# Faculty Handbook for Integrating Information Literacy & Library Skills into the Agriculture & Natural Resources Curriculum

by

April Davies, Division Liaison
Dayton Maxwell, Ag Business
Francine M. Apollo, Instruction Librarian

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# INTRODUCTION

*Why Information Literacy?*

In the wake of the Internet there is a growing movement in the educational world—a movement towards Information Literacy. With reams of information available at any time and in any place it is essential that people be able to make sense of what is usually a jumbled mess. The fact that too many of our students do not have these skills is evident from their work and from observing their efforts to produce it. They will waste hours trudging through hundreds of irrelevant results from a web search. They turn in papers which, if the sources are cited at all, are based on spurious data cobbled together with little organization. In short, they don't know how to do research. This handbook is intended to help classroom faculty address this problem by integrating Information Literacy skills into the regular curriculum.

*Why integrate Information Literacy skills into the curriculum?*

Why? Because they'll stick better. It's just that simple. Giving students a tour of the library and one session of instruction on how to use its complex resources is ineffective. Most will forget everything they've heard as soon as they walk out the door. By building Information Literacy into the curriculum the learning can be done incrementally and is directly connected to something they're already studying. Students will move on to their next courses better prepared. As the instruction and experience build through their time here they will leave Cobleskill, not only with the knowledge of their chosen field of study, but able to function in an information driven world.

In addition to improving student learning, another reason for trying to bring Information Literacy into the regular curriculum is that it has been strongly recommended by our accrediting body. The following comes from a recent Middle States publication*:

> ...weaving information literacy instruction explicitly into specific disciplines enables students to place the essential skills in the context of their majors, because each discipline has its unique approach to information, critical thinking, and evaluation...
> As students deepen their understanding of their disciplines, they should also be challenged to deepen their understanding of information...

Indeed, Middle State's 2002 standards for accreditation stress "the need for information literacy learning experiences in all educational offerings and in general education in particular."*

*So what is in this handbook?*

The handbook consists of three parts—the "tour," template lessons and assignments, and some additional resources. The "tour" provides background in navigating the physical library. Also, more importantly, it goes through the basics of beginning to research a topic. This first section of the handbook is written with the student in mind. We feel that this facilitates its use as a faculty resource. It is easier to lift examples and ideas out of this area for use in the classroom if the language is already geared toward students.

The second section consists of mini-lectures, lessons, and assignments designed to serve as templates for instructors. Lessons deemed useful for a particular class can be taken from this area and customized as needed.

The final section contains a variety of resources. A list of suggested readings, advice on designing good assignments, and more. This section continues to grow with each edition of the handbook. A note of caution:  Do not hand this book to your students and say, "read it and do the assignments" and expect a good result. Such use defeats the purpose of this work. Rather, make information skills a part of what you teach. You, and your students, will reap the rewards.

*What next?*

Now it is time to go forth and integrate Information Literacy skills into your curriculum. Find the tips and lessons within that suit your classes and use them. And don't stop with what is between the covers of this book. Use your imagination. Use the skills and training of the librarians. And, as you always have, use the experiences of your colleagues. You can make this work!

*Middle States Commission on Higher Education. (2003). *Developing research & communication skills: Guidelines for information literacy in the curriculum.* Philadelphia, PA: Middle States Commission on Higher Education.

# FINDING YOUR WAY AROUND VAN WAGENEN LIBRARY

For every student who has to do any type of research, it is very important to know where things are in the Library. This section will tell you where to find different areas of the Library. Along the way, you will learn the basic steps for using many Library resources.

# MAIN LEVEL

## CIRCULATION (CHECK OUT) DESK

The Circulation Desk is to your right as you enter the Library. At the Circulation Desk, you can:

- Borrow and return materials.
- Borrow materials put on reserve for your class by the professor.
- Ask to have a hold placed on an item currently on loan so that you can borrow it when it is returned.
- Pick up Interlibrary Loan items.
- Borrow equipment such as laptop computers, calculators, cassette players, etc.

## AV ROOM

Just beyond the Circulation Desk, to the right, is the AV Room. Equipment to view or listen to audiovisual materials is kept here.

## REFERENCE DESK

The Reference Desk is across from the Circulation Desk.  There you can:

- Get help from a librarian when you need to do research.
- Obtain and return Interlibrary Loan forms.
- Get help with library equipment.

## REFERENCE AREA

The Reference Area is behind the Reference Desk. There you will find reference materials such as ENCYCLOPEDIAS, DICTIONARIES, ALMANACS, DIRECTORIES, etc., which:

- Provide factual information (statistics, descriptions, definitions).
- Serve as guides to where you might go to find information on a topic.

Reference sources may be GENERAL, such as general encyclopedias. The Library has two general encyclopedia sets, located behind and to the left of the Reference Desk, along the wall.

Other reference books may be written for SPECIFIC SUBJECT areas such as education, agriculture, psychology, business, or sociology.

- Most reference books concerning Agriculture will be in the REF S section.
- Reference books on other topics of interest will be in their own specific sections. For example, business management will mostly be in the REF HD and REF HF sections.

# GENERAL PERIODICAL INDEXES

Other types of reference materials—indexes and abstracts—help you locate individual magazine and newspaper articles on popular topics. Most of the indexes you will use are accessed through the Library's website (www.cobleskill.edu/library). The most popular general indexes are found under the heading Research a Subject/Find Journal Articles/Online databases.

- **OneFile** is accessible through **InfoTrac.** This index contains general and subject area magazines and journals. Many of the articles are full-text and can be printed out on any printer.

- **EBSCO'S MasterFILE Select** is an online database that is made available by the New York State Library. This database provides broad coverage to periodicals and contains some full-text which can be printed out on any printer.

- **Lexis-Nexis** contains business, medical, legal, and news information. This is a subscription database provided through Van Wagenen Library acquisitions funds. Many of the articles are full-text and can be printed out on any printer.

# SUBJECT PERIODICAL INDEXES

To find articles in a specific subject area, you often use a subject area index. If you were interested in education, you might use ERIC. For articles on business management, you might choose Wilson Select Plus. AGRICOLA and NISC BiblioLine, among others, index thousands of sources of use to researchers in the Agriculture and Natural Resources Division.

- **AGRICOLA** is an index to articles in journals, books, and other resources available through **FirstSearch**. It indexes sources in all aspects of agriculture, forestry, and animal science. It is accessible from the Library's website (www.cobleskill.edu/library), choose Research a Subject/Find articles/Online databases. Select OCLC FirstSearch, type in your search terms, choose AGRICOLA as your database from the pull-down menu, and click Search.

- **NISC BiblioLine**, also accessible from the Library's website, contains the world's largest index to wildlife literature (Wildlife & Ecology Studies Worldwide) as well as a very good index to literature in the areas of fisheries and aquaculture (Fish & Fisheries Worldwide). After choosing BiblioLine from the Online databases page, choose which database you wish to use and proceed with your search.

# THE MultiLIS CATALOG

The card catalog of old has been replaced by a computerized catalog called **MultiLIS**.

- The MultiLIS catalog contains up-to-date information about the books and audiovisual materials available in the Library.
- There is a MultiLIS terminal toward the back of the main floor and another on the upper level of the Library.
- You can search MultiLIS by author, title, subject, and even combined searches.
- You can also search the other libraries in our group to find additional titles which you can order through Interlibrary Loan (ILL).
- MultiLIS is also available, in a slightly different form, from the Library's website (www.cobleskill.edu/library). Choose Research A Subject/Find Books/Library Catalog.

# PERIODICALS AREA

To the right of the Reference Area is the Periodicals Area. Periodicals (magazines, newspapers, and journals) may be kept in a variety of different locations in the Library. Not all periodicals are in paper form—some subscriptions are only for the microfilm edition.

- The current issues of most periodicals are in the display area, but not all of them. Some current issues are shelved in with the older issues.
- Older issues of most periodicals are shelved in alphabetical order by title in the Periodical Area.
- Some older issues of periodicals are on microfilm or microfiche in drawers in the Microform Area. Special readers and printers are used to read the pages, or make paper copies of articles for 10¢ per page.
- Still other periodicals are in storage.
- Information about the Library's various periodicals is available in MultiLIS and in the Library Periodical List. Both MultiLIS and the Periodical List are accessible via the Library's website (www.cobleskill.edu/library).
- You can always ask a librarian if you need assistance finding or using periodicals.

# NEWSPAPERS

Current newspapers are located on newspaper racks by the far window. Some special newspaper-format magazines for teachers are also on the rack. Past issues of newspapers may be in different locations:

- Recent newspaper issues are stored at the Circulation Desk. You can borrow them to use in the Library only.
- Older issues (from more than 2 months ago) of national newspapers will either be on microfilm or in one of the online databases.
- Many newspapers are available through the Library's online databases, such as LexisNexis and InfoTrac.
- Some newspapers are also available online via their own websites. You can find many of these through the Library's website (www.cobleskill.edu/library); choose Research A Subject/Web Subject Guide/News.

# MICROFORM AREA

The Microform Area is across from the Periodical Area and behind the stairs.

- Magazines and journals on microfilm are arranged alphabetically in drawers in the file cabinets on the left.
- Newspapers on microfilm are in file cabinets on the right.
- Microfiche are in first cabinet on the left.
- Microform readers and reader/printers are used to read the microfilm or microfiche or make paper copies. Directions are on and next to the machines.

# UPPER LEVEL

## RECORD COLLECTION

The record collection is to the right at the top of the stairs. You can search the MultiLIS catalog for recordings by artist, title, or subject. You can also do a search combining that DOCUMENT TYPE with other types of searches:

> DT=SOUND RECORDING AND KE=JAZZ
> DT=SOUND* AND AU=ELLINGTON

Note: These are examples of COMBINATION searches in MultiLIS.

## CIRCULATING COLLECTION STACKS

Stacks (shelves) holding the circulating materials (books and audiovisual (AV) materials) are on the top floor of the Library.

The Library of Congress classification system (also known as LC or LCC)—instead of the Dewey Decimal system—is used to arrange materials by subject. Signs on the end of the stacks point out the different call number areas and help you find your way.

Following is a basic outline of subject areas represented by the LC classification system:

| | | | |
|---|---|---|---|
| A | General Works | L | Education |
| B | Philosophy, Religion | M | Music |
| BF | Psychology | N | Fine Arts |
| C | History (general) | P | Languages, Literature |
| D | History (non-America) | PS | American Literature |
| E, F | History (Americas) | **Q** | **Science** |
| G | Geography | R | Medicine |
| GR | Folklore | **S** | **Agriculture** |
| **GV** | **Recreation, Sports** | **SB** | **Plant Culture** |
| H | Social Sciences | **SD** | **Forestry** |
| **HF** | **Commerce** | **T** | **Technology** |
| HM-HX | Sociology | TX | Home Economics, Cookery |
| J | Political Science | U, V | Military, Naval Science |
| K | Law | Z | Library Science |

Notice that **S** is assigned to Agriculture; this includes tree pathology, nutrition of dairy cattle, and much more. Since Agriculture is so broad, it is divided into more specific subjects by adding a second letter:

S       Agriculture (General)
SB      Plant Culture
SF      Animal Culture
SH      Aquaculture, Fisheries, Angling

Numbers are then used to further divide a subject:

S 590-599.9      Soils; Soil science
SB 192-207       Forage crops; Feed crops
SB 469-476       Landscape gardening; Landscape architecture
SD 395-397       Natural history of forest trees
SF 198-199       Cattle breeds
SF 294.5-397     Horse shows
SF 600-1100      Veterinary medicine
SH 20.5          Aquaculture directories
SH 171-179       Diseases and adverse factors in Fish culture

- The stacks are arranged alphabetically, A-Z, with the L through N section found to the left of the A section, in a separate area near the Children's Collection.
- The CALL NUMBER identifies the item and is used to locate it on the shelf.
- The call number usually appears on the spine of a book or in a visible spot on other types of materials.
- AV materials (INCLUDING MOST VIDEOS) and books are shelved together. Oversized materials are usually on the lowest shelf.


**HOW TO READ A CALL NUMBER**

Call numbers are read line by line. A call number starting with SD is shelved after all the S's and before call numbers starting with SF.

S        SD       SF
359      359      359
.C6      .C6      .C6

The second line of the call number is read as a whole number. A call number with 35 on the second line will shelve before one with 347 on the second line.

SD       SD
35       347
.C6      .C6

Any numbers after the decimal point, usually on the third line and sometimes the fourth, are treated as decimal numbers. A call number with .C66 will come before one with .C7.

```
SF        SF
359       359
.C66      .C7
```

Items with numbers in the fourth line shelve after identical call numbers with only three lines.

```
SF        SF
359       359
.C66      .C66
          1984
```

Examples of call numbers in correct shelf order:

| S | SB | SB | SD | SF | SF | SH |
|---|----|----|----|----|----|-----|
| 359 | 363 | 363.5 | 359 | 359 | 557 | 557 |
| .B4 | .C6 | .G3 | .B8 | .C635 | .C38 | .C4 |
| 1977 | | | VT | | 1986 | |

# JUVENILE (CHILDREN'S) COLLECTION

The juvenile collection is in a separate area of upper level of the Library, around the corner from the L-N section. Use the MultiLIS catalog to find materials in the collection.

• A collection of study prints is also in the juvenile collection. To find titles for items in the Picture File, do a COMBINATION search on MultiLIS, combining a SUBJECT KEYWORD (KE), or other search type, with the DOCUMENT TYPE (DT) of PICTURE:

> KE=HORSES AND DT=PICTURE
> KE=TRUCKS AND DT=PIC*

• The call numbers in the juvenile collection follow the same classification system as the main collection, except that call numbers begin with JUV for "JUVENILE". For example, adult cookbooks are in the regular TX section and cookbooks for children are in the JUV TX section. Children's fiction is in the JUV PZ section.

• Juvenile call numbers also differ from regular call numbers in that the JUV call number ends with the first three letters of the author's last name. There may be several books with the same call number, so you have to look for the exact book by its title as well as the call number.

• To find children's books about a particular topic, combine a SUBJECT KEYWORD (KE) search with the DOCUMENT TYPE (DT) of JUVENILE (or JUV*):

> KE=WINTER AND DT=JUV*
> KE=AFRICA* AND DT=JUVENILE

# THE DATABASE:  A CRITICAL CONCEPT IN INFORMATION SKILLS

Nearly every search tool you use—from a printed paper index, to the MultiLIS catalog, to the World Wide Web—is a DATABASE and has a specific structure which allows you to search it.

## What is a DATABASE?

A database is simply a collection of relevant data stored in a central location. A file cabinet is a good example of a manual database.

In this database (the file cabinet) are a number of individual files in folders. Each file folder has a label. Inside each file folder are individual records or documents. To find one of these documents in a manual system, you first have to know what file folder it would be in. In a computerized database, you might be able to search for the name of the individual document or even an individual word in a paragraph of one of the documents in order to retrieve it.

Computer databases are made up of files, which are made up of records, which contain fields. DATABASE→FILES→RECORDS→FIELDS.

A field is a more specific part of the record that can often be searched.

This is part of a record from MultiLIS to illustrate some the various fields:

**FIELDS**
↓

| | |
|---|---|
| AUTHOR | : Peoples, Kenneth L. |
| TITLE | : Anatomy of an American agricultural credit crisis : farm debt in the 1980s / Kenneth L. Peoples ... [et al.] ; with an introduction by Emanuel Melichar. |
| PUBLISHER | : Lanham, Md. : Rowman & Littlefield |
| DATE | : 1992 |
| DESCRIPTION | : xvi, 151 p. : ill. ; 24 cm. |
| NOTES | : Includes bibliographical references (p. 143-147). |
| LCCN | : 92-40646 |
| ISBN | : 0-8476-7849-0 (cloth : alk. paper) |
| | 0-8476-7850-4 (pbk. : alk. paper) |
| SUBJECTS | : Agricultural credit--United States. |
| | Agriculture and state--United States. |
| | Agriculture--Economic aspects--United States. |
| | Agriculture--United States--Finance. |

# SEARCH STEPS FOR FINDING INFORMATION ON A TOPIC

Doing research is not a one step process. It involves many decisions and choices and requires knowing how and when to use the different sources available.

This next section takes you through the basic steps for doing research in the Library.

# STEP 1: DECIDE ON A TOPIC

Any time you have to do research, you need a topic. Most likely you will start out with a fairly broad topic and then focus your research as you learn more about it. The best advice we can give you about selecting a topic is to choose one in which you are really interested. If you choose a topic which doesn't interest you, you will have a hard time forcing yourself to do the work.

HOW DO I FIND A TOPIC?

If you don't have a topic in mind, a good idea is to read a few current issues of professional journals. The articles and research in these journals will probably be about the current "hot topics" in the field—controversial issues, new techniques and products, problems which need solutions, etc. Below is a partial list of periodicals and journals relevant to the Agriculture & Natural Resources Division, all of which are available at the Library or in our online databases.

| | |
|---|---|
| American Journal of Agricultural Economics | Journal of Applied Aquaculture |
| Crop Science | Journal of Wildlife Management |
| Dairy Herd Management | Landscape Construction |
| Equus | Stockman Grass Farmer |
| Jersey Journal | Weed Science |

# STEP 2: FIND BACKGROUND INFORMATION IN SUBJECT ENCYCLOPEDIAS

How much do you know about your topic? Before you begin looking for books and articles on the topic, it is a good idea to locate some background information first.

BACKGROUND INFORMATION:

• Helps you understand the topic better.
• Helps you decide which aspects of a topic you might like to research.
• Often mentions key people, dates, and facts.

SUBJECT ENCYCLOPEDIAS are good sources of background information about topics within a specific discipline or field of study. The articles often have bibliographies of books and articles about the topic. Specialized encyclopedias often have more in-depth or critical articles than a general encyclopedia.

These are some specialized encyclopedias in various areas (and their call numbers):

| | |
|---|---|
| REF QL672.2.C35 1991 | The Cambridge encyclopedia of ornithology |
| REF QL641.E53 1998 | Encyclopedia of reptiles & amphibians |
| REF QK475.M67 2002 | The illustrated encyclopedia of trees |
| REF TL233.C37 1999 | The world encyclopedia of tractors & farm machinery |

Although you may begin your research by reading an encyclopedia article, you rarely use that information in a research paper. The information you obtain from the encyclopedia provides some background or very general overview of the topic—a starting point, not an ending point of a research paper.

Once you have a basic idea of your topic, you will probably need to narrow your topic because it is too general or too broad. These are some examples of going from a broad topic to a narrower research topic.

| BROAD TOPIC: | AG ECONOMICS | ANIMAL NUTRITION | PLANT SCIENCE |
|---|---|---|---|
| NARROW TOPIC: (one aspect of the broad topic) | Farm finance | Supplements | Turfgrass |
| RESEARCH TOPIC: (often phrased as a question) | What are the lasting effects of the farm debt crisis of the 1980's? | What are the pros and cons of giving dairy cattle hormones and other supplements? | How do different levels of nitrogen effect the growth of turfgrass? |

## STEP 3:  EXPAND YOUR RESEARCH TO FIND BOOKS OR AV

Books and audiovisual materials are good sources for finding in-depth information on a topic. You would want to find books about topics for which you must do extensive research. The MultiLIS Catalog is the database to use to locate these types of materials. The MultiLIS catalog is a computerized catalog of the materials (including books, juvenile, audiovisuals, and picture file items) held by the Van Wagenen Library. The following instructions are for using the MultiLIS terminals; please see a librarian for assistance in using MultiLIS's Web interface.

### Basic Searching on MultiLIS:

The types of searches you will probably do most often are:

    AU=   Author (search to find materials BY an author)
    TI=    Title (search to see if the Library has a certain title you need)
    SH=   Subject heading (search using a Library of Congress Subject Heading)
    KE=   Subject keyword (search for keywords in subject headings—1 word only)
    DT=   Document type (search for juvenile materials or other types of documents & media)

When you search MultiLIS, remember these points:

*   The default (the system choice) is a title search.
*   RATS = Read All of The Screen. Every screen has directions about what keys to press.
*   Use the HELP screens for explanations of the different types of searches.
*   Use a * if you don't know the exact ending of a word. For example, type "disabilit*" if you are not sure if the ending should by "-y" or "-ies". This technique is called truncating.

Important Keys on the RIGHT SIDE of the MultiLIS Keyboard (remember, this does not apply to the Web version of the catalog):

    <PF1>    key takes you back one step in the search.
    <PF2>    key takes you to the beginning of a record.
    <PF3>    key sorts titles alphabetically.

      \<Prev\>   key takes you to the previous title.
      \<Next\>   key advances you to the next title or screen.

The MENU Bar

The F10 key will allow you to select one of the top menu options, such as:

      Search history:  displays the previous searches you have done.
      Other catalogs:  allows you to search many other SUNY college catalogs.
      Help:  provides help screens.

## Searching by Author:

Author (AU) searches are for items written or produced by individual people. If you are looking for an item published by an organization or government agency, you would select a different search type.

      AU=Blanchard, Robert    (person)
      OC=American Society of Agricultural Engineers    (organization)
      OC=U.S. Department of Agriculture   (government agency)

To do an AUTHOR search:

1. Arrow to AU= on the menu to highlight it (or type AU= before your search term/s).

2. Type in the author's last name, and first name if known, in the search field. If you are not sure of the first name, either leave it off or type the initial, and then browse to find the correct name. For example, GOERING gets you the following:

      1:     3 rec.    Goering, Carroll E.
      2:     1 rec.    Goering, Oswald H., 1923-
      3:*    1 rec.    Goering, Peter, 1950-

3. You will usually be taken to a list of authors. Choose the one you are interested by typing the corresponding line number and pressing enter.

## Searching by Title:

If you know the title of a book or video you need and want to find out if the Library has that item, you would do a TITLE (TI) search.

To do a TITLE search:

1. Make sure TI= is highlighted on the menu (or type TI= before your search term/s).

2. Type in the full title OR some key words in the title. For example, to search for the Dr. Seuss book, The Cat in the Hat, you could type in CAT HAT, CAT IN HAT, THE CAT IN THE HAT, HAT CAT, or any variation of the words in the title.

3. If your search brings up more than one item, select the title you want by typing in the corresponding line number and hitting enter.

## Searching by Subject Heading:

To search for materials about a topic, do a SUBJECT HEADING (SH) search.

MultiLIS uses a CONTROLLED VOCABULARY for its subject headings. This means that one specific term has been selected to represent all the terms that could be used to describe a particular topic. For example, a number of words could be used to mean infants. BABIES, INFANTS, and NEWBORNS might be used interchangeably by many people. CONTROLLED VOCABULARY means that a decision has been made to use one word for all similar words to make searching easier. In this case, the correct term to use is INFANTS.

If you enter a term that is NOT a valid heading, the system will often tell you which heading to use. For example, entering SH=HARVESTERS will take you to a screen that tells you the official term to use is HARVESTING MACHINERY. If you get a "0 records" result for the subject heading you use, see the librarian for assistance in finding the proper heading.

To do a SUBJECT HEADING search:

1. Highlight SH= Subject heading on the menu (or type SH= before your search term/s).

2. Then, type in the search term. For example, DAIRY CATTLE.

3. The next screen will be a list of subject headings using that term:

    | | | |
    |---|---|---|
    | 1:* | 27 rec. | Dairy cattle |
    | 2:* | 10 rec. | BT Cattle |
    | 3: | 1 rec. | Dairy cattle--Behavior |
    | 4:* | 6 rec. | Dairy cattle--Breeding |
    | 5: | 1 rec. | Dairy cattle--Breeding--Statistics |
    | 6: | 3 rec. | Dairy cattle--Congresses |
    | 7: | 4 rec. | Dairy cattle--Diseases |
    | 8: | 1 rec. | Dairy cattle--Diseases--Prevention |
    | 9: | 1 rec. | Dairy cattle--Diseases--Treatment |
    | 10: | 1 rec. | Dairy cattle--Embryos--Transplantation |
    | 11: | 1 rec. | Dairy cattle--Equipment and supplies--Handbooks, manuals, etc. |
    | 12:* | 6 rec. | Dairy cattle--Feeding and feeds |

    RT: Related Term (headings which are related to the topic)
    BT: Broader Term (headings which are broader in scope)
    NT: Narrower Term (headings which are narrower in scope)

4. Select the heading/s you want by typing in the appropriate number/s. When entering more than one number you should separate them with commas or type in a whole range using dashes, or use a combination, such as:  1   or   1,4,7   or   3-6   or   2,5-8

5. You will then be taken to a title list. To select a title, type the number for it and press enter.

## Searching by Subject Keyword:

A SUBJECT KEYWORD (KE) search is especially useful if you want to do a search combining different subject terms. As with the other types of searches, either highlight the Subject Keyword line on the menu or type KE= before your search terms (in this case BEFORE EACH ONE).

### *USING AND'S, OR'S, & NOT'S*

When you do a SUBJECT KEYWORD search you MUST combine your terms with either "AND" or "OR" or "NOT."

AND and NOT narrow your search while OR expands your search.

When you use the subject keyword search, you can expand your results by using the OR function to find synonyms or similar terms. For example, you could do FINANCE OR CREDIT, as they are related topics. Then you could AND that search with another term such as AGRICULTURE.

> Example:  (finance or credit) and agriculture

NOTE:  ALWAYS PUT PARENTHESES AROUND SIMILAR OPERATIONS. Notice in the example above, the related terms were OR'd together inside the parentheses, then AND'd with "agriculture" to specify that topic area. This kind of search will not function correctly without the parentheses.

You can use NOT to keep things out of your results list. For example, if you wanted books on finance but not necessarily on credit, you could enter the following:

> ke=finance not ke=credit

### *TRUNCATION*

By using the asterisk (*) you can search for all subject headings with the same word root. For example, if you type in DAIR*, the computer will find headings with DAIRY, DAIRY CATTLE, DAIRY FARMS, DAIRY MICROBIOLOGY, DAIRYING, etc.

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When you are not successful in finding anything on your topic using a Subject Heading search or a Subject Keyword search, try a TITLE search, using one or two of the important words in your topic. If you find a title which looks useful, examine the subject headings assigned to the item. This way you can quickly find out the subject headings you should be using.

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## Combination Searches:

A COMBINATION search allows you to combine several subject headings or types of searches. You can also use the combination search to limit your search to specific types of materials. This type of search is especially useful for finding videos or juvenile books about a particular topic by using the DOCUMENT TYPE (DT).

Here is a list of some of the different DOCUMENT TYPES you can search and the abbreviations you can use:

> JUVENILE (JUV*)
> VIDEORECORDING (VIDEO*)
> SOUND RECORDING (SOUND*)
> PICTURE (PIC*)

A combination search for a video about trees might look like this:

> KE=TREES AND DT=VIDEO*

A combination search for children's books about gardening might look like this:

> KE=GARDENING AND DT=JUVENILE   or   KE=GARD* AND DT=JUV*

***POINTS TO REMEMBER***

- Try a SUBJECT KEYWORD search, combining your terms with AND, or a TITLE search when you don't know the correct subject heading to use.
- Ask a librarian for any help you need with MultiLIS, whether it's getting started or fixing problems or something else entirely.

# STEP 4:  FIND PERIODICAL ARTICLES

For some topics, books and AV may not provide specific enough, or current enough, information. In these cases, periodical articles (magazines, journals, newspapers, etc.) are the next source to explore.

- The most up-to-date information on a subject will appear in periodicals.
- Indexes provide a way to look up individual periodical articles on a subject.
- Indexes often allow you to find articles on specific aspects of a topic.
- Articles in periodicals which the Library does not own or have direct access to can be requested through Interlibrary Loan (ILL). ILL forms are available at the Reference Desk.

## Indexes To General Interest Periodicals

- The Library offers several indexes to general interest periodicals, including newspapers. Some examples: the Readers' Guide to Periodical Literature, a printed index; InfoTrac's OneFile, an online database; and others.

- InfoTrac and other online databases are accessed through the Library's website (www.cobleskill.edu/library). From the main page, select Research A Subject /Find Journal Articles /Online Databases.

**How to use InfoTrac's OneFile:**

InfoTrac has several different indexes available; we will be looking at OneFile.

1. From the Library's home page, go to Research A Subject /Find Journal Articles/Online Databases. Select InfoTrac OneFile to be taken to the search screen.

2. The default search for most InfoTrac indexes is KEYWORD. For our purposes, you'll want to change to SUBJECT. Select Subject Guide from the bar at the left.

3. Type your search terms into the box and click Search. Assuming your terms are used, you'll get a list of headings. A search using the term BIOMASS results in the following:

   Biomass
        view 9 Newspaper references
        view 440 Periodical references or Narrow by subdivision
        see also Related Subjects
   Biomass Adhesives Industrial Consortium
        view 1 Periodical reference
   Biomass Chemicals
        view 3 Newspaper references
        view 40 Periodical references or Narrow by subdivision
        see also Related Subjects
   Biomass Chemicals Industry
        see Biomass Chemicals
   Biomass Combustion Systems
        view 2 Periodical references
   Biomass Combustion Systems Inc.
        view 2 Periodical references
   Biomass Crops
        see Energy Crops
   Biomass Energy
        view 63 Newspaper references
        view 751 Periodical references or Narrow by subdivision
        see also Related Subjects
   Biomass Energy and Alcohol Fuels Act of 1980
        view 2 Periodical references

4. As you can see, the list will show you the various headings as well as links to their subdivisions and to related subjects. The SUBDIVISIONS of Biomass look like this:

   analysis
        view 54 articles
   antarctica
        view 1 article
   bibliography
        view 1 article
   composition
        view 3 articles

conferences, meetings and seminars
    <u>view</u> 2 articles
distribution
    <u>view</u> 4 articles
economic aspects
    <u>view</u> 4 articles
environmental aspects
    <u>view</u> 44 articles
evaluation
    <u>view</u> 9 articles
finance
    <u>view</u> 1 article
reports
    <u>view</u> 2 articles
research
    <u>view</u> 176 articles
services
    <u>view</u> 1 article
statistics
    <u>view</u> 2 articles
texas
    <u>view</u> 1 article
usage
    <u>view</u> 38 articles
waste management
    <u>view</u> 6 articles

5. Click "view" to select a heading. The citations to the articles will appear with the most recent articles at the top of the list. A citation will usually look like this:

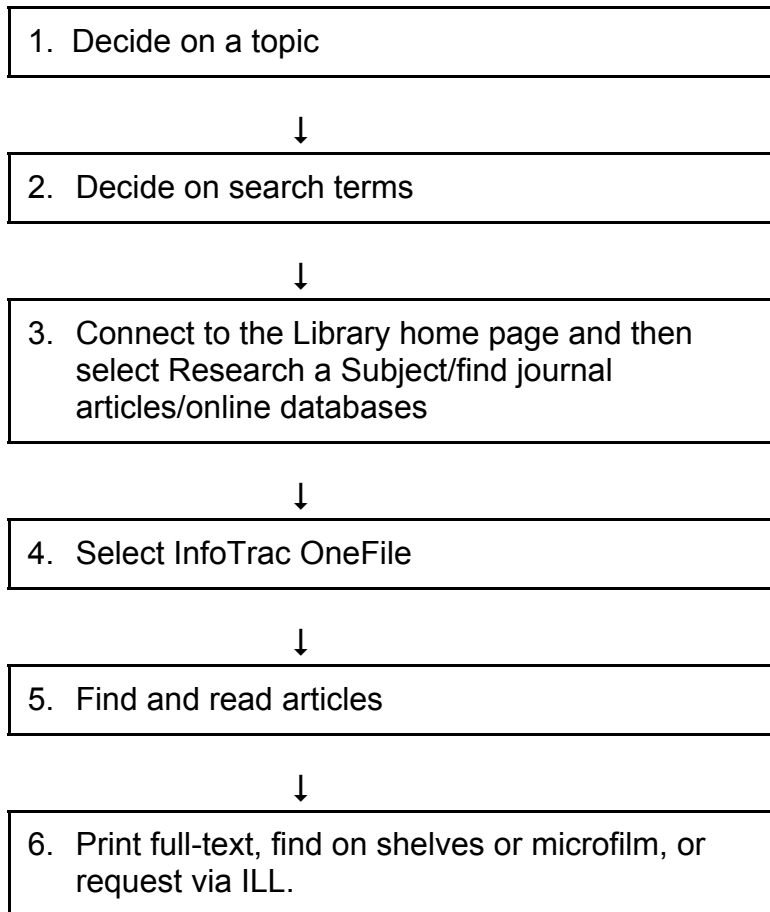<u>Effects of Shear Detachment on Biomass Growth and In Situ Bioremediation</u>.
Thomas R. MacDonald, Peter K. Kitanidis, Perry L. McCarty, Paul V. Roberts.
    ***Ground Water*** July 1999 v37 i4 p555 (5425 words)
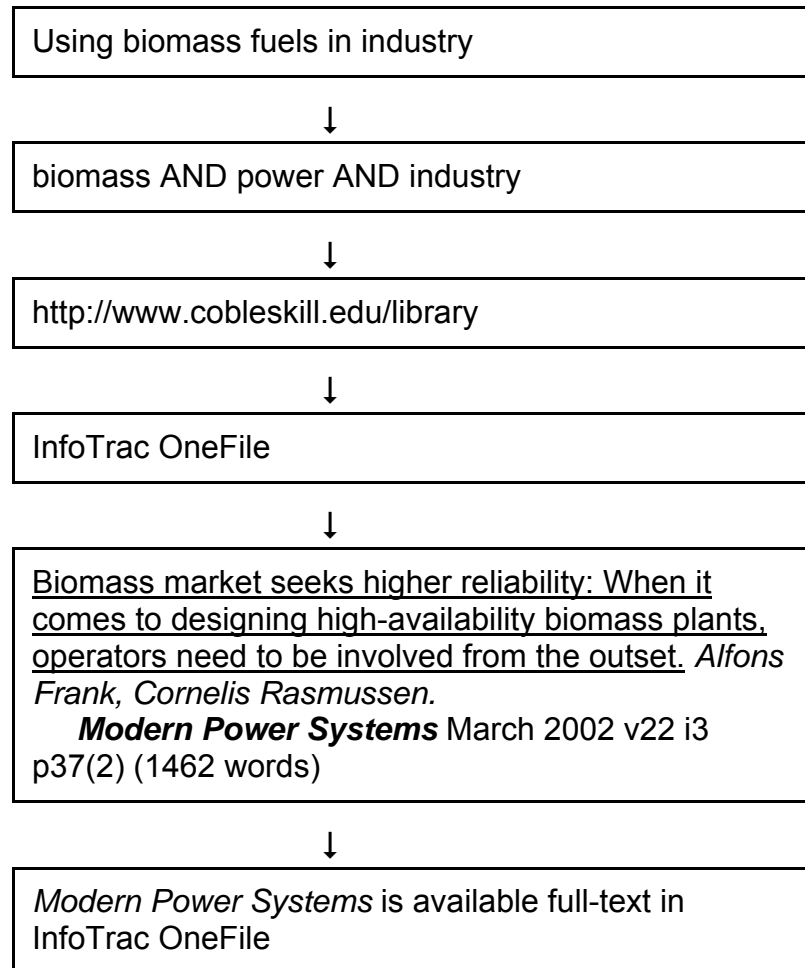    <u>Text with graphics</u>  | <u>9 full pages PDF</u>

6. Click on the title of the article to see the full record for that item.

# *Steps for Researching Your Topic on InfoTrac*

| Steps | Example: |
|---|---|
| 1.  Decide on a topic | Using biomass fuels in industry |
| ↓ | ↓ |
| 2.  Decide on search terms | biomass AND power AND industry |
| ↓ | ↓ |
| 3.  Connect to the Library home page and then select Research a Subject/find journal articles/online databases | http://www.cobleskill.edu/library |
| ↓ | ↓ |
| 4.  Select InfoTrac OneFile | InfoTrac OneFile |
| ↓ | ↓ |
| 5.  Find and read articles | Biomass market seeks higher reliability: When it comes to designing high-availability biomass plants, operators need to be involved from the outset. *Alfons Frank, Cornelis Rasmussen.*  **Modern Power Systems** March 2002 v22 i3 p37(2) (1462 words) |
| ↓ | ↓ |
| 6.  Print full-text, find on shelves or microfilm, or request via ILL. | *Modern Power Systems* is available full-text in InfoTrac OneFile |

**Finding Periodicals In The Library**

Periodicals may be in a variety of locations in the Library:

- On microfilm or microfiche in the Microform Area.
- Shelved alphabetically by title in the Periodicals Area.
- On the current display racks.
- On the Newspaper racks.
- Behind the Circulation Desk.
- In storage.

The Library does not own every periodical listed in every index. Use the LIBRARY PERIODICAL LIST, or MultiLIS, to find the periodicals in the Library.

Here is the LIBRARY PERIODICAL LIST entry for *The Auk*:

**AUK**

| | |
|---|---|
| **ISSN:** | 0004-8038 |
| **Holdings:** | v.1-86 no.4(1884-Oct.1969) microfilm |
| | v.87-current (1970-current) print |
| **Current Issue:** | ON DISPLAY |

HOLDINGS is telling you which years the Library owns and where to find them. In this case, the library has issues from 1884 (volume 1) to the present and they're kept in a couple of different places. MICROFILM means those years are on microfilm reels in the Microform Area. PRINT means that you'll find those years in the Periodicals Area. CURRENT ISSUE ON DISPLAY means that the most recent issues will be on the display racks.

Other terms you might see: MICROFICHE, like microfilm, means what you need will be in the Microform Area; NEWSPAPERS means it will be in the Newspaper racks by the windows; CIRCULATION DESK means it is stored behind the Circulation Desk and the staff members there can retrieve those items for you; STORAGE means something is in a storage area and you should ask someone at Reference or Circulation to retrieve them for you. HISTORICAL means it is kept in a special area for older or historically significant materials and you should ask a Reference Librarian to retrieve the material.

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*NOTE: Not every current issue of every periodical is on the display racks. Many current issues are shelved in the periodicals area along with past issues.*

# STEP 5:  FIND ARTICLES IN PROFESSIONAL JOURNALS IN YOUR FIELD

JOURNALS VS. GENERAL PERIODICALS

You probably have noticed the title of this section has the word "journals" in it. Journals are different from other periodicals (magazines and newspapers) in that they are written for a different audience—usually people who work in a particular profession. In addition, the articles are written by experts in the field, not journalists who get paid to write.

| GENERAL PERIODICALS | VS | JOURNALS |
|---|---|---|
| Written for the public | | Written for professionals |
| Written by journalists, reporters | | Written by experts |
| Usually indexed in general indexes such as Reader's Guide, InfoTrac | | Usually indexed in specialized indexes such as ECO, ScienceDirect |

The Library publishes subject lists of periodicals in many fields. These subject periodical lists are readily available at the Library and via the website (www.cobleskill.edu/library/periodical/subjlist/subj_list.htm). The following are several of the lists related to the Agriculture & Natural Resources division. Specifically: Fisheries Management/Aquaculture, Agricultural Business, Equine Studies, Wildlife Management, and Plant Science. The lists do not contain all of the titles we have, only a selection, but they can give you an idea of some of the things that are available.

# EQUINE STUDIES

*See Also:*
**Agricultural Business**

## PRINT PERIODICALS
    American Journal of Veterinary Research*
    Blood Horse
    Chronicle of the Horse
    Equus
    Feedstuffs*
    Horse Illustrated
    Horse Journal
    Journal of Animal Science*
    Journal of the American Veterinary Medical Association
    Morgan Horse
    Practical Horseman*
    Saddle and Bridle
    The Horse
    Veterinary Medicine
**\* Title is also available electronically**

## ONLINE DATABASES and E-JOURNALS - *www.cobleskill.edu/library/research/main.htm*

**EBSCO HOST –** *Electronic Journal Service*, *MasterFILE Select, Ebsco Animals*
    ➢   Horse & Rider
    ➢   Countryside and Small Stock Journal
    ➢   Practical Horseman
**ENCYCLOPEDIA OF LIFE SCIENCES**
**GALE GROUP DATABASES –** *InfoTrac OneFile*
**OCLC FIRST SEARCH –** *AGRICOLA, BioAgIndex*
**SCIENCE DIRECT –** *Agricultural and Biological Sciences, Genetics*
**SCIENCE ONLINE** – *Diagrams, essays etc.*

**CONSULT LIBRARY PERIODICAL LIST OR MULTILIS FOR MORE DETAILED INFORMATION ON HOLDINGS AND THEIR LOCATIONS.**

# AGRICULTURAL BUSINESS

*See Also:*
*Business Management*
*Environmental Science*
*Plant Science*

## PRINT PERIODICALS
American Agriculturist
American Journal of Agricultural Economics *
American Journal of Alternative Agriculture
Common Sense Pest Control Quarterly
Crop Life
Crop Science
Dairy Herd Management
Dairy Today
Dairy News
Feedstuffs*
Farm Journal
Farming: The Journal of Northeast Agriculture
Holstein International
Holstein World
IPM Practitioner
Journal of Animal Science *
Journal of Dairy Science *
National Provisioner
Rural America
Stockman Grass Farmer
Successful Farming
Western Dairybusiness
Western Dairyman
**\* Title is also available electronically**

## ONLINE DATABASES and E-JOURNALS - www.cobleskill.edu/library/research/main.htm

**EBSCO HOST** – *Electronic Journal Service, MasterFILE Select*
➢ Agricultural Research
➢ American Forests
➢ Countryside & Small Stock Journal
**ELSEVIER SCIENCE DIRECT** – *Agriculture and Biological Sciences*
➢ Agriculture and Environment
➢ Agricultural Economics
➢ Agriculture, Ecosystems and Environment
➢ Food Policy
**GALE GROUP DATABASES** – *InfoTrac OneFile*
➢ Agri Marketing
➢ Agribusiness Worldwide
➢ Dairy Field
➢ Dairy Industries International
➢ Farmers Weekly
➢ Farm Industry News
➢ Food and Agriculture Report
**OCLC FIRST SEARCH** – *AGRICOLA, BioAgIndex, Wilson Business*

**PLEASE CONSULT LIBRARY PERIODICAL LISTINGS, THE MULTILIS CATALOG OR A LIBRARIAN
FOR MORE DETAILED INFORMATION ON HOLDINGS AND THEIR LOCATIONS.**

# FISHERIES MANGEMENT/AQUACULTURE

## PRINT PERIODICALS
Aquaculture Magazine (North Carolina)
Bulletin (Aquaculture Association of Canada)
Canadian Journal of Fisheries & Aquatic Science **\***
Copeia
Fish Farming
Fisheries
Fishery Bulletin **\***
Journal of Applied Aquaculture
Journal of Aquatic Animal Health
North American Journal of Aquaculture
North American Journal of Fisheries Management
Northern Aquaculture
Proceedings of the Annual Conference the Southeastern Association of Fish and Wildlife Agencies
Transactions of the American Fisheries Society
World Aquaculture
**\* Title is also available electronically**


## ONLINE DATABASES and E-JOURNALS - *www.cobleskill.edu/library/research/main.htm*

**AQUACULTURE OUTLOOK -** *http://usda.mannlib.cornell.edu/reports/erssor/livestock/ldp-aqs/*

**EBSCO HOST –** *MasterFILE Select*
➢  Fly Fisherman
➢  Professional Fisherman

**FACTS ON FILE** *– Science Online*

**GALE GROUP DATABASES –** *InfoTrac OneFile*
➢  Marine Fisheries Review
➢  National Fisherman

**LEXIS NEXIS –** *News*

**NISC BIBLIOLINE –** *Fish and Fisheries Worldwide*

**OCLC FIRST SEARCH –** *AGRICOLA, ArticleFirst, BioAgIndex, BasicBiosis*

**SCIENCE DIRECT –** *Agricultural and Biological Sciences, Environmental Science*
➢  Annual Review of Fish Diseases
➢  Aquaculture
➢  Aquacultural Engineering
➢  Aquatic Botany
➢  Aquatic Living Resources
➢  Aquatic Toxicology
➢  Annual Review of Fish Diseases
➢  Fisheries Research
➢  Marine Environmental Research
➢  Marine Pollution Bulletin


**CONSULT LIBRARY PERIODICAL LIST OR MULTILIS FOR MORE DETAILED INFORMATION ON HOLDINGS AND THEIR LOCATIONS.**

# PLANT SCIENCE

### PRINT PERIODICALS
Agronomy Journal
American Agriculturalist
American Gardener
American Nurseryman
Bulletin (Illinois State Florists Association)
Canadian Journal of Plant Science
Canadian Journal of Soil Science
Common Sense Pest Control Quarterly
Crop Life
Crop Science
Fine Gardening
FloraCulture International
Florists Review
Flowers &
Golf Course Management
Greenhouse Business
Greenhouse Grower
Grounds Maintenance **\***
Grower Talks
Hortscience
Hort Technology
Horticulture: The Magazine of American Gardening **\***
IPM Practitioner
Journal of Arboriculture
Journal of Soil and Water Conservation **\***
Journal of the American Society for Horticultural Science
Landscape Management **\***
Nursery Management & Production
OG (Organic Gardening) **\***
Plants and Gardens News
Tree Care Industry
USGA Green Section Record
Weed Science
Weed Technology
**\* Title also available electronically**


### ONLINE DATABASES and E-JOURNALS - www.cobleskill.edu/library/research/main.htm

**EBSCO HOST –** *Electronic Journal Service*, *MasterFILE Select*
  ➢ Country Living Gardening
**ELSEVIER SCIENCE DIRECT**
  ➢ Critical Reviews in Plant Sciences
  ➢ Environmental and Experimental Botany
  ➢ Plant Physiology and Biochemistry
  ➢ Plant Science
  ➢ Trends in Plant Science
**FACTS ON FILE** *- Science Online*
**GALE GROUP DATABASES –** *InfoTrac OneFile*
**OCLC FIRST SEARCH** *– Agriculture, General Sciences*


**PLEASE CONSULT LIBRARY JOURNAL LISTINGS OR MULTILIS FOR MORE DETAILED INFORMATION ON HOLDINGS AND THEIR LOCATIONS.**

# WILDLIFE MANAGEMENT

*See Also:*
*Environmental Science*

*PRINT PERIODICALS*
American Midland Naturalist**
Audubon **
Auk
Bluebird
Canadian Field Naturalist
Canadian Journal of Zoology
Condor
Copeia
Ducks Unlimited
Ecology
Herpetological Review
Human Dimensions of Wildlife **
Journal of Animal Science **
Journal of Field Ornithology
Journal of Herpetology
Journal of Mammalogy
Journal of Parisitology
Journal of Wildlife Management
Journal of Wildlife Rehabilitation
National Geographic Magazine **
National Parks **
National Wildlife World Edition *
Natural History **
Nature
Outdoor Life **
Reptiles
Transactions of the North American Wildlife and Natural Resources Conference
Wetlands
Wildlife Society Bulletin
**\* Also available electronically**

*ONLINE DATABASES and E-JOURNALS – www.cobleskill.edu/library/research/main.htm*

*EBSCO HOST – MasterFILE Select, Ebsco Animals*
*ELSEVIER SCIENCE DIRECT – ENVIRONMENTAL SCIENCE*
  ➢ Applied Animal Behaviour Science
  ➢ Biological Conservation
  ➢ Journal of Insect Physiology
  ➢ Journal of Experimental Marine Biology and Ecology
*FACTS ON FILE – Science Online*
*GALE GROUP DATABASES - InfoTrac OneFile*
  ➢ Endangered Species Bulletin
  ➢ Journal of International Law and Wildlife Policy
*NISC BIBLIOLINE – Wildlife and Ecology Studies Worldwide*
*OCLC FIRST SEARCH – Gen SciIndex, BIOSIS, BioAgIndex*

**CONSULT LIBRARY JOURNAL LIST OR MULTILIS FOR MORE DETAILED INFORMATION ON HOLDINGS**

AND THEIR LOCATIONS.

# Searching AGRICOLA Through FirstSearch

AGRICOLA indexes more than 3,000 journals. Subjects include agricultural economics, agricultural engineering, animal science, plant diseases, and more. The index covers from 1970 to the present. The database is updated monthly.

To search AGRICOLA:

1. First go to the Library's website (www.cobleskill.edu/library)

2. Select Research a Subject/Find Journal Articles/Online databases. When you get to the databases page, choose OCLC FirstSearch.

3. Type in your search terms and select AGRICOLA from the pull down menu, click Search.

4. You will get a list of records with brief information about each article.

5. Click on a title to see the full record for an article.


# Searching ERIC

ERIC is a national, government-supported system designed to collect, index, abstract, and disseminate educational literature. Since 1966, the ERIC Clearinghouses have collected and indexed more than 800,000 program descriptions, research reports, curriculum guides, teaching guides, instructional materials, standards and guidelines, bibliographies, books, and journal articles in all areas of education. The Library does have some ERIC documents (ED's) which are stored in the Microform Area. If you need an ED not held by our library, request it via ILL.

ERIC can be searched using FirstSearch or directly through the ERIC Web site. When searching ERIC it is wise to use the WORDLIST feature on FirstSearch to see if and how a term is used. Instead of subject headings, ERIC assigns each item a set of DESCRIPTORS and IDENTIFIERS to reflect the subject of the document.

DESCRIPTORS (de:/de=) are assigned to identify subject content, educational level, age level, research methodology, tests, etc. Single words are searched with a COLON (:). If a phrase is commonly used as a term, enter it with an = (de=Agricultural Education).

IDENTIFIERS (id:/id=) are key words that are not yet used as descriptors (usually meaning that they are new terms in the profession). (id=Career and Technical Education; id= Environmental Ethics).

On ERIC you can do SUBJECT (SU:) searches, but using DESCRIPTORS and IDENTIFIERS allows you to find materials specifically about your topic.

You can also specify the TARGET AUDIENCE (e.g. ta:teachers):

| | |
|---|---|
| POLICYMAKERS | STUDENTS |
| ADMINISTRATORS | PARENTS |
| TEACHERS | COMMUNITY |
| COUNSELORS | SUPPORT STAFF |

As well as the PUBLICATION TYPE by using codes:

| | |
|---|---|
| BOOK | pt:010 |
| TEACHING GUIDE | pt:052 |
| JOURNAL ARTICLE | pt:080 |
| AV MATERIAL | pt:100 |
| REPORT | pt:140 |
| TESTS | pt:160 |

This feature is useful for limiting your search when you just want journals!

ERIC often assigns an "EDUCATIONAL LEVEL" descriptor to items. This allows you to narrow a search to a specific educational level. Some of these are:

DE=POSTSECONDARY EDUCATION
DE=HIGHER EDUCATION
DE=UNDERGRADUATE STUDY

## Interpreting An ERIC Record

Because ERIC contains so many different types of resources, it is sometimes difficult to know what type of source you have found… is a particular record for a book, journal article, ERIC document? Pay attention to the samples below to know what features to look for.

ERIC record for a journal article:

| | |
|---|---|
| Availability: | Check the catalogs in your library. |
| **Accession No:** | **EJ677719**     EJ = ERIC JOURNAL     ED = ERIC DOCUMENT |
| Author(s): | Myers, Brian E. ; Dyer, James E. ; Breja, Lisa M. |
| Title: | Recruitment Strategies and Activities Used by Agriculture Teachers. |
| **Source:** | **Journal of Agricultural Education v44 n4 p94-105 2003** |
| Standard No: | ISSN: 1042-0541 |
| Clearinghouse: | CE542108 |
| Language: | English |
| Abstract: | The most frequent student recruitment strategies reported by 275 secondary agriculture teachers were (in order of effectiveness) feeder schools, personal contacts, FFA, publications, strong curriculum, support groups, and special events. Specific activities for each strategy were identified. (Contains 34 references.) (SK) |

**Descriptor: (Major): Agricultural Education; Marketing of Education; Secondary School Teachers; Student Recruitment**

**(Minor): Secondary Education**

**Document Type: Journal Article (CIJE)**

**Record Type: 080 Journal Articles; 143 Reports--Research**

ERIC record for a book:

| | |
|---|---|
| Availability: | Borrow this item from another library (Interlibrary Loan) |
| **Accession No:** | **ED480827** |
| Title: | Introduction to Natural Resources. Third Edition. Teacher Edition [and] Student Guide [and] Student Workbook. |
| Author(s): | Hehn, Darold ; Newport, Bob |
| Corp Author(s): | Multistate Academic and Vocational Curriculum Consortium, Stillwater, OK. |
| **Publication:** | **U.S.; Oklahoma; 2004-00-00** |
| Description: | 1044 p. |

ABSTRACT: These student and teacher guides are designed for a secondary-level course in natural resources that focuses on renewable and nonrenewable natural resources, methods of protecting the environment, and the various careers and technologies available in the natural resources area. The following topics are covered in the course's 10 units: outdoor safety and first aid, natural resources and conservation, water resource management, land management, air resource management, energy resources, forestry, wildlife management, wildlife habitats, and outdoor recreation. The teacher edition and teacher component portion of the accompanying CD-ROM contain some or all of the following: how to use this product; competency profile; crosswalk to the Oklahoma Natural Resource Duty/Task List; instructional/task analysis; basic skill icons and classifications; basic skills matrix; tools, equipment, and materials lists; glossary of terms; and course units. Each unit in the teacher edition contains some or all of the following: suggested activities and lesson plans; answers to reviews, assignment sheets, and written tests; written tests; teacher supplements; and transparency forms. In addition to teacher components, the accompanying CD-ROM includes the following student components: objective sheet, information sheet, assignment sheet, and job sheet. (MO)

**Descriptor: (Major): Agricultural Education; Competency Based Education; Communication; Conservation Education; Forestry Occupations; Natural Resources**

**(Minor): Environmental Education; Forestry; Habitats; Instructional Materials; Lesson Plans; Secondary Education; Wildlife Management**

**Identifier: Crosswalks (Linking); Environmental Occupations; Natural Resources Management; Oklahoma; Renewable Resources**

Note(s): For the 2nd edition (1996), see ED 387 606. Revised by Jim Steward. Project coordinated by Jane Huston. Teacher Edition CD-ROM not available from ERIC./ **Audience**: Students/ Practitioners/ Teachers

**Document Type: Document (RIE)**

**Record Type: 051 Guides--Classroom--Learner; 052 Guides--Classroom--Teacher**

Clearinghouse: CE085477

Availability: **EDRS:** EDRS Price MF07 Plus Postage. PC Not Available from EDRS.
**Level:** 2
**Alternate:** Multistate Academic and Vocational Curriculum Consortium, 1500 West Seventh Avenue, Stillwater, OK 74074 (order no. 302101 (Teacher Edition) $99.00; order no. 302102 (Student Guide) $30.50; order no. 302142 (Student Workbook) $20.00). Tel: 800-654-3988; e-mail: mavccweb@okcareertech.org; Web site: http://www.mavcc.org.

Record for a report submitted to ERIC:

| | |
|---|---|
| Availability: | Borrow this item from another library (Interlibrary Loan) |
| **Accession No:** | **ED480969** |
| Title: | Developing Leadership Skills through Capstone Experiences. |
| Author(s): | Sargent, Sarah D. ; Pennington, Penny ; Sitton, Shelly. |
| **Publication:** | **U.S.; Oklahoma; 2003-07-00** |
| Description: | 12 p. |
| Language: | English |
| ABSTRACT: | The question of whether a 15-week capstone course in agricultural communications for seniors in agricultural communications builds leadership skills beyond technical classroom learning was examined in a study of 15 students enrolled in the capstone course. The descriptive study used a pretest-posttest design and a leadership skills inventory to evaluate development of the following skills: working with groups; understanding self; communicating; making decisions; and leadership. The students rated their development of the various skills on the Leadership Skill Inventory developed by R.I. Carter, which uses a 5-point Likert-type scale. A comparison of the means of the pretest and posttest scores for the entire population indicated that the course resulted in a significant (1.13) improvement in overall leadership skills. No difference was found for the working with groups area. Very small differences were found in the understanding self (0.408), communicating (0.60), and making decisions (0.28) areas. A slight difference (-1.94) was found in the leadership area, as students' perceptions of their leadership skills decreased on the posttest. Contrary to expectations, the extra group work and assigned leaders involved in the capstone course did not result in gains in students' leadership skills. It was suggested that incorporating leadership training into the entire agricultural curriculum instead of saving it for a capstone course might be more effective. (Contains 9 tables and 17 references.) (MN) |
| **Descriptor: (Major):** | **Agricultural Education; Capstone Experiences; Communication Skills; Leadership Training; Skill Development; Student Publications** |
| **(Minor):** | **Curriculum Development; Decision Making; Group Dynamics; Postsecondary Education; Required Courses; Transitional Programs; Vocational Education** |
| Note(s): | Paper presented at "Frontiers of Leadership: People, Places & Programs" the Association of Leadership Educators International Conference (Anchorage, AK, July 16-19, 2003)./ **Audience:** Practitioners/ Teachers |
| **Document Type:** | **Document (RIE)** |
| **Record Type:** | **143 Reports--Research; 150 Speeches/Meeting Papers** |
| Clearinghouse: | CE542108 |
| Availability: | **EDRS: EDRS Price MF01/PC01 Plus Postage.**     Available from ERIC <br> **Level:** 1 <br> **Alternate:** For full text: http://www.aces.uiuc.edu/~ALE/2003/sargent1.pdf. |

## Open Access Journals

One of the newer developments in academic publishing is the Open Access Initiative (OAI). Open Access journals endeavor to make scholarly literature readily available to the public. There are several online sources for OA publications. Some good examples are:

DOAJ (Directory of Open Access Journals)      www.doaj.org
PLoS (Public Library of Science)      www.publiclibraryofscience.org
OAIster      oaister.umdl.umich.edu
Highwire Press      highwire.stanford.edu
BioMed Central      www.biomedcentral.com

The sites above offer a wealth of reputable information from around the world. For instance, a search on the term BIOMASS in DOAJ yielded 107 documents. Many OA resources have been made available through the Library's online databases. As the OAI continues to grow more and more material will be available.

## JSTOR

JSTOR is a service that provides online backfiles (older issues) of many journals. Most online databases (InfoTrac, Ebsco, etc.) only provide full-text of articles back to the mid-1990's. This means that researchers must rely on print copies, microforms, and interlibrary loan. These are valuable resources but they're not quite as convenient as having things online. JSTOR addresses this need. For example, the journal *Ecology* is available back to 1920 and *American Naturalist* back to 1867. The Library has purchased access to JSTOR collections in botany, business, and ecology and they are accessible from the online databases page of the Library's website (www.cobleskill.edu/library).

### *POINTS TO REMEMBER*

- Indexes are the most efficient way to find journal, magazine, and newspaper articles by subject.

- The Library Periodical List (and MultiLIS) tells you if the Library owns a periodical and where issues are located.

- Journals, and other periodicals, may be located in several areas including the display area, periodical area, or the microform area.

- Resources (articles, books, ERIC documents, etc.) not available in the Library itself or online can be requested via interlibrary loan.

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**A WORD ABOUT VANDALISM**

**Many of the periodicals and journals in the Library are VANDALIZED, meaning articles or pictures are ripped or cut out. Doing so deprives other people of the important information found there.**

**Any student caught vandalizing library materials will be brought before the JUDICIAL BOARD which takes such behavior very seriously and imposes stiff penalties. Furthermore, the student's advisor and the Dean of their division will be notified in accordance with campus policy.**

**If you need pictures and/or articles for a class project, please ask a librarian for assistance.**

*PLEASE!  DO NOT DESTROY LIBRARY PERIODICALS!*

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## About Interlibrary Loan (ILL)

- Interlibrary Loan is a system whereby libraries borrow and lend materials to each other. This way we can get materials that you need when we don't own them.

- Books are usually loaned, while photocopies of periodical articles are usually sent for you to keep instead of loaning the whole issue of a periodical.

- It usually takes 1-2 weeks to obtain a book loan or photocopy. Ask at the Reference Desk for help with ILL requests.

- Many ILL requests can be completed online, either through the online database you are using or via SFX.

- It will sometimes be necessary to make an ILL request the old-fashioned way—on paper. Request forms are available at the Reference Desk.


## About SFX

SFX is linking software—it links most of the various online databases together. Let's say that you find a citation for an article in InfoTrac but it doesn't have the full-text. You can use SFX to check other databases, such as EBSCO, to see if full-text is available elsewhere. If it is, you can follow the SFX link to that other database and retrieve the article. If the full-text is not available online, SFX has another link you can use to request the article via ILL. SFX has lots of things it can do, and, of course, some things that it can't. The Library is always working to improve the performance of SFX, please see a librarian to learn more about this system.

# STEP 6: CITING YOUR SOURCES

## Citing Sources Using APA Style

As students, you are required to submit references or a bibliography as part of a class report or paper. References are citations to sources specifically used in a paper or report and are used to acknowledge the specific fact, idea, or other information used in the paper or report.

References are cited first within the text of the report and then the bibliography, which gives the full information about the item, is given at the end of the paper on the bibliography page. Bibliography references will typically cite a complete article, book, newspaper, or AV item.

References and bibliographies should provide the complete information needed for someone else to locate and identify the material. There are guides available at the Library and on our website (www.cobleskill.edu/library) to help with doing citations and bibliographies. Several divisions require students to use the APA (American Psychological Association) style. The following focuses on citing electronic sources using APA.

## Citing Electronic Information Sources Using APA Style

### Individual Work (Online book, single document)

Basic form:

> Author's last name, Initials. (Year, month day of work). *Title of work.* Retrieved month day, year, from url of source

Examples:

> Miller, T. S. (2004, April). *Hydrogeology and simulation of ground-water flow in a glacial-aquifer system at Cortland County, New York.* Retrieved July 12, 2004, from http://ny.water.usgs.gov/pubs/fs/fs05403/fs054-03.pdf

> United States Equestrian Federation. (2003, November 1). *2004 USEF rule book.* Retrieved July 12, 2004, from http://www.usef.org/content/rules/ruleBook/2004/

### Online Periodical Article

Basic form:

> Author's last name, Initials. (Year, month day of work). Title of article [Electronic version (if it is not Internet only & is not from a database)]. *Title of Periodical, volume number*, page numbers. Retrieved month day, year, from url of source or name of database

Examples:

> Stolzenburg, W. (2004, June). Danger in numbers. *Great Places, 2004, June.* Retrieved July 12, 2004, from http://nature.org/magazine/summer2004/pribilof/features/

Beauchemin, K. A., Yang, W. Z. & Rode, L. M. Effects of particle size of alfalfa-based dairy cow diets on chewing activity, ruminal fermentation, and milk production [Electronic version]. *Journal of Dairy Science, 86*, 630-643. Retrieved July 12, 2004, from http://jds.fass.org/cgi/content/full/86/2/630

Kolmes, S. A. (2004, April). Salmon farms and hatcheries. *Environment, 46*(3), 40+. Retrieved July 12, 2004, from MasterFILE Select database.

**E-mail Discussion List**

Basic form:

Author's last name, Initials (use login name if full name not available). (Year, Month day of message). Subject line of message [message identifier, if necessary]. Message posted to List name, archived at url of list archives (preferably of the message itself)

Example:

Tillett, B. (2003, April 7). Obit., Seymour Lubetzky. Message posted to AUTOCAT, archived at http://listserv.acsu.buffalo.edu/archives/autocat.html

**Newspaper Article**

Basic form:

Author's last name, Initials. (Year, Month day). Article title. *Title of Newspaper*. Retrieved month day, year, from url of source or name of database

Examples:

Sanchez, R. (2003, April 10). Librarians make some noise over Patriot Act. *Washington Post.* Retrieved April 10, 2003, from http://www.washingtonpost.com

Leonhardt, D. (2003, June 20). Talks collapse on U.S. efforts to open Europe to biotech food. *New York Times.* Retrieved April 10, 2003, from Lexis-Nexis database.

**E-Mail**

APA recommends citing e-mail communication in text only, and not to include in the reference list (bibliography page).

Examples based on APA style:

S. McDaniel (personal communication, July 31, 2002)

(D. Goodale, personal communication, February 18, 2004)

Source:    *Publication manual of the American Psychological Association* (5th ed.). (2001). Washington D.C.: American Psychological Association.

# ANNOTATING A BIBLIOGRAPHY

Annotations are BRIEF descriptions of sources. The annotation need not be a grammatically complete sentence, but it should begin with a capital and end with a period. Indent the annotation about 5 spaces from the citation margin. The following samples from *Families in Transition: An Annotated Bibliography* (REF HQ 536 .S24 1988) have been adapted to conform to APA style.

## Books

Bodin, J. & Mitelman, B. (1983). *Mothers who work: Strategies for coping.* New York: Ballentine Books.
    The author surveyed 442 working mothers and interviewed 25 more. Suggestions for long range changes of attitude are presented. The book communicated a strong sense of fellowship among working mothers who are experiencing stressful situations.

Chaback, E. & Fortunato, P. (1981). *The official kids' survival kit: How to do things on your own.* Boston: Little, Brown.
    This is an alphabetical handbook giving practical advice to help in coping with everyday situations and routines as well as handling accidents and common medical emergencies.

## Articles

Garbarino, J. (1981). Latchkey children: How much of a problem? *Education Digest, 46*(2), 14-16.
    Discusses the reasons for leaving children alone to care for themselves and what the effects of being alone may have on these children. Offers some possible alternatives/solutions, such as flexible working hours for parents and after-school programs.

Scherer, M. (1982). Loneliness of the latchkey child. *Instructor, 91*(5), 38-41.
    Stresses the need for teachers sensitivity in dealing with the latchkey parent as well as the. latchkey child. Gives classroom experiences that could benefit children in isolated situations.

## Audiovisual Items

Doe, J. (Producer). (1981). *Issues of working parents* [Videorecording]. Brooklyn NY: Human Services Development.
    Presents problems and concerns of working parents such as children alone at home, conflicting demands for time, marital stress, and others.

## Internet

King, M.L. (1963, August). *I have a dream.* Retrieved on April 10, 2003, from
    http://rcnext.cso.uiuc.edu
    Full-text of Martin Luther King's famous speech given at the March on Washington.

# LIBRARY TERMS TRANSLATED

Abstract: A short summary of a book, periodical article, report, essay, etc.

Annotated Bibliography: A list of sources which includes a brief summary, or abstract, of the works cited.

Audio-visuals, audiovisuals (AV): Materials such as DVD's, videos, slides, pictures, tapes, and records.

Call Numbers: Classification numbers assigned to library materials. Call numbers indicate the subject matter of the materials as well as indicating the location and position of the materials on the shelves.

Citation: A reference to a book, periodical article, report, essay, play, microform, or other material. It may include the author, title, place of publication, date of publication, volume number, or any other information needed to individually identify the material.

Database: A set of records, often in electronic form, usually searchable by different fields.

Entry: Another term for citation.

Interlibrary Loan (ILL): A system by which one library can borrow publications from another library.

Library of Congress Classification (LC or LCC): A classification system used to assign call numbers to library materials. It uses both letters and numbers to indicate the subject of the material.

Microform: Printed material on photographic film (sheets of microfiche or rolls of microfilm) reduced to a very small size. Requires special machines for reading and/or printing which are available in the Library.

MultiLIS: The name of the online catalog used at the Van Wagenen Library.

Reserve Materials: Library materials which are assigned very limited borrowing periods because of high demand. They are often put "on reserve" by instructors for use by the entire class or for use with assignments.

Subject Heading: The word or phrase used for a topic in a library catalog or index.

Note: A more complete list of terms is available from a librarian or on the Library's website (www.cobleskill.edu/library) under Resource Guides for Students (or Faculty), select Library Information Handouts.

# USEFUL TERMS FOR SEARCHING DATABASES

Pretty much any word can be used as a search term in an online database. The trick is using the right word, or words, to get at what you need, preferably without having to sort through hundreds of irrelevant items. The following are some examples of good terms for use in online databases, please see a librarian for any further assistance you may need in searching.

| | |
|---|---|
| Agricultural business | Farms |
| Agricultural chemicals | Feeds |
| Agricultural education | Field crops |
| Agricultural finance | Fisheries |
| Agricultural industries | Food safety |
| Agricultural machinery | Forestry |
| Agricultural pests | Fruit marketing |
| Agricultural policy | Horse breeds |
| Agricultural sales | Horse farms |
| Agriculture | Horticulture |
| Alternative agriculture | Hydraulic machinery |
| Animal behavior | Irrigation |
| Animal health | Land use |
| Animal nutrition | Landscape architecture |
| Animal radio tracking | Landscape gardening |
| Aquaculture | Landscaping industry |
| Beef cattle | Milk marketing |
| Biotechnology | Organic fertilizers |
| Crop rotation | Ornamental horticulture |
| Dairy cattle | Plant culture |
| Dairy farms | Plant diseases |
| Dairy marketing | Soils |
| Dairy policy | Sustainable agriculture |
| Dairying | Tillage |
| Diesel motor | Tractors |
| Endangered species | Tree crops |
| Equine | Turf management |
| Family farms | Vegetable marketing |
| Farm equipment | Veterinary medicine |
| Farm law | Weeds |
| Farm management | Wildlife conservation |
| Farm produce | Wildlife rehabilitation |

# TIPS FOR DATABASE SEARCHING

## Truncation

* is the symbol that usually indicates truncation. Using this means you're asking the computer to look for all forms of a particular word beginning with its root form.

Examples:
    The root form librar* = library, libraries, librarian, librarians, librarianship
    The root form child* = child, children, childhood, childlike, childcare, childish, etc.
    The root form environment* = environment, environments, environmental, environmentalism, environmentalist, environmentalists

## Boolean Operators

Boolean Operators (and, or, not) are used to connect specific keywords when performing a database search.

**And** – Use "and" to narrow your search and find documents that contain all of the keywords.

Examples:  invasive and species; exotic species and environment*; ecosystem* and alien plants

**Or** – Use "or" to expand your search and find information or documents that contain either, or a combination, of the keywords.

Example:  (non-native or alien) and species; invasive species or alien species; (animal* or plant*) and competition

**Not** – Use "not" to restrict the computer from searching for certain words.

Example:  (invasive and species) not plants; alien species not insect*

# Section 2

# Research Assignments:
# Helpful Handouts & Template Examples for Adaptation

# ASSIGNMENTS/TEMPLATES LIST

## Reading and Comprehension

Instructions:

Read the article through once. Read it a second time, this time looking for repeated words, phrases, or ideas. Mark each word, phrase, or concept that is repeated so that you can locate it again quickly (underline, circles, squares, etc.) Write down the 5 – 6 key concepts you found.

1._____     2._____

3._____     4._____

5._____     6._____

Write down any ideas which seem to contrast:

_____ vs. _____

_____ vs. _____

Look for LISTS of concepts/ideas.  Write down one list you find.


What "credentials" make the author(s) an authority on this topic?


For whom (intended audience) was this article written?  What CLUES lead you to this conclusion?


Without looking at the article again, write a brief one or two sentence summary of the article.  <u>DO NOT</u> use the words "The article was about…"  "The author talks about…", or any other similar phrase.


Write a bibliography citation for this source using the following as a model:

(Assign particular article—use reserve service as appropriate)


Objective:  Helps student identify terms and explore information in order to increase familiarity with topic. Student recognizes authority, timeliness and point-of-view of information. Introduces student to APA citation style.

## Reading and Comprehension Redux

Instructions:

Read the article through once. Read it a second time, this time looking for repeated words, phrases, or ideas. Mark each word, phrase, or concept that is repeated so that you can locate it again quickly (underline, circles, squares, etc.)

Using the phrases or words you have selected as "key concepts" write a one or two sentence summary of these key concepts, citing the author correctly.

Summarize the article, citing the author correctly.  (Limit yourself to 4 – 5 sentences).

Write a correct COMPLETE citation (reference) for a bibliography page (as through you were writing a research paper).

(Assign from particular database or article—use reserve service as appropriate)

Objective:  Helps students identify key concepts and terms. Students define or modify the information in order to identify the focus of the article. Reinforces exposure to APA style.

# Reading, Comprehension and Critical Thinking

Instructions:

Read 3-5 articles (as assigned). Read the articles through once. Read them a second time, this time looking for repeated words, phrases, or ideas. Mark each word, phrase, or concept that is repeated so that you can locate them again quickly (underline, circle, squares, etc.)

Using the phrases or words you have selected as "key concepts" write a one or two sentence summary of these key concepts, citing the author correctly.

Summarize the articles, citing the author correctly.  (Limit yourself to 4-5 sentences).

Write correct COMPLETE citations (references) for a bibliography page (as through you were writing a research paper).

Compare/Contrast the articles read and be prepared to defend your choices.

Objective:  Reinforces practice in identifying key concepts. Reinforces need to identify the focus of an article. Students identify the value and differences of potential resources. Identifies the purpose and audience of potential resources.

# WORKSHEET: APA STYLE

Instructions: Use the information provided and your LIBRARY HANDBOOK to practice your APA style for citing sources. Write a complete citation, as in a bibliography, for each item.

## BOOK

Author:   Ann Cooper                         Publisher: Routledge
Title:    Bitter harvest: a chef's perspective   Place:    New York
          on the hidden dangers in the foods we  Date:     2000
          eat and what you can do about it

_____

_____


Author:   Robert O. Blanchard and Terry A. Tattar   Publisher: Academic Press
Title:    Field and laboratory guide to tree        Place:     San Diego
          pathology
Date:     1997

_____

_____


## JOURNAL ARTICLE

Author:   A. C. Madeira, T. J. Gillespie, C. L. Duke
Title:    Effect of wetness on turfgrass canopy reflectance
Source:   Agricultural and Forest Meteorology, Volume 107, Issue 2, 20 March 2001, p117-130

_____

_____


Authors:  Andrew J. Scarlett
Title:    Integration of tractor engine, transmission and implement depth controls: part 2, control
          systems
Source:   Journal of agricultural engineering research. 54, no. 2 (Feb 1993): p. 89-112

_____

_____

**NEWSPAPER ARTICLE**

Author:     Joy Powell
Title:      Ripples from WTO subsidy ruling: state ag interests rely on payments
Date:       May 7, 2004
Source:     Minneapolis Star-Tribune, Business, Pg. 1D

 

**INTERNET SOURCE**

Authors:    Dr. Clifford A. Adams
Title:      Organic food: what is it?
Date:       June 18, 2001
Source:     Eclectic Cooking.com
URL:        http://www.eclecticcooking.com/OrganicFood

 

**TIPS TO HELP YOU!!!**

Never use author's first or middle name—just use initials.

Use & instead of "and" if there is more than one author.

Italicize only titles of books, journals, and volumes.

Capitalize ONLY the first word in the title and subtitle UNLESS it's a proper noun.

Only use "p" for page in citing a newspaper article, **never** for journal or periodical articles.

Use issue number instead of month, if available.

Note: The Library has a useful handout on APA; it is available on the Library's website (www.cobleskill.edu/library) and in the Reference Area. For complete information on APA see the *Publication Manual of the American Psychological Association* (REF BF76.7.P83 2001).

# Popular, Scholarly or Trade?  An Introduction to Types of Periodicals

**There are several types of periodical publications found in college library collections. Knowing something about the characteristics of each type will help you identify periodical titles appropriate to the type of writing you are required to submit.**

**Popular/General Periodicals** (aka Magazines)

- Tend to have short articles (1-5 pages).

- Cover a variety of topic/subject areas (for example, The New Yorker, Newsweek, Time). In addition, some titles (Health, Sports Illustrated) may cover a single subject with an intention to inform and/or entertain.

- Have articles that do not contain a bibliography or cited reference page. The reader cannot check the author's information by tracking down and reading the original information sources.

- Are intended for a non-academic, non-specialized audience.

- Use conventional/conversational language, as opposed to specialized vocabulary.

- Contain articles written by journalists, rather than researchers or specialists in a given field.

- Contain extensive commercial advertising.

- Are issued frequently (that is, published weekly, biweekly or monthly).

**Scholarly Periodicals** (aka Journals)

- Often contain lengthy articles (five to fifty or more pages).

- Generally confine the subject matter to a single, very specific aspect of a subject (catering, baking, wines, service, vegetarianism).

- Contain articles with footnotes and/or a cited reference list. The cited references allow the reader to consult the same material that the author has used in the research.

- Are intended for an academic or scholarly audience.

- Use technical or specialized vocabulary.

- Publish articles written by academics, specialists or researchers in the field.

- Often include charts and tables; sometimes include photographs.

- Are often produced under the editorial supervision of a professional association (for example, the American Society of Agricultural Engineers).

- Contain little or no advertising.

- Issues published less frequently than magazines (for example, two to twelve times a year).

- Examples include: Crop Science, Journal of Dairy Science, The Auk, Ecology, Journal of Applied Aquaculture.


**Trade Periodicals** (aka Professional Publications)

- Are intended for specialists in the field, their supervisors and managers.

- Written by both journalists and specialists.

- Have a variety of articles; some with citations, some without.

- Article length varies but most are relatively short.

- Contain charts, graphs and photographs.

- Publication frequency varies, usually monthly.

- Use technical and conversational language styles.

- Contain advertising focused on the target audience.

- Examples include: Stockman Grass Farmer, Landscape Construction, Practical Horseman, Successful Farming, Northeast DairyBusiness.

# IS IT SCHOLARY, POPULAR, OR TRADE?  YOU DECIDE!

Instructions: (A) Read the following citations and abstracts. (B) Using the guidelines on the handout "Popular, Scholarly or Trade?", decide whether each is popular or scholarly reading. (C) Be prepared to discuss and defend your decisions!

*Northeast DairyBusiness*, July 2004, v6, n7, p12 – Keep your business on top, by David Stafford – In times of huge price swings, it's essential to build balance sheet reserves through liquidity and term-debt borrowing reserves.

| Scholarly | Popular | Trade | Don't Know |
|---|---|---|---|
|  |  |  |  |

*Farm Journal*, Feb. 2001, v125, issue 3, p23(2) – Not your father's diesel, by Dan Anderson – Describes the parts and operation of diesel-injection systems used by farmers. Variations in the design of the basic unit injector with plunger and solenoid; How traditional fuel-injection systems work; Importance of traditional fuel filters and water-separator filters.

| Scholarly | Popular | Trade | Don't Know |
|---|---|---|---|
|  |  |  |  |

*Crop Science*, July-August 2004, v44, issue 4, p1330(7) – Tolerance of seedling bermudagrass to postemergence herbicides, by J.H. McCalla Jr.; M.D. Richardson; D.E. Karcher; and J.W. Boyd – Report of a field study and a greenhouse study which were conducted to evaluate the tolerance of several seeded bermudagrasses to commonly used postemergence herbicides at different periods of establishment.

| Scholarly | Popular | Trade | Don't Know |
|---|---|---|---|
|  |  |  |  |

*Newsweek*, 9/30/2002, v140, issue 14, p50(6) – Certified organic, by Geoffrey Cowley, Anne Underwood, and Karen Springen – Discusses how organic food affects health and the environment, as of September 2002. Increase in the market for organic food in the United States; Indication that food sold as of October 21 will have to meet criteria set by the U.S. Department of Agriculture, the National Organic Rule, which defines organic; Background on the acceptance of organic food in the 1970s; Idea that organic food is tastier and more appealing, but not demonstrably better in terms of health benefits; Benefits of organic farming.

| Scholarly | Popular | Trade | Don't Know |
|---|---|---|---|
|  |  |  |  |

*Ecology*, Jan. 2004, v85, issue 1, p134(16) – Asymmetric competition, habitat selection, and niche overlap in juvenile salmonids, by Kyle A. Young – Report of a response surface design experiment in artificial stream channels using juvenile coho salmon and steelhead trout to explore the density- and scale-dependent relationship among asymmetric competition, habitat selection, and niche overlap.

| Scholarly | Popular | Trade | Don't Know |
|---|---|---|---|
|  |  |  |  |

## *RESEARCHING YOUR PAPER*

| NOTE:  All sources should be in APA style |
| --- |

**DEFINE YOUR RESEARCH TOPIC:**

Source:

**IDENTIFY REFERENCE BOOKS WITH BACKGROUND ARTICLES**

Source:

Source:

Source:

How did you locate these titles?

## *RESEARCHING YOUR PAPER*

## *IDENTIFY GENERAL PERIODICAL ARTICLES*

**Find 3 articles using INFOTRAC.  NOTE:  All sources should be in APA style**

1. Source: _____

_____

Why might this be a useful article? _____

_____

2. Source: _____

_____

Why might this be a useful article? _____

_____

3. Source: _____

_____

Why might this be a useful article? _____

_____

**Find 3 articles using ArticleFirst in OCLC's FirstSearch <u>OR</u> EBSCO'S MasterFILE Select**

**NOTE:  All sources should be in APA style**

Which database did you use?_____

1. Source:_____

_____

Why might this be a useful article?_____

_____

2. Source:_____

_____

Why might this be a useful article?_____

_____

3. Source:_____

_____

Why might this be a useful article?_____

_____

# RESEARCHING YOUR PAPER
## IDENTIFY POTENTIAL JOURNAL ARTICLES

**Find 3 JOURNAL articles using ECO or AGRICOLA on FirstSearch, or NISC BiblioLine or ScienceDirect—as appropriate for your topic. NOTE: All sources should be in APA style**

1. Source:_____

_____

Why might this be a useful article?_____

_____

Does the Library subscribe to this journal?_____

2. Source:_____

_____

Why might this be a useful article?_____

_____

Does the Library subscribe to this journal?_____

3. Source:_____

_____

Why might this be a useful article?_____

_____

Does the Library subscribe to this journal?_____

What SUBJECT HEADINGS/SEARCH TERMS were most useful? _____

_____

_____

## *RESEARCHING YOUR PAPER*
## *IDENTIFY POTENTIAL RESOURCES FROM ERIC*

**Search ERIC through FirstSearch or through the ERIC website. Identify various materials (articles, reports, government documents, etc.) that may be of use. Please indicate the TYPE OF MATERIAL (book, government document, thesis, report, etc.). NOTE: All sources should be in APA style**

1. _____

_____

_____

What type of material is this? _____

2. _____

_____

_____

What type of material is this? _____

3. _____

_____

_____

What type of material is this? _____

Why might these materials be helpful and why? _____

_____

_____

# *RESEARCHING YOUR PAPER*

## *IDENTIFY POTENTIALLY USEFUL BOOKS IN OUR LIBRARY*

**Books located using MultiLIS  (NOTE:  all sources should be in APA style) :**

1._____

_____

_____

2._____

_____

_____

3._____

_____

_____

What SUBJECT HEADINGS were most useful for your topic and why?_____

_____

_____

_____

## *RESEARCHING YOUR PAPER*

## *IDENTIFY POTENTIALLY USEFUL BOOKS IN OTHER LIBRARIES*

**Books located using WORLDCAT on FirstSearch (remember APA style) :**

1._____

_____

Why might this be a useful book?_____

_____

2._____

_____

Why might this be a useful book?_____

_____

3._____

_____

Why might this be a useful book?_____

_____

# *RESEARCHING YOUR PAPER*
# *IDENTIFY AND DESCRIBE USEFUL WEB SITES*

**Include url.  NOTE:  All sources should be in APA style**

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

**What Search Engine(s) did you use?** _____

_____

**What SEARCH TERMS were most useful?** _____

_____

_____

**Why?** _____

_____

_____

# Evaluating Online Information Resources

You, the researcher, must determine the extent to which each of the suggested criteria is important when evaluating online information. These criteria are often considered:

**Authority of Author**

Can you find any identifying information about the author or organization responsible for the content of the website?

- Is the web site published and maintained by a person or organization with authority in the field of study?
- Where does this author work? Is she/he listed on a university or college faculty directory? Can you verify this information through a web search on their name?
- Has this author published other material on this topic? Publication list at the site? Appear in library catalogs or periodical indexes?
- If the author is a journalist, rather than a scholar, is that reasonable authority for your topic?
- Does the author specify the source(s) for information presented? Is there a bibliography or reference list?
- Have other people reviewed this author's work? Links to this URL? Book reviews of author's writing?

**Type of Publication**

Is the publisher a professional association or organization, an academic or university press, the government, or a commercial publisher?

The extension on the domain section of the URL can shed some light on this question. Note the address of our website begins with www.cobleskill.edu. The extension .edu indicates this is at an educational site (typically a college or university in the United States).

*Some common extensions:*

- educational sites (United States) = .edu
- educational sites (United Kingdom) = ac.uk
- commercial sites = .com
- government sites = .gov
- organizational sites = .org
- sites uploaded through a commercial network (usually an organization that does not buy its own domain or an individual) = .net

**Date of Publication**

Depending upon your topic area, it may or may not be necessary that you are using the most current information available. In any case, it is important that you know when the piece was written, created, or last updated.

**Intended Audience**

Is the material accessible to you at your level? Is it too elementary? Is it so full of professional jargon that you have a hard time making sense of it?

**Relevance of the Content**

Is the content relevant to your research? In what way is it relevant?

Web address (URL) of page/site evaluated:_____

| | |
|---|---|
| Authority of Author | |
| Type of Publication | |
| Date of Publication | |
| Intended Audience | |
| Relevance of the Content | |

Would you recommend this web site as a resource for a paper for this class? _____Yes _____No


Evaluator Name(s):_____

## Evaluating Websites

**Locate _____ websites. Evaluate based on the following:**

Authority

Objectivity/Bias

Audience

Accuracy

Completeness/Coverage

Currency/Last Update

Technical Requirements

Ease of Navigation

ADA Compliance

Awards

Comparison to Others

URL Endings

Tildes (can indicate temporary nature of URL)

## *Comparing Periodicals*

**Read an entire issue of _____.  Read an entire issue of _____.**

**Answer the following:**

Who is the audience?

Would you describe either or both as scholarly or popular reading?

Who writes the articles?

What is the extent of advertising in each?

What is the frequency of issues (weekly, biweekly, monthly, quarterly)?

**Be prepared to discuss and defend your choices.**

Objective:  Helps students investigate the scope, content, and organization of information. Helps students examine and compare information, choose the appropriate category, and articulate their reasoning.

# Finding Government Information Online

Knowledge of current government regulations and guidelines is essential for all types of professions and businesses. Agencies like the Department of Agriculture (USDA), the Occupational Safety and Health Administration (OSHA), and others establish rules that people in various operations, from golf course managers to dairy farmers to researchers, must abide by. Can you find this kind of information quickly and efficiently? Is the information you find official, or just somebody's opinion?

*First step, FirstGov*

FirstGov is the U.S. government's official web portal. It is a great starting place for locating government information. Users can browse by topic, go straight to a specific agency, search for information at different levels of government, and more. For example, let's say that you've heard that new federal guidelines on wastewater and farm runoff have been issued. How do you find out for sure?

- Go to www.firstgov.gov
- You can then go directly to the agency that deals with farm runoff and waste (if you know which one it is), or you can browse around until you find what you need (which will probably take more time than you care to spend). But, as a general rule, the quickest way to find what you're looking for is to use the search function.
- Enter your search terms and go. Try to be as specific as you can so you don't have to wade through a bunch of irrelevant hits.
- For our example, if you enter FARM WASTE, what you're seeking will be buried in with a lot of things that aren't what you want. If you try ANIMAL WASTE MANAGEMENT, you get a much more usable result. If you know whether a specific industry is targeted, enter that as well. CONCENTRATED ANIMAL FEEDING OPERATIONS WASTE MANAGEMENT will yield a very targeted set of hits.
- Be careful of being too specific however. If you're having trouble finding what you need, take a step back. To continue our example, instead of CONCENTRATED CATTLE FEEDING OPERATIONS WASTE MANAGEMENT GUIDELINES, try taking out the type of animal or the type of document (they might not be the right terms).
- You can also search at the agency level. If you know the agency in question, use FirstGov to go to their site and then do your search. This will help cut down on irrelevant results.

*Alternate Paths*

As good as FirstGov is, you don't have to use it as your starting point. You can skip directly to a specific government agency and save yourself a step or two. The trick, of course, is knowing which agency to choose. The following is a list of websites for some of the government agencies dealing with agriculture-related and workplace issues.

Food & Drug Administration (FDA)    www.fda.gov
Department of Agriculture (USDA)    www.usda.gov
Food Safety & Inspection Service (FSIS)    www.fsis.usda.gov
Center for Food Safety & Applied Nutrition (CFSAN)    www.cfsan.fda.gov
Occupational Safety & Health Administration (OSHA)    www.osha.gov
Environmental Protection Agency (EPA)    www.epa.gov

## Online Government Information

**Locate** online government information for the following topics. Indicate **how you found the information** (which search engine/s, search terms, etc.) and provide a complete **APA citation**, including the url, for each.

1. Sanitation practices

Citation: _____

_____

How did you locate the information? _____

_____

2. A particular foodborne bacteria

Citation: _____

_____

How did you locate the information? _____

_____

3. Inspection guidelines

Citation: _____

_____

How did you locate the information? _____

_____

4. Food product recalls

Citation: _____

_____

How did you locate the information? _____

_____

Note to the instructor:  The assignment can easily be modified to have students locate specific pieces of information, or on different topics, as needed.

# A Dictionary Assignment, a Word Exercise,
# or, English is a Rich Language!

Look up _____ in the *Oxford English Dictionary* (REF PE1625 .O87 v1-20)

When you locate the entry for the above word, read it and make a photocopy of it.  Bring the photocopy to class on _____.

Be prepared to discuss what you have learned.

Note to instructors:
You'll give each student a different word to explore. It will be most useful to students if the word has relevance to an assignment or is one used in the curriculum area.

To introduce the assignment, have a brief class discussion of language and words and the importance of proper understanding and usage. This assignment could precede any larger research assignment that you may already be planning.

The assignment can easily be changed to include a written summary of what they found in addition to, or in place of, class discussion.

Example:
The entry for "diet" in the *Oxford English Dictionary* traces the use of the word from its appearance, as well as various spellings and meanings, in English in 1225 up to the present time. This is an actual example from a student doing research for a paper on nutrition.

Classroom instructor in reviewing this assignment commented that this assignment would be used "to expand, enrich and explore" the vocabulary in a particular field. In addition, this assignment "will work nicely for encouraging vocabulary building and research skills."

# Getting to Know a Company

Find profile information on the following company: _____

Who are their primary competitors? _____

_____

What are their main product/service areas? _____

_____

Identify the source(s) of your data:

_____

_____

_____

_____

*Some possible resources to use*

Accessible from the Library website (www.cobleskill.edu/library):
    Business & Company Resource Center
    LexisNexis
    Hoover's

Reference books:
    International directory of company histories  (REF HD 2721 .I36 v1-43)
    Business rankings annual  (REF HG 4050 .B88 1999)
    Hoover's masterList of major U.S. companies  (REF HF 5035 .H66 2000)
    Encyclopedia of consumer brands  (REF HF 5415.3 .E527 v1-3)

Note to instructors:
In the past use of this assignment every student researched a different company.

The assignment can, of course, be expanded to include other kinds of information (net income, structure, etc.) as needed.

# RESEARCH ORGANIZER

| | |
|---|---|
| Reference Sources<br>(List title, call #, brief summary) | |
| General & Trade Periodicals<br>(from OneFile, etc.) | |
| Scholarly Journals<br>(from ECO, etc.) | |
| Useful Books<br>(from MultiLIS, WorldCat) | |
| Key Internet Sources | |

# Section 3

# Additional Resources

# GUIDELINES FOR EFFECTIVE LIBRARY ASSIGNMENTS

## Van Wagenen Library
## SUNY Cobleskill

**Well-designed, course-related library assignments are an effective way to introduce students to the research process. The following guidelines are meant to ensure students a positive library experience, and reinforce library use as a means of learning.**

*CONSULT WITH YOUR DIVISION LIAISON OR THE INSTRUCTION LIBRARIAN BEFORE THE ASSIGNMENT* – Librarians will work with you to design an appropriate assignment that will achieve your course goals/objectives. Sending a copy of the assignment to the Reference Coordinator will ensure that the staff is ready to help your students when needed.

*ASSUME MINIMAL LIBRARY KNOWLEDGE* – Although many students will be familiar with using some library tools (e.g., dictionaries, thesauri, the author/title portion of the catalog), few really understand the intricacies of subject headings or periodical indexes/abstracts; most have never used research journals, but only *Time, Newsweek,* and the like.

*EXPLAIN THE ASSIGNMENT CLEARLY, PREFERABLY IN WRITING* – Give students a clear idea of what the assignment involves, suggesting types of sources to be used. Give complete citations for specific works.

*ALWAYS BE SURE THE LIBRARY HOLDS THE NEEDED INFORMATION* – There are few experiences more frustrating than looking for what does not exist, has been discarded or has been checked out. Use the Library's Reserve Service (at the Circulation Desk) for materials that many students need to use. Send an advance copy of the assignment and its due date to the Reference Coordinator.

*AVOID THE MOB SCENE* – Dozens of students using just one book, article or index, or looking for the same information usually leads to misplacement, loss, or mutilation of materials. Give students a variety of topics and sources. Use the Reserve Service as needed; use photocopies of "classic" articles if you can conform to fair-use practice.

*AVOID SCAVENGER HUNTS* – Searching for obscure facts frustrates students, can cause chaos in the stacks, and teaches students nothing useful about research. If planning a library exercise, talk to the librarian about designing one appropriate to the class.

*TEACH RESEARCH STRATEGY WHEN APPROPRIATE* – Include a list of steps involved in the research assigned. Make an appointment with the Instruction Librarian to review strategies for the assignment with the class, and discuss appropriate tools or types of material. With sufficient lead time, librarians can provide library instruction lectures, workshops, and written materials geared specifically to your course and assignment, as well as general orientations for more inexperienced students.  **PLEASE ASK!**

# READING TO LEARN

**Do you ever find yourself bored by what you are reading or feeling overwhelmed by all the information?  If so — S*urvey!***

Just like you read the playbill before a play to see who the characters are and where the different scenes take place, you can survey everything you read for better comprehension. When watching a play or reading a novel, if you know the main characters and the story line, it is much easier to understand what is going on because you look for the different characters and can anticipate the plot. As a result, you remember more details because you aren't spending all your time trying to figure out who the characters are and what they are doing. Similarly, if you survey your text before reading each chapter, you will have key terms and ideas in your mind before you even begin to read. Doing this is almost like creating a mini filing cabinet in your head, giving yourself a place to store the information in an organized way that will lead to better understanding and recall.

**Survey by:**

*Familiarizing yourself with the overall content and organization of the material.*
● Read the title, author's name, and introduction (and any paragraphs that say "in this chapter you will learn about…")
● Read the headings and subheadings and the first sentence under each heading
● Notice any typographical aids such as italics, bold words, marginal notes or definitions, colored ink, underlining, and enumeration, and skim this information
● Look at any graphs or pictures (or do this in a separate step—see below)
● Read the summary and any lists of definitions or questions at the end
● Think of some questions about the material that you are wondering about

Surveying does not need to take longer than 10 or 15 minutes, depending on the depth of surveying you do. However long you take to do it, you will remember more and better understand the material. For example, if you read the term "*partial-reinforcement effect*" or *"Weber's Law"* in a list of important words at the end of a chapter, when you see that term in the text you will spot it and look for the definition, remembering this information better because it was something you were looking for, and not something that was looking for you. Surveying also helps you later distinguish and highlight the most important information.

Create your own key for writing in the margin:  try writing a **D** next to definitions, a **P** next to information about a person, or an **E** next to an equation.

**Do you like to take notes as you read?**

Write down the chapter headings and subheadings in your notebook and write down key definitions and ideas from each section. Make sure you are not just copying the information, but that you are actively thinking and questioning yourself as you write. This way you do not really need to go back and read the entire chapter – you can just review your notes and the questions you wrote down.

**Do you sometimes feel that your mind is like a sieve?**

When you reach the end of the chapter take a minute and reread the questions and the summary provided by the author. Flip through the chapter and read the questions you wrote in the margin and study the markings you made. After you close your book or stop reading, ask yourself to recall the different ideas and definitions you read about. If you can remember a key term but can't remember the definition, look it up immediately while the chapter is still fresh in your mind.

**One Last Point:**  Beware of negative self-talk. It does you no good to tell yourself as you are reading how the material is difficult or boring—you will not remember what you have read if you are thinking such negative thoughts. Instead, try to always develop curiosity about what you are reading; get excited about learning new things.

*Remember that the most valuable way to read a chapter is to read it well the first time. Don't kid yourself into thinking that you will go back and read it again later, unless you have the time and know you will actually do it. It is often helpful to survey and skim the chapter before that appropriate lecture, and then go back and read the full chapter after the professor has given you some notes on the subject.*

*What are my biggest challenges in reading?*

*What are some of my own reading strategies?*

*What new strategies do I think will help me the most?*

# Criteria for College Papers
## Prepared by the SUNY Cobleskill Humanities Department

An academic essay is any paper that asks the student to write more or less objectively on a subject; it usually – but not always – involves research and demands that the student refrain from using the first person (I). A personal essay is usually about the personal experience, though the instructor may ask that the student draw some broader conclusions from the personal experience or view. In either case, the most successful writing is that which has something to say and engages the reader's attention. The purpose is, after all, not to give your professors something to do on their lonely weekends at home, but to communicate your ideas, perceptions, research, theories, or ideas to other people.

Students must remember the criteria and examples are guides only; these are not meant to be templates for individual paper's grades. They are, rather, intended to show general characteristics of writing at each grade level, so that, should the student consistently meet the criteria given over the course of the semester, that s/he can expect to earn the appropriate grade. The list of characteristics for each level of paper is not inclusive, nor are they meant to suggest that a paper must have all of the listed strengths and weaknesses to qualify for the grade.

Students must also remember that there is often little direct relationship between the number of marks on the paper and the grade; some errors are simply more serious than others. If, for instance, a paper is free of spelling and grammar errors but lacks both organization and substance, it might well have only one comment on it and earn an 'F.' On the other hand, a paper may have good content, be well organized, but have several comments about grammar, punctuation, and sentence errors – and receive a 'C.'

**Some suggestions for improving grades on papers:**

1. Listen to the assignment carefully; ask questions if you are not certain what the instructor is requesting you to do.

2. Make certain that you have some knowledge about the subject; do not write off the top of your head. If you do not have adequate knowledge, choose another topic, if that is permissible, or go to the library. Remember that the reason for writing is communication.

3. Create a purpose and an audience; this will help you focus your ideas and select the appropriate details.

4. Write more than one draft; this means you should write your first draft several days before the paper is due so that you are not writing all drafts on the same say (you will get in a rut and fail to find your errors).

5. Proofread your papers carefully. Use a dictionary to look up all words whose spelling eludes you.

6. Type your papers; handwritten ones are difficult to read.

**A Papers:**  An 'A' Paper

1. Has a strong thesis and well constructed support.
2. Has something to say.
3. Is carefully organized and clearly focused.
4. Contains specific details.
5. Uses language that is sophisticated.
6. Has a consistent point of view.
7. Is free of major sentence, punctuation, and grammar errors; shows signs that care was taken to hand in an error-free final draft.
8. Uses transitions effectively.
9. Has a conclusion that is more than merely a repetition of the introduction.

**B Papers:**  A 'B' Paper

1. Is organized, well-structured, and contains specific details.
2. Has generally well-developed paragraphs, though some may not be developed.
3. The use of language is good, but it may lack sophistication.
4. Has something to say, and can be understood by the reader.
5. May have awkward sentences and some minor errors in grammar and/or punctuation.
6. May lack conviction, and strong personal voice.
7. Has been proofread; shows that care was taken.
8. May lack focus.

**C Papers:**  A 'C' Paper

1. Has an identifiable thesis and basic organization.
2. Has paragraphs which may lack internal organization and clear transitions.
3. May lack focus; detail selection is erratic.
4. Fails to consistently support central thesis; content may be weak.
5. Uses clear language, but use is not sophisticated.
6. May have awkward or choppy sentences.
7. Has few major sentence errors, but may have some spelling and grammar errors.
8. May have a conclusion that merely repeats introduction.

**D Papers:**  A 'D' Paper

1. Shows an attempt has been made to complete the assignment.
2. Lacks clear development and/or organization.
3. Has a weak thesis and little substantial support.
4. Shows that little thought went into it,
5. Has a number of serious and distracting sentence, grammar, and/or spelling errors.

# Supplemental Reading

*Bean, J.C. (1996). *Engaging ideas: The professor's guide to integrating writing, critical thinking and active learning in the classroom*. San Francisco: Jossey-Bass.

*Bloom, B.S. (1956). *Taxonomy of educational objectives: The classification of educational goals.* New York: Longmans Green.

Boyer Commission on Educating Undergraduates in the Research University. (2000). *Reinventing undergraduate education: A blueprint for America's research university*. Retrieved August 7, 2002 from http://notes.cc.sunysb.edu/Pres/boyer.nsf/webform/contents

*Breivik, P.S. (1998). *Student learning in the information age*. Phoenix: American Council on Education/Oryx Press.

Davis, J.R. & Davis, A. (1998). *Effective training strategies*. San Francisco: Berret-Koehler Publishers, Inc.

*Eisenberg, M.B. & Berkowitz, R.E. (2000). *Teaching information & technology skills: The Big6 in secondary schools*. Worthington: Linworth Publishing Inc.

Jacobson, T. & Gatti, T.H. (2001). *Teaching information literacy concepts: Activities and frameworks from the field*. Pittsburg: Library Instruction Publications.

Grassian, E.S. & Kaplowitz, J. (2001*). Information literacy instruction: Theory and practice.* New York: Neal-Schuman.

Halpern, D.F., et al. (1994). *Changing college classrooms: New teaching and learning strategies for an increasingly complex world.* San Francisco: Jossey-Bass.

Kernan, A. (1999). *In Plato's cave*. New Haven and London: Yale University Press.

*List, C. (1993). *Introduction to library research*. New York: McGraw-Hill, Inc.

*Palmer, P.J. (1998). *Courage to teach: Exploring the inner landscape of a teacher's life*. San Francisco: Jossey-Bass.

*Indicates book is in Van Wagenen Library.