Library tab of the SCHOLAR home page.

## ACTIVITY SIX

The instructor will assist students in locating basic background information on their final project topics.

## Facilitation/Lecture Notes

This activity is best performed in the library, but you may carry it out in the classroom at your discretion. Allow students to explore sources of background information related to their respective topics. Model good reference service as they roam the stacks (and/or cyberspace). You may wish to provide a preselected group of sources, create a bibliography, or simply let them explore on their own. A good part of the students' first individual assignments may be completed during this activity. **NOTE:** *Please be sure not simply to dismiss the class with instructions to spend the remainder of the class time in the library; accompany them to answer any questions that may arise and be sure to keep them until 10 p.m.*

## **ACTIVITY SEVEN**

If desired, the students and the instructor will discuss the individual assignments, the team assignments, the final project, readings, lectures, or any other topic that arises naturally in the course of the class.

## CLASS TWO

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### ACTIVITY ONE

The instructor will gather learning team reports.

#### Facilitation/Lecture Notes

Please refer to the current faculty handbook for information on how to process these reports.

### ACTIVITY TWO

The instructor will discuss how to identify a range of potential information sources for the final project, and how to choose the most appropriate ones.

#### Facilitation/Lecture Notes

Ask the students to reflect on what types of sources (reference materials, books, articles, Web sites, reports, statistical information, and so forth) they may need for their final projects. Have the students revisit the requirements of the project to determine whether those requirements put any kinds of constraints on the types of materials that may be used. Ask questions such as the following:

- a. Do the materials need to be current?
- b. If articles are needed, must they be peer-reviewed?
- c. Are primary or secondary materials (or some combination of both) called for? Can the materials be obtained within the project's time frame?
- d. In what Galileo database would you look for information on a specific topic or in a particular discipline?
- e. Does the topic of the final project touch on multiple disciplines? If so, what are the implications for research?

### ACTIVITY THREE

The instructor will facilitate an active learning exercise on the topic of choosing appropriate information sources.

#### Facilitation/Lecture Notes

The following is one possibility for an active learning exercise. Divide the class into groups by learning team. Have each group choose one of the sources identified either in the individual or learning team assignments as potentially useful. Allow them to examine the resource to determine its function, organization, scope, and so forth, then have a representative from each group stand up and describe the resource to the rest of the class. Discuss whether the source in question is useful or less than useful.

## **ACTIVITY FOUR**

The instructor will provide a brief lecture on the evaluation of information sources.

### **Facilitation/Lecture Notes**

Describe the PACAC method presented in the Quaratiello textbook. Discuss issues involved in determining the purpose, authority, content, accuracy, and currency of a source.

## **ACTIVITY FIVE**

The instructor will facilitate an active learning exercise on the topic of determining the quality of an information resource.

### **Facilitation/Lecture Notes**

The following is one possibility for an active learning exercise. Gather a number of books, websites, or other materials; include both quality and questionable resources. Provide each student with one of these and instruct him or her to determine its purpose, authority, content, accuracy, and currency. You could ask each student to present his or her findings to the entire class, or, if time does not permit, organize a class discussion in which students are invited to share their insights.

## **ACTIVITY SIX**

The instructor will demonstrate how to locate print-based and electronic books.

### **Facilitation/Lecture Notes**

In the classroom, introduce the students to Credo Reference Center and Oxford Premium Reference. Perform author, title, and subject searches in the library catalog, and allow students to follow your actions on PCs obtained from the CINS cart. Be sure to point out how NetLibrary books may be found in the catalog. Demonstrate subject searching using LC subject headings, and explain the use of the Dewey Decimal Classification System (do not forget to address Cutter numbers). Adjourn to the library and facilitate an active learning exercise on the topic of finding books on the shelves. You may wish to require students to locate physically the books that they need for their final projects. Explain how to find other materials related to their topics by browsing call numbers.

## **ACTIVITY SEVEN**

If desired, the students and the instructor will discuss the individual assignments, the team assignments, the final project, readings, lectures, or any other topic that arises naturally in the course of the class.

## CLASS THREE

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### ACTIVITY ONE

The instructor will gather learning team reports.

#### Facilitation/Lecture Notes

Please refer to the current faculty handbook for information on how to process these reports.

### ACTIVITY TWO

The instructor will review the services of the Shorter University Libraries.

#### Facilitation/Lecture Notes

Explain the concept of reference service. Tell students that librarians in an academic setting typically take the approach of teaching students how to find information, rather than simply providing them with information. Describe the library's circulation policies and interlibrary and intercampus loan service. Let them know that they can borrow five books at a time from Kennesaw State or from Gwinnett Tech with their student IDs, and that they are eligible to borrow from libraries in the GPALS consortium if they have a special card that can be obtained from the library.

### ACTIVITY THREE

The instructor will introduce students to various Shorter University Library web sites.

#### Facilitation/Lecture Notes

Show students the main library page. Point out the links to guides and tutorials, Galileo, NetLibrary, the catalog, request forms, and so forth. Move on to the LibGuides. Explain how LibGuides can be used as a research aid.

### ACTIVITY FOUR

The instructor will demonstrate how to find articles using Galileo.

#### Facilitation/Lecture Notes

Begin by explaining that Galileo is a collection of databases, rather than a single resource. Stress the importance of choosing a database pertinent to the topic of one's search. Demonstrate the use of a database appropriate to the needs and interests of most students. Be sure to illustrate advanced searching features,

especially subject searching.

## **ACTIVITY FIVE**

The instructor will facilitate an active learning exercise on the topic of database searching.

### **Facilitation/Lecture Notes**

The following is one possibility for an active learning exercise. Allow students to search for an article on a narrow topic, either individually or in small groups of two or three. Circulate among the individuals or groups, answering whatever questions might arise in the course of the search. Ask students to practice saving articles to a folder, downloading or emailing articles, using the “Find It” feature to locate the full text of articles, limiting to scholarly articles, limiting by date, and so forth.

## **ACTIVITY SIX**

Discuss some of Shorter’s more specialized electronic reference sources, focusing on those that are pertinent to the students’ research needs.

### **Facilitation/Lecture Notes**

Point out various electronic sources of information about literature (Literature Resource Center, Gale’s Literary Index), science (Web of Science: Science Citation Expanded), business (Georgia Business Directory [not available off-campus], Hoover’s Online [not available off-campus], ValueLine), and music (NAXOS Music Library, Oxford Music Online, LibraryMusicSource.com). Mention sources of video clips, such as Films on Demand, American History in Video, Opera in Video, and Theatre in Video. Also point out news sources (World News Digest, NewsBank Access World News) and sources of journal literature other than Galileo (ATLAS, JSTOR, Directory of Open Access Journals). Remind students that passwords for these resources may be found on the SCHOLAR home page.

## **ACTIVITY SEVEN**

The instructor will facilitate an active learning exercise designed to familiarize students with Shorter’s specialized electronic reference sources.

### **Facilitation/Lecture Notes**

The following is one possibility for an active learning exercise. Have each learning team choose a resource relevant to their final project. Allow teams to explore these resources and answer the following questions:

- a. How is this resource organized and used?

- b. What type of information does it contain?
- c. In what specific way does this information pertain to my learning team's information needs?
- d. How will I use this information in my final project?

At the conclusion of the exercise, have a representative of each learning team orally summarize the team's deliberations for the rest of the class.

## **ACTIVITY EIGHT**

If desired, the students and the instructor will discuss the individual assignments, the team assignments, the final project, readings, lectures, or any other topic that arises naturally in the course of the class.

## CLASS FOUR

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### ACTIVITY ONE

The instructor will gather learning team reports.

#### Facilitation/Lecture Notes

Please refer to the current faculty handbook for information on how to process these reports.

### ACTIVITY TWO

The instructor will provide a brief lecture on the legal and ethical issues related to information use.

#### Facilitation/Lecture Notes

Many of the students may not understand the importance of citing the sources of their information, or even be aware that this is expected in academic writing. Stress the reasons that citing sources is important to scholarship. Also, draw a distinction between copyright violation and plagiarism. Explain the concept of fair use.

### ACTIVITY THREE

The instructor will facilitate an active learning exercise on the topic of plagiarism prevention.

#### Facilitation/Lecture Notes

The following is one possibility for an active learning exercise. Divide the class into groups of two or three students. Provide each group with a passage from a published source and have them paraphrase it. Make sure that they understand that, when writing an academic paper, they are to cite paraphrased material appropriately, even though they are not quoting it. Have a representative from each group stand and present their paraphrase to the rest of the class. Ask the class if they think that the passage was appropriately paraphrased. You may also wish to instruct them to demonstrate how to quote both a long passage (one that requires a block quote) and a short passage.

### ACTIVITY FOUR

The instructor will introduce the students to the current APA citation style.

## **Facilitation/Lecture Notes**

Emphasize to the students that APA is very specific in its requirements for punctuation, spacing, and the order of the elements of the citation. Mention that the *Publication Manual of the American Psychological Association* is the best source for information about citing materials; you may also wish to point students to other APA style resources, such as The Owl at Purdue's *APA Formatting and Style Guide*. Let the students know that Microsoft Word 2007 and 2010 have a feature that allows users to create bibliographies in any of the most prevalent citation styles.

## **ACTIVITY FIVE**

The instructor will facilitate an active learning exercise on the topic of formatting papers in APA style.

## **Facilitation/Lecture Notes**

The following is one possibility for an active learning exercise. Provide books, entries in a reference book, book chapters, journal articles, newspaper articles, or any other type of material that you think they may need to cite. Have the students practice creating an APA-formatted bibliography using Microsoft Word 2007 or 2010. Use a projector to display their citations on the projection screen (without identifying authorship), and ask the class to critique.

## **ACTIVITY SIX**

The instructor will guide the students in extracting relevant information from the sources they have collected thus far.

## **Facilitation/Lecture Notes**

Explain to the students how to mine various sources for the information they need. Provide them with pointers for effective and efficient note-taking. Explain that note cards may be used to record quotations or ideas for later use. If you are familiar with any software that can make the process easier, please feel free to mention it.

## **ACTIVITY SEVEN**

If desired, the students and the instructor will discuss the individual assignments, the team assignments, the final project, readings, lectures, or any other topic that arises naturally in the course of the class.

## CLASS FIVE

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### ACTIVITY ONE

The instructor will gather learning team reports.

#### Facilitation/Lecture Notes

Please refer to the current faculty handbook for information on how to process these reports.

### ACTIVITY TWO

The instructor will provide a brief lecture, followed by a class discussion, on the topic of information synthesis.

#### Facilitation/Lecture Notes

Although the actual composition of a term paper or other academic product is beyond the scope of this course, students will need to understand that writing involves weaving together strands of information derived from various information sources into an original fabric. All too often, students create papers that show little creativity or original thought—or, worse, that consist solely of long quotes strung together. Be sure to emphasize that a good paper involves substantiating one's conclusions with research. Discuss the subject of synthesizing information with the students to insure that they understand the major points.

### ACTIVITY THREE

Each learning team will present its final project to the instructor and the rest of the cohort.

#### Facilitation/Lecture Notes

This activity should take up almost all of the remainder of the class. Plan on allowing at least 20 to 30 minutes for each Learning Team to present its Final Project. Presentations should contain the following elements:

- a. A description of the topic of the project
- b. A detailed description of each of the sources used
- c. A rationale for source selection
- d. An evaluation of the project itself
- e. An evaluation of the process of creating the project
- f. A question-and-answer period

## **ACTIVITY FOUR**

The instructor will provide concluding remarks and refer the students to the Shorter library faculty for continuing education and follow-up.

### **Facilitation/Lecture Notes**

Emphasize once again that this is an open-ended course and that support does not end on the last day of class. Tell the students in the most inviting way possible that one of the reasons for this course's existence is to encourage them to develop relationships with the library faculty, and to encourage them to make full use of the library's resources.

## APPENDIX: COURSE ASSIGNMENTS

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### CLASS ONE

#### *I. Chapter Exercises for Chapters 1 and 7 (100 points):*

1. When beginning a research assignment, what should be your very first step? (15 points)
  - a. Making sure you understand the assignment
  - b. Selecting a topic
  - c. Finding background information
  - d. None of the above
2. What are some ways to limit your topic so that it becomes more focused? (15 points)
  - a. Limit to a geographical location
  - b. Limit to a certain time period
  - c. Limit to a specific group of people
  - d. All of the above
3. Name at least four types (formats) of information sources: (5 points each)

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**CONTINUED ON NEXT PAGE**

4. Match the question to the source in which you would be **most likely** to find it: (5 points each)
- |    |  |  |
|----|--|--|
| a. | What does the word “omniscient” mean?                                      | ___ Oxford English Dictionary                                    |
|    |  | ___ Britannica Online  |
| b. | Who said, “Give me liberty, or give me death”?                             | ___ Encyclopedia of Economics                                    |
|    |  | ___ Merriam-Webster’s Collegiate Dictionary                      |
| c. | Where can I find housing statistics for the United States?                 | ___ Statistical Abstract of the United States                    |
|    |  | ___ Timelines of History   |
| d. | Where can I find general background information on the topic of education? | ___ Marquis Who’s Who in America                                 |
|    |  | ___ Encyclopedia of Associations                                 |
| e. | How do I cite a blog entry in my paper?                                    | ___ Bartlett’s Familiar Quotations                               |
|    |  | ___ Publication Manual of the American Psychological Association |
| f. | What was happening in the year 1635?                                       |  |
| g. | Who is Bill Gates?   |  |
| h. | Where can I find a fairly in-depth article on macroeconomics?              |  |
| i. | How do I find information about the National Education Association?        |  |
| j. | When was the term “miasma” first used?                                     |  |

**CONTINUED ON NEXT PAGE**

*II. Interest Inventory and Discussion (100 points):*

1. What is your best subject in school?
2. What do you like to read about?
3. What do you need to know to get ahead in school or in life?
4. If you could learn about anything, what would you learn about?
5. What is your intended major?
  - a. Education
  - b. Business administration
  - c. Management/leadership
  - d. Human services
6. What interests you about this major? Why did you decide to pursue a degree in it?
7. Brainstorm a topic related to your intended major. List all of the topics you can think of here.

## CLASS TWO

### *Chapter Exercises for Chapters 2 and 5 (100 points):*

1. A page on an automobile manufacturer's web site makes available research reports about auto safety. These reports proclaim the cars made by that very manufacturer as the safest on the road. What is the **most likely** purpose of this page? (10 points)
  - a. To sell you a car
  - b. To present balanced information about automobile safety
  - c. Neither of the above
2. A radio talk show personality has written a book of advice for people with troubled marriages. This individual attended a top university and has a bachelor's, a master's, and a doctoral degree in agricultural economics. Would you consider this book an authoritative source on the solution of marital difficulties? (10 points)
  - a. Yes, because the author is highly educated
  - b. No, because he's not necessarily an expert in marriage counseling
  - c. Who cares? Parts of it are on Google Books, so it's convenient to use as a source
3. In a history class, the instructor has asked you to use primary sources to write a paper about the Vietnam War. You would want to look at materials published within which of the following date ranges? (10 points)
  - a. The past five years (most current)
  - b. 1961–1975 only
  - c. 1945 to the present
4. Which of the following is **most likely** to contain accurate information? (10 points)
  - a. Wikipedia
  - b. A web site
  - c. A published source

5. Which of the sources below are primary and which are secondary? Label with a P for primary and an S for secondary. (5 points each)

\_\_\_ The newsreel footage of the Hindenburg disaster

\_\_\_ A book about the Hindenburg disaster

\_\_\_ The diary of a soldier in the Civil War

\_\_\_ The biography of a soldier in the Civil War

\_\_\_ The autobiography of a U. S. president

6. Find a subject heading in the library catalog for the following topics: (5 points each)

a. American Civil War

b. Vietnam War

c. Work Teams

7. Put the following Dewey Decimal System call numbers in order: (20 points)

658.092

301.0975

658.92

301.1

651.92

## CLASS THREE

### *Chapter Exercises for Chapters 4 and 6 (100 points):*

1. Which of the following methods can you use to find a subject heading on your topic in a periodical database? (15 points)
  - a. Consult the database thesaurus
  - b. Perform a keyword search for your subject, find an article on your topic, then examine its subject headings
  - c. Both of the above
  
2. Which of the following search statements is most likely to find articles about teamwork in organizations? (15 points)
  - a. Teamwork AND Organizations
  - b. Teamwork OR Organizations
  - c. Teamwork IN Organizations
  
3. How can you find peer-reviewed (also referred to as scholarly) articles in a database? (15 points)
  - a. Limit your search to peer-reviewed articles only
  - b. Look only for periodicals that have the word "Journal" in the title
  - c. Search only in EBSCOhost databases
  
4. Which of the following periodicals would you expect to be peer-reviewed? Check all peer-reviewed titles. (2 points each)
  - a. *People*
  - b. *Journal of Popular Culture*
  - c. *California Law Review*
  - d. *Business Week*
  - e. *Ladies Home Journal*

- f. *Journal of the American Medical Association*
- g. *U. S. News & World Report*
- h. *Wall Street Journal*
- i. *Reader's Digest*
- j. *Christian Science Monitor*

5. In which of the databases listed in the right column would you be **most likely** to find articles on the topics in the left column? (3 points each)

- |                         |  |
|-------------------------|--|
| 1. Classroom management | ___ PsycARTICLES                       |
| 2. Business management  | ___ Literature Resource Center         |
| 3. Treatment of cancer  | ___ History Reference Center           |
| 4. Literary criticism   | ___ ERIC                               |
| 5. Depression in teens  | ___ Business Source Complete           |
| 6. Geology              | ___ MedlinePlus                        |
| 7. History              | ___ (Wilson) General Science Full-Text |

8. In which of the databases listed in the right column would you be **most likely** to find the type of information listed in the left column? (2 points each)

- |  |                                      |
|--|--------------------------------------|
| 1. Various reference books in electronic format    | ___ LexisNexis Academic              |
| 2. Journal and magazine articles on general topics | ___ Britannica Online                |
| 3. Newspaper articles                              | ___ Religion & Philosophy Collection |
| 4. Encyclopedia articles on general topics         | ___ ABI/Inform Complete              |
| 5. Periodical articles on business topics          | ___ (Wilson) Education Full Text     |
| 6. Periodical articles on education topics         | ___ Credo Reference Center           |
| 7. Periodical articles on religion                 | ___ Academic Search Complete         |

## **CLASS FOUR**

*Chapter Exercises for Chapter 8 (100 points):*

Go to pages 143–144 in the Quaratiello book and complete the exercises.

Question 1: 50 points

Question 2: 4 points each

Question 3: 6 points each

## CLASS FIVE

### *I. Final Project:*

Create an APA-formatted outline of a term paper. Note that you are *not* actually required to *write* a term paper; you need only perform the *research tasks* associated with a term paper project. This assignment will require you to perform the following steps:

1. Choose and limit an appropriate term paper topic. You will accomplish this in Class One.
2. Clarify the specific requirements of the assignment. You should make sure that you have done this with the instructor by the end of Class One.
3. Identify the information needs of the assignment. This means that you need to determine what kinds of information you would need if you were actually completing a term paper on your Learning Team's chosen topic. Your Individual Assignments will help you answer the following questions: Do you need background information? Do you need books, journal articles, or documents in some other format? If you decide that you need journal articles, should they be peer-reviewed? Do you need primary or secondary sources?
4. Select appropriate resources to satisfy the information needs. In Learning Team Assignments one through three, you will select appropriate information sources with your group.
5. Set up a Microsoft Word document according to APA guidelines.
6. Prepare a Works Cited page, in correct APA format, which includes each resource chosen in Learning Team Assignments one through three.

### *II: Final Project Presentation:*

Prepare a presentation of your Final Project that contains the following elements:

1. A description of the topic of the project
2. A detailed description of each of the sources used
3. A rationale for source selection
4. An evaluation of the project itself
5. An evaluation of the process of creating the project
6. A question-and-answer period