

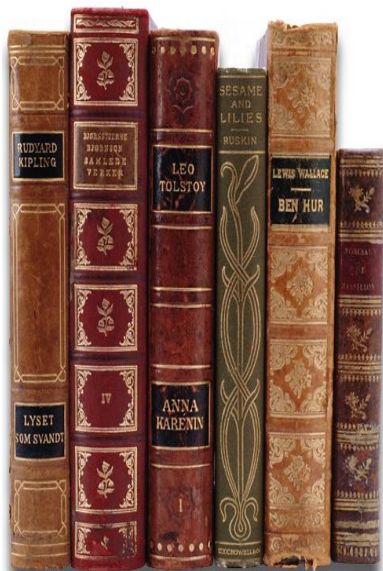
#10439

RESEARCH 101: MASTERING THE LIBRARY

SVE & CHURCHILL MEDIA, 2001

Grade Level: 6-13+

25 Minutes



CAPTIONED MEDIA PROGRAM RELATED RESOURCES

[#3296 SHHH! I'M FINDING A JOB: LIBRARY AND YOUR SELF-DIRECTED JOB SEARCH](#)

[#10472 DEVELOPING GOOD STUDY SKILLS: PART TWO](#)

Research 101: Mastering the Library

Program 94262-HAVTX
(Running Time: 20:00)

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Intended for Junior and Senior High Students

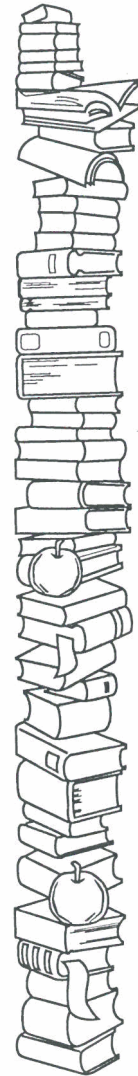
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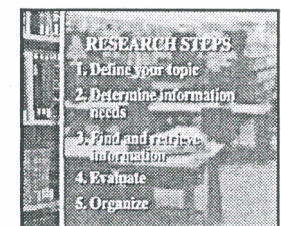
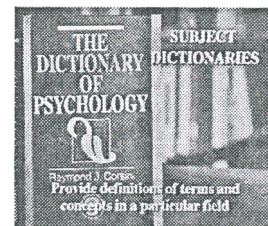
Introduction

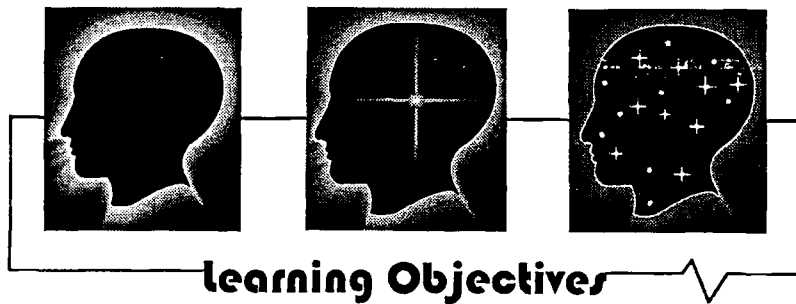


Developing strong library skills has gained increased relevance for today's students as they are faced with overwhelming amounts of information. While the Internet becomes the research tool of choice for many of them, the unique advantages that a library offers for research can be easily overlooked. Specialized collections, helpful librarians, and the sanctity of a peaceful learning environment continue to make libraries the most viable and accessible information portals.

Research 101: Mastering the Library show viewers how to start and finish any research project in a modern library. Guided by hosts Aaron and Megan, students will learn how to focus their topics, determine their information needs, find and retrieve materials, evaluate that information, and organize it into a basis for a paper.

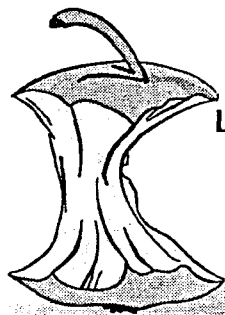
Several research strategies are discussed including how to take advantage of print and electronic access points. Students will learn how to use indexes and tables of contents as well as how to search by keyword, subject, title, and author. Aaron and Megan also describe the variety of reference texts available—subject encyclopedias, field guides, handbooks, yearbooks, and others—and highlight the advantages of each. Locating and using information in periodicals such as newspapers, academic journals, trade journals, and popular magazines is explored as well.



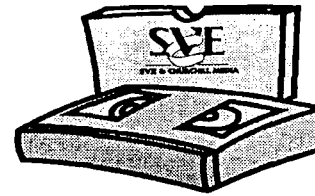


After viewing the program and participating in discussion and activities, students will be able to:

- Use the three main electronic access points—topic, title, and author—to search for information in a library;
- Access information in print sources using two main access points: indexes and tables of contents;
- Evaluate the validity and accuracy of information in any format, print or electronic;
- Organize retrieved materials and information into a basis for a research paper;
- Use abstracts and citations to find relevant articles in periodicals including magazines, newspapers, trade and academic journals, and more; and
- Take the appropriate steps to avoid plagiarism.



Log on to this program's companion
Web page at [www.SVEmedia.com/
productsites/94262-HAUTX.html](http://www.SVEmedia.com/productsites/94262-HAUTX.html)



Presenting the Program

You may wish to follow this procedure in presenting the program.

1. Preview the video and familiarize yourself with this teacher's guide and its reproducible masters. Pay special attention to the "Transcript" section; this section provides you with the exact content of the programs. Review the learning objectives, "Before Viewing," and "After Viewing" suggestions.
2. Next, introduce students to the video, using the "Before Viewing" suggestions to relate the upcoming information to what they already know.
3. Have students view the video in its entirety the first time you show the program.
4. Check for understanding by discussing and reviewing the information and concepts presented in the video, using the general and specific "After Viewing" suggestions in this teacher's guide.
5. If time permits, allow students to view the program a second time, pausing for discussion at points of interest.
6. Assign one or more of the reproducible masters from this guide for guided and independent practice. Students may complete the activities alone, with a partner, or in a small, cooperative learning group. Choose the activities appropriate to your objectives and your students' level(s) of understanding. Be creative and integrate some activities of your own design that are based on concepts found in the video.



Intended Audience: Grades 7-12

Vocabulary

abstract	handbook	rhetorical
academic journal	index	secondary sources
access point	infomercial	sensational
almanac	information literacy	sociology
annual	keyword	statistics
anthropology	librarian	Student Code of
article	library	Rights, Responsibilities,
atlas	Library of Congress	and Conduct
author	Subject Headings	subject
bibliography	magazine	subject dictionary
card catalog	manual	subject encyclopedia
citation	microfiche	table of contents
database	online catalog	title
dictionary	periodical	trade journal
directory	plagiarism	World Wide Web
evaluate	primary sources	yearbook
false drop	reference sources	
general encyclopedia	research	

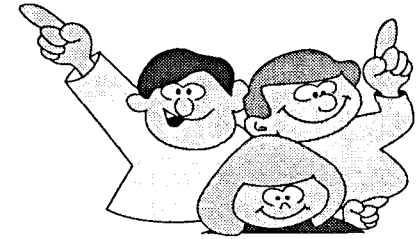
Before Viewing



Have students create a step-by-step outline, based on a made-up topic idea, for a research procedure in a library. After they have watched the presentation they can compare and alter their own procedure based on what they have learned.

Ask students if they know what access points are. Remember that some students may know the different ways to search for information without having heard of them as access points. Do they know the difference between a keyword search and a subject search? Have they ever used the Library of Congress Subject Headings?

Ask students if they have ever heard the phrase “information literacy.” What does it mean to them? Why is it important to be information literate?



After Viewing

Use these discussion topics and questions to review the program material.

1. What are some of the advantages of using a modern library rather than the Internet for research? *[Libraries often contain private collections of material on specific topics. Libraries classify materials so that people can easily distinguish between accurate and inaccurate information. Using library resources is usually faster. And libraries have people to aid and support student research.]*
2. What are the five steps to doing research in a modern library? *[Define what you are looking for. Determine what type of information you need. Find the materials. Evaluate the validity of the information found. And, organize it into a basis for your paper.]*
3. What is the best way to phrase your topic when beginning research? *[Topics phrased as questions usually help specify and direct your research by pointing to the types of information needed to answer the question.]*
4. Explain the difference between primary and secondary sources and list examples of each. *[A primary source is an original document or piece of data. Primary sources include diaries, letters, interviews, original statistics, and other similar documents. A secondary source is a document analyzing or interpreting information, statistics, primary documents, or other such materials. Secondary sources include books, articles, essays, and others.]*
5. What are access points? *[Access points are different means of looking for information in a library.]* What are the two main print access points? *[The two main print access points are indexes and tables of contents. The*

table of contents provides a broad outline of what is covered in a book. An index gives a more in-depth list of a book's contents by listing topics found in a book alphabetically.] What are the three main access points for locating information using an electronic source such as a library's online catalog? [The three main access points for searching an online catalog are topic, title, and author.]

6. What is a keyword search? *[A keyword search is a method of looking for information in an online catalog. This method allows you to find words contained in the title, subject, or other fields in a record.]* What is a “false drop?” *[A “false drop” is a retrieved item from a keyword search that is not relevant to your topic.]* What is a subject search? *[A subject search is a method of looking for information in an online catalog that uses the Library of Congress Subject Headings, which categorizes information by a specific list of subjects.]* What are author and title searches? *[A search by author will look for all books written by that author. A search by title will list any books or other documents with that exact title.]*
7. List and describe the materials one may find in the reference section of a library. *[General encyclopedias provide information such as definitions, descriptions, and statistics about a variety of topics. Subject encyclopedias concentrate on specific topics within a discipline like art or technology. Subject dictionaries provide explanations of the terms and concepts used in a specific discipline or field. Handbooks and manuals contain information in the form of statistics, charts, tables, and graphs in specific fields, particularly in the sciences. Directories list people, associations, institutions, and companies, providing addresses, lists of publications, telephone numbers, and other similar pieces of information. Bibliographies contain lists of books and other documents pertaining to a specific topic. Almanacs and data books provide statistical information on several topics. Atlases and maps provide geographic information. Yearbooks and annuals provide information pertaining to a specific year.]*
8. What are three simple ways to find reference sources without using the online or card catalog? *[Ask a librarian for suggestions, check to see if your instructor has provided a list of reference sources, and look for library handouts listing reference sources for your topic.]*
9. What are periodicals? *[Periodicals include newspapers, popular magazines, academic journals, and trade publications.]* What type of information are periodicals useful for? *[Periodicals are a good source of current information.]* How do you find articles in periodicals related to your topic? *[Search a periodical database by keyword, subject, author, or title for citations in indexes and abstracts. Indexes contain all the information you need to find an article and abstracts contain that same information as well as summaries.]* How do you retrieve an article in a periodical? *[Check the library's online catalog to see if the library owns that particular issue of the periodical. Then go to the periodicals section of the library and retrieve the article directly.]*
10. The program suggests one way to narrow down all of the materials you have retrieved; describe that suggestion. *[Begin by examining all of the broad information on your topic such as that contained within encyclopedias or other reference books. Then, after getting an overview of your subject, take a look at the books and the bibliographies within those books. Finally, examine the articles in periodicals for the most specific information.]*
11. While sorting through all of the materials found for a research project, what is a good way to keep them all organized? *[For each piece of important or relevant information that you want to include somewhere in your paper, write down that information on a notecard as well as the source—title, author, publication, page—so that it is easy to find later.]*
12. What is plagiarism? *[Plagiarism is the act of using someone else's ideas or writings in your paper without giving them credit.]* How do you avoid plagiarism? *[Each time you quote or paraphrase someone else's work, that person must be acknowledged in the paper itself or in a footnote or endnote.]*
13. What is “information literacy” and why is it important? *[Information literacy is the ability to recognize rhetorical arguments and sensationalism in modern media and being able to distinguish them from unbiased facts or arguments. If you are not information literate you may include information in your research project that is untrue or unsubstantiated.]*
14. Have students write a research paper using only primary sources. Then have them compare their interpretations of the documents they

used to interpretations by other scholars.

15. Test students' information literacy. Present them with several different articles or books about the same topic or event and have them determine the reliability of each source. Be sure to include some sensational or biased accounts along with critical and accurate pieces. Encourage students to ask the questions presented in the program to help evaluate the materials.

T R A N S C R I P T

Aaron: Hi! I'm Aaron. This is a modern research *library*, and did you know you can find out anything here if you just know where to look?

Megan: Did you know that a catfish has over 27,000 taste buds?

Aaron: Ladies and gentlemen, please meet my co-host. Hello, Megan.

Megan: What can be so tasty on the bottom of a pond? Eeeeww!

Aaron: What do you say, Megan? Ready to get started?

Megan: Actually, I've got a question for you. Why are we here? Look, Aaron, let's face it. Libraries really aren't that important anymore—at least not for *research*. You want research you just go to Yahoo University or Hotbot College or whatever, right?

Aaron: Not right. Sure, it's easy to go online for most things, but a modern research library will do things for you that you just can't find anywhere else. For example, most research libraries have private collections of material on specialized subjects. One library may have a big collection of the writings of Thomas Jefferson, for example. Another may specialize in collecting information about *anthropology* and *sociology*. This library happens to have a very extensive collection of material about the Great Hunger in 19th-century Ireland. You can't find this stuff on the Net. It just isn't there to find.

Megan: Hey, look at this: a whole section about butterflies!

Aaron: Another thing you can get from your library that you can't

find on the *World Wide Web* is quality of information—not to mention accuracy of information. Many sites don't care about the accuracy or the honesty of what's in it. The library does and generally classifies its information so you can tell what's accurate and what's *sensational*.

The third advantage of using a library for research is speed—yeah, speed. If Megan goes looking for research on the *Internet*, she's liable to find tens of thousands of sites. Now she's got to go and look at each of them to see if it's what she wants. At the library, you just go to their *databases*—the *card catalog*, or *indexes*, or *bibliographies*—and hone in on what you want very quickly.

Megan: Did you know that butterflies taste with their feet? I wonder why there aren't more books like this.

Aaron: Which brings us to the final advantage of using the library for serious research: it has much better tech support. When you really need help, just see a *librarian*. Let's see you do that on the Internet!

Megan: All right, Aaron. I need to do a paper about drinking and driving. Where do I start?

Aaron: Boy, did you come to the right place. Put away your laptop, find a seat, and pay attention. We're going to do some research. To find what you're looking for in a modern library takes just five steps: Define what you're looking for, figure out what kind of information and how much of it you need, find and get what you need, *evaluate* the information and the sources you find, and organize it into a basis for your paper.

Megan: I know what I'm looking for. I'm looking for stuff about drinking and driving.

Aaron: Everything about it, or just teen drinking and driving? In the United States or worldwide?

Megan: Uh, how about teen drinking?

Aaron: For some reason, it's usually easiest to get started if you state what you're looking for as a question. For instance: Why does drinking affect driving? How does drinking affect driving? What are

the laws about drinking and driving? What are the statistics about drinking and driving? What associations are working against drinking and driving?

Then identify the concepts in your questions. Once you've picked out the significant terms in your questions, make a list of other words that mean the same thing and related terms.

Megan: Hang on, almost got it finished!

Aaron: Perfect! Now you've got a place to start your search. Now let's figure out what type of information you need.

Usually, this will depend on the specific assignment or project you're working on. For example: two-page essay, formal theme paper, research paper, review, or something else? Do you just need an overview of the topic or do you really need to get into it? Are you after up-to-the-minute news? Do you need historical information or will you want both? Remember, the modern library goes far beyond books. You can develop your research from academic or professional journals, *trade journals*, government publications, or even popular *magazines*. You can find old newspaper *articles* on *microfiche*, maps on DVDs and CD-ROMs, speeches in audio files, and art on the Internet. They can all contribute to your research.

In most cases you'll use books and articles for your research. These are called *secondary sources*. Sometimes, though, you may need to use *primary sources* of information—original data, diaries, interviews, or even letters. Your library often has them available for you, too. Will you need graphic sources or numeric sources or audio sources or electronic sources.

Megan: Okay, here's the type of information I want to find out about drinking and driving. Where do I start?

Aaron: Well, you start here. Well, actually there are a couple of different ways to get from where you are to what you want to be. They're called *access points*. The main access points can be either printed or electronic. Access points are simply different ways to look up information in the library. There are three major access points. These vary depending on whether you're using print or electronic

sources for your search.

In print sources, you usually access topic information from the *table of contents* or from an index in the back of the work.

The table of contents provides you with a broad outline of what's covered in the book.

And you can see that the index gives you a more in-depth look at the book's contents.

Megan: Locating information in an electronic source like the library's *online catalog* is a little more involved. With electronic sources like the online catalog, there are two primary methods for searching by topic.

Keyword lets you search for individual words in a title, subject, and other fields in the record. If we search using the keywords "civil war," we find all of the library's resources that contain words "civil" and "war" in the title field and in the subject field or in other fields like notes, summary, or contents.

Of course, you may also find what are called "*false drops*." A false drop is when the retrieved item isn't related to your topic or when your keywords don't appear in the same field, like this.

Aaron: You can also search for a topic by *subject*. In many cases, when you conduct a subject search, the library computer searches a special list of subject headings. A library item is usually assigned one or more subject headings to describe what the item is about. Most academic libraries use the *Library of Congress Subject Headings*, and you need to be sure the words you use for a subject search are valid subject headings.

For example, if you do a subject search using an appropriate subject heading like "motion pictures," this is what you find.

However, if you do a subject search using words that aren't on the list of subject terms used by the library, you may see this. Just switch to the appropriate heading and try again.

Megan: When you want a list of items written by a particular *author*, pick this point of access. Most library catalogs, by the way, require

that you enter an author's last name first and first name last. If I do an author search for books by Pearl Buck, I get this. Remember though, I looked for books written by Pearl Buck. That's a lot different from doing a subject search for information about Pearl Buck. Don't mix them up!

When you know the title of something, you can search for it by using the *title* point of access. Let's say I'm looking for information about witchcraft, and I'm looking for a book called *The Witches of Eastwick*. The title point of access takes me right to, in this case, the book. Remember that if the first word of a title is a, an, or the, you search under the second word of the title instead.

Aaron: Another good way to locate a lot of specific information fast is to use the library's reference collection. In fact, checking out reference resources is a pretty good starting point for any research project. *Reference sources* can provide an introduction to your topic or a background on it. They can point to other information sources you can tap. They can even provide you with statistical data about your subject.

What's considered reference? What will you find in the reference section? Quite a lot. These for instance:

General encyclopedias provide introductory information like definitions, descriptions, and statistics on just about everything you can think of. They may also include a brief bibliography at the end of each topic.

Subject encyclopedias concentrate on specific topics within a discipline like art or technology or education. Like general encyclopedias, they include definitions, descriptions, *statistics*. And, they include detailed information, essays by specialists, as well as extensive bibliographies.

Megan: Think of good old Webster as the *dictionary*? Better think again. A good research library also has *subject dictionaries* that provide short explanations of the terms and concepts used in a specific discipline or field. If you run into words or concepts you don't understand while you're researching, a subject dictionary about your topic could be the best friend you have.

Aaron: *Handbooks* and *manuals* contain a ton of information in specific subject areas, especially in the sciences. You can find facts, statistics, tables, charts, graphs—stuff for your paper that you just can't find anywhere else.

Megan: *Directories* list people, associations, institutions, companies—that sort of thing—and often provide addresses, telephone numbers, organization personnel, publications, and other unique data. They can be useful for locating organizations which may supply specialized information or even an exclusive expert interview on your topic.

Aaron: *Bibliographies* can provide you with an ideal list of sources on your subject. These sources may be arranged by type of medium or by specific topics within a subject area.

Megan: There are a lot of other reference sources which might provide specific information on your topic.

Biographical sources provide profiles of people that may be important to your subject. Statistical sources give you the numbers, charts, and graphs you need to support your paper.

Almanacs and data books—another good source of specific information.

Atlases and maps—these provide any geographic information or maps you need.

Yearbooks and *annuals*—don't overlook these. They can provide a valuable review of recent developments, events, and research that you may not be able to access anywhere else.

Megan: There are a lot of ways you can find reference sources on your topic. Go to the reference desk in the library and ask a librarian for suggestions. Check to see if your instructor has provided or will provide you with a list of appropriate reference sources for your topic. Look for library handouts which list reference sources for your topic. Find reference sources for your subject through the library's Web site. Search the online catalog for reference sources.

Aaron: Now, there's a whole source of information in the library that

we haven't even mentioned yet, and that's *periodicals*. Articles in periodicals can be good sources of current information, which hasn't yet become available in books or reference sources. Periodicals include newspapers, popular magazines, *academic journals*, and trade publications.

How do you find the articles you want out of all of these? With these: indexes and *abstracts*. The indexes don't contain the articles themselves but give you all the information you need to evaluate and find the articles. This information is called a *citation*. Abstracts contain this information but also provide summaries of the articles.

Megan: You can find article citations in indexes and abstracts pretty much the same way you find a book. You search the periodical database by author, title, keyword, or subject.

Once you find an article you want, you need to locate the periodical in which it appears. First, check out the citation to find the full title of the periodical, the volume, and the date the article was published. Now check the library's online catalog under the title of the periodical to find out if your library owns that issue of the periodical. Then just go to the periodicals section of the library and retrieve the article directly.

Aaron: Okay, now you know how to narrow down what you want and find it—whether it's a book or a reference text or a journal or even more of the more specialized resources your library offers. And chances are, unless your topic is very unique, you've got more information than you know how to deal with—videos of news or conferences, audio files of speeches, a ton of Internet sites, stacks of books, and more periodicals than you can shake a bookmark at. Where do you start? There's still a world of information about even the most carefully limited subject. How do you decide what's applicable to your research and what's not?

Megan: Well, one suggestion is start at the broadest point and narrow it down. And that means start with the most general kind of information: reference books. These will give you background information and help you focus your research. They go pretty quickly, by the way. Reference books aren't intended to be read from

cover to cover. You dive in, get an overview of the subject, and move on.

Aaron: Next, go after books on your topic. Books are more specific than reference material. They deal with different aspects of your topic and help you focus your topic.

Many books contain bibliographies. Check the back of the book or the end of each chapter for other works on your topic.

Megan: This is where research gets fun. You start following the different paths and it's kind of like a treasure hunt. You never know what you'll discover or where you'll find the next treasure.

Aaron: Finally, look for articles in periodicals—newspapers, academic journals, and maybe even popular magazines.

Megan: Again, look for bibliographies. Cited sources in articles can lead you to some very useful information.

In the end, you'll find that a lot of that overwhelming pile of research is interesting but just isn't applicable; it doesn't have a role in your specific project at this time.

Aaron: Let's say you've honed your search down to just what you need for your research. In fact, let's say this is it. Chances are, you're still going to have an awful lot of stuff to go through.

Megan: Actually, this is the material we found for my paper on teen drinking and driving. This is what I'll be using to do the paper.

Aaron: And unless you're a lot more proficient with a PC or your laptop than most of us, your single best tool for getting through this pile of stuff, and winding up with what you want and what you can use, are these.

As you explore each source, make a separate note of each fact or quotation or statistic or whatever you think you might want to use in your paper. Be sure to identify the information on each listing. Include the author's name, publication name, article title, and page number on which the information appears. Summarize the information in your own words. Use quotation marks if you copy the information exactly. And finally, go back and give each card a simple,

descriptive heading as you complete it.

When you're done, you'll be amazed at how easy it is to use your descriptive headings to organize your research and develop a preliminary outline! You can also see pretty quickly what information may not be appropriate and should be dropped, or where more information is needed.

That's pretty much all there is to it. Before Megan and I say good-bye, we need to mention two important things you should know about when you're doing research for a paper. The first is *plagiarism*.

Megan: When you're researching a subject and preparing a paper, what you're researching is other people's ideas. That's as it should be. Learning and understanding the ideas of others is how we create new ideas and concepts of our own. But when we base our work on other people's ideas and writings and creations, we have to give credit where credit is due. When you use other peoples' concepts or ideas or words or images without clearly acknowledging the source of the information, you are plagiarizing. And plagiarism is the same as stealing.

To avoid plagiarism, you must give credit whenever you use another person's idea, opinion, or theory; any facts, statistics, graphs, drawings, any piece of information—fact, statistic, graph, chart, drawing, art, or whatever—that is not common knowledge; quotations of another person's actual spoken or written words; or a paraphrase of another person's spoken or written words.

Aaron: If you want to know more about plagiarism, you should read the *Student Code of Rights, Responsibilities, and Conduct*.

To find it, you just...heck, you're an expert library researcher now. Look it up.

Megan: The other issue we need to talk about is evaluating what you read and watch. There's an awful lot of stuff out there. Not all of it is accurate or reliable or unbiased or even true. It's very important that you develop and practice your skills in evaluating your sources of information.

Aaron: This isn't about usefulness, we already talked about that. This

is about quality and about appropriateness. Sometimes this is called "*information literacy*." Other times, you might hear it referred to as "information competence."

Megan: Being information literate means you know how to recognize the *rhetorical* arguments and presentation techniques being used in modern media—you know, the tricks they use to persuade you to accept a specific political position, buy a specific product, watch a specific program, or take some specific action they want you to.

Are you information literate? Ask yourself these questions: Can I tell if information I find is meant to inform me or persuade me or entertain me? Is its source believable? Can I recognize the difference between a political fact and a political cartoonist's interpretation of it? Do I understand that some messages may use rhetoric, metaphors, and every other tool possible to influence my opinion? Can I recognize the difference between unbiased information and a paid advertisement or *infomercial*? Or the difference between a news article and an editorial about that news? Do I understand that showing me this is as much an attempt to influence me as giving me this to read? Can I find other sources for the same fact and analyze their credibility as well as the credibility of the author?

Aaron: Whew!

Megan: Yeah, that's a pretty heavy note to end on, but it's really important. If you're not media literate these days, there's no telling what kind of nonsense you might wind up including in your research, or worse, actually believing. Have you seen this? Now, this might be fun, but it doesn't belong anywhere near research; it's pure entertainment.

Aaron: You know, we've covered a lot of ground today. Megan, you want to take another look at it?

Megan: We started by looking at the five steps to successful library research. Define your topic, determine the type of information you're going to need and how much of it, finding and getting the material you need—and not just books, we looked into reference sources, publications, electronic media, all the assets today's library can bring

to your project. We talked about organizing the research you find, and finally we talked about the importance of avoiding plagiarism and becoming media literate.

Aaron: While we were at it, we covered tips about access points and about searching by subject versus keyword. And finally, we came up with a couple of solutions about what to do if you have too much success in your search or too little, or need something specialized that you can always find in books. Megan, anything to add? Megan?

Megan: I found this on the table over there. Did you know that an ostrich's eye is bigger than its brain? You know, I think I know some kids like that. Did you know that starfish have no brains at all?

Aaron: I think I know some people like that, too.

Megan: Was that a wisecrack?

Aaron: We going to pick all this stuff up back there?

Megan: Later. It says here that polar bears are left-handed. Who knew?

Aaron: Who cared?

Megan: Don't you wonder how they found that out? Want to go look it up? Come on. It won't take long, honest.

Glossary

abstract—Summary of an article, essay, or other piece of writing.

academic journal—Published collection of scholarly essays and articles about a specific subject.

access points—Tools that allow one to search the contents of a book or catalog for specific information or materials.

almanac—An annual publication containing statistics, tables, lists, and charts of information in many fields.

annual—A periodical published every year and containing information about the events of that year.

anthropology—The study of the origin, behavior, and culture of human beings.

article—A literary composition, usually nonfiction, that is part of a

larger publication such as a newspaper.

atlas—A publication containing maps and geographic information.

author—One who writes a composition.

bibliography—A list of works by a specific author or about a topic.

card catalog—An alphabetical listing of books in a library made with a separate card for each.

citation—Information about where a specific document is located. Citations usually include the title of the document, the author, the name of the publication, and the page number.

database—Storage space (often electronic) for large amounts of information.

dictionary—A reference book containing an alphabetical listing of words and their definitions.

directory—A book containing an alphabetical listing of names, addresses, and other information.

evaluate—To assess the validity or worth of a source for research.

false drop—A return on an electronic search that is irrelevant or unrelated to the topic.

general encyclopedia—A reference book or collection containing broad information about several topics.

handbook—A book providing specific information or instruction about a subject.

index—An alphabetical list of names, places, and subjects in a printed work, giving the page numbers on which they are located.

infomercial—A televised program-length advertisement promoting a product.

information literacy—The ability to assess the validity and accuracy of information in any format.

keyword—A word used as a point of access for finding other information using an electronic catalog or search engine.

librarian—One who works at a library.

library—A place in which books, recordings, periodicals, and other similar materials are stored for lending.

Library of Congress Subject Headings—A list of subjects determined by the Library of Congress and used to categorize publications.

magazine—A periodical with articles, pictures, and other features.

manual—A book providing instruction on how to use something.

microfiche—A sheet of film capable of preserving printed text.

online catalog—An electronic listing of the contents of a library.

periodical—A publication containing articles that is printed and released in volumes at specific intervals of time.

plagiarism—Using the words, ideas, or concepts of another in a composition without citing or giving credit.

primary sources—Documents such as letters or diaries.

reference sources—Publications containing broad or specific information, usually in the form of facts and statistics, about a topic.

research—Investigation into a subject, usually for the purpose of presenting information in an accurate way.

rhetorical—That which is concerned with appeals to emotion rather than factual soundness.

secondary sources—Documents such as books and essays.

sensational—Exaggerated with the intention to arouse curiosity.

sociology—The study of human social behavior, institutions, and society.

statistics—Quantitative facts or data.

Student Code of Rights, Responsibilities, and Conduct—A publication outlining the rules of academic research and writing.

subject—A topic of research or of a publication.

subject dictionary—A reference book that includes an alphabetical list of words and definitions pertaining to a specific topic.

subject encyclopedia—A reference book that includes detailed information about a specific topic.

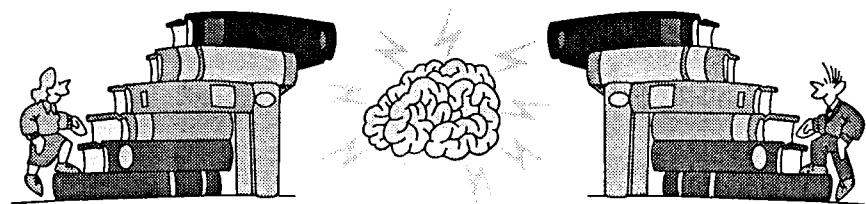
table of contents—Section of a book or other publication outlining what is contained within.

title—The name of a publication.

trade journal—A periodical with articles about a specific occupation.

World Wide Web—An information network on the Internet made up of interconnected sites and accessible through a computer with a browser.

yearbook—A publication containing information about the events of a specific year.



Informational Resources

The following World Wide Web sites may be helpful for both teachers and students for instruction on library skills. Additional WWW resources may be found using common search engines such as Excite, Yahoo!, HotBot, or Lycos. The World Wide Web is constantly evolving, so some of these sites may have changed locations or may no longer be available.

Companion Web Page:

<http://www.SVEmedia.com/productsites/94262-bavtx.html>—The companion Web site for this program contains an electronic version of this teacher’s guide and direct links to each of the sites listed below. Students and teachers may access this constantly updated source to expand on the ideas presented in the program.

Student Sites:

<http://www.library.cornell.edu/okuref/research/tutorial.html>—Cornell University presents the seven steps to effective library research. Also includes definitions of important library terms.

<http://www.lib.berkeley.edu/TeachingLib/Guides/PrimarySources.html>—The University of California at Berkeley maintains this Web page explaining how to most effectively incorporate primary sources into a research paper.

<http://osulibrary.orst.edu/instruction/tutorials/>—Ohio State University developed this research tutorial encouraging students to engage in the “conversation” surrounding any topic they choose. Sections include “exploring your topic,” “refining your search,” and “engaging with your sources.”

<http://explorer.lib.uiowa.edu/>—The University of Iowa developed the Library Explorer as a research tutorial. Among other tips, it includes information about using periodical sources and Internet sources.

<http://library.ust.hk/serv/skills/libskill.html>—This is a well-organized and comprehensive site covering ten steps to writing a research paper. It also includes an information literacy tutorial.

Teacher Sites:

<http://www.libraryhq.com/libresearch.html>—The Library Headquarters links teachers and librarians to several Web resources aimed at enhancing school libraries. The site also includes lesson plans for teaching library skills.

<http://granite.syr.edu/vrd/research.asp>—The research skills page on the Learning Center's Web site is an excellent gateway to educator-approved Internet resources on information literacy. Lesson plans and activities for Web site evaluation, information problem solving, media literacy, note taking, study skills, Boolean searching, and more have been sorted and compiled for easy access.

<http://www.virtualsalt.com/antiplag.htm>—This site includes an resources for teaching students how to avoid plagiarism.

The following printed resources may provide valuable information about library research for students. Visit your local library or bookstore to find additional materials.

Badke, Willeam B. 1991. *The Survivor's Guide to Library Research*. Zondervan Publishing House.—Presents a systematic strategy to library research with wit and acumen. Applicable for students ranging from eighth grade to freshmen year in college.

Iannuzzi, Patricia, and Stephen S. Strichart. 1998. *Teaching Information Literacy Skills*. Allyn & Bacon.—A thorough text establishing the standards for information literacy and offering

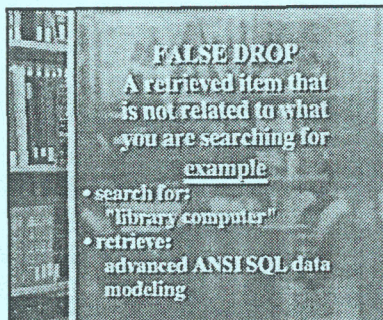
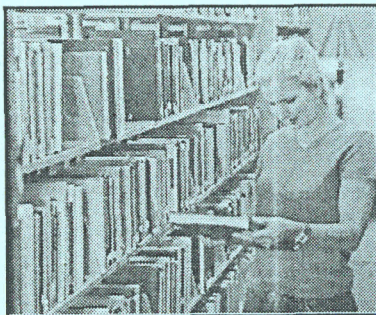
strategies for teaching it to students.

Mann, Thomas. 1998. *The Oxford Guide to Library Research*. Oxford University Press.—An insider's guide to some of the most powerful yet lesser-known research strategies. Thomas Mann is a reference librarian at the Library of Congress.

Volkman, John D. 1998. *Cruising through Research: Library Skills for Young Adults*.—Offers 12 lesson plans for librarians and teachers looking to provide fun alternatives to building strong library skills. Each lesson plan includes reproducibles, instructions, and a bibliography.

Wolf, Carolyn E. 1999. *Basic Library Skills*. McFarland and Company.—Explores tried-and-true methods that will help students make the most out of their time at the library.

Research 101: Mastering the library



Program 94262-HAVTX

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