RES 500 (RESEARCH STRATEGIES) LIVE CLASS TEACHING MANUAL (Updated September 2011)

CONTENTS:

Syllabus……2-18
Rationale/Teaching Philosophy……..19
Class Sessions……20
APPENDIX – Assignment Rubrics……75

ACTS Seminaries
OF TRINITY WESTERN UNIVERSITY

Associated Canadian Theological Schools
RES 500 A (Research Strategies)

William. B. Badke, ACTS Librarian
E-mail: badke@twu.ca
Phone: 604-888-7511, ext. 3906
Fall 2011
1 credit hour
Class Dates: Wednesdays
Class time: 1:00 – 2:00

Course Description

A study of the basic strategies required for the effective researching of a wide variety of topics. Areas covered include topic viability, location of materials in several formats, computer database searching (including the Internet), reading strategies, note organization, and the outlining and writing processes.

Objectives

By the end of this course, each student should:

A. demonstrate the ability to formulate a strategy for research;
B. demonstrate the ability to make a topic viable and organize its sub points;
C. demonstrate an appreciation for planned research from topic to completed project.
D. show skill in identifying a research problem, acquiring a variety of informational resources to address that problem, evaluating those resources and putting them to effective use.

Course Textbook

William B. Badke. *Research Strategies: Finding your Way through the Information Fog,* 4th edition. Bloomington, IN: Writers Club Press, 2011 (obtainable from the TWU Bookstore, Amazon, or from the publisher: http://www.iuniverse.com/Bookstore/BookDetail.aspx?BookId=SKU-000453164). Also available in PDF and common mobile formats (Kindle, iPad, etc.)

PowerPoint slides from the class are available at http://acts.twu.ca/library/RES500Slides.ppt.

A flash tutorial on plagiarism is available at: http://acts.twu.ca/library/Plagiarism_Short.swf

Course Assignments

Before you begin doing assignments, *be sure that you have activated your TWU e-mail account (mytwu.ca)* through the TWU student portal. For more instruction, click on "Student Resources" in the left column of http://www.twu.ca/divisions/technology/ and find "Webmail." Contact the ACTS Admissions office if you don't already the necessary user name and password, because this information will be needed to get into many of our databases. You cannot get into these databases until you have activated your TWU e-mail account.

In this course, there will be an assignment due by the beginning of each class except the first and last classes. Each of these assignments will be worth 8% of the course work. Your final paper will be worth 15% and the book review will be worth 5%. ALL ASSIGNMENTS MUST BE COMPLETED IN ORDER TO PASS THE COURSE.

NOTE: ***I will be grading by the letter grade system rather than by numeric score.*** *Your marks will be based both on the completeness of each assignment and upon evidence shown of good analytical thinking. Normally a B+ will indicate competent completion, A- or A will indicate excellent completion, and anything less than B+ will indicate that a problem was observed.*

A. Assignments Due at Class Time

INSTRUCTIONS:

1. Stay with the same topic throughout.

2. If you do not have an assignment ready at class time, or if you are not present during the class, you will still need to complete the assignment, but you may have your grade reduced.

3. **All assignments, including the final paper and book review, are to be submitted by e-mail. Hard copy is not accepted. Prof. Badke's e-mail address is badke@twu.ca**

4. **There is an assignment template for each class assignment below at:**

http://acts.twu.ca/library/Res500templatesFall2011.htm

Simply select the assignment you need, then copy and paste the template information into your word processor.

The assignments are as follows:

FOR BEGINNING OF CLASS 2: (Read *Research Strategies,* Preface and Chapter One. Indicate in your assignment that this reading has been done.)

Answer questions 2-9, 11-12 from the study guide (section 1.8).

To review the PowerPoint for this class, go here: http://acts.twu.ca/library/newintro.ppt

FOR BEGINNING OF CLASS 3: (Read *Research Strategies,* Chapter Two and Appendix One, A.1.1 and A.1.2. Indicate in your assignment that this reading has been done.)

1. State a topic for which you are doing a substantial research essay in another course you are taking this semester (or if you are not doing a paper, choose a topic of interest to you).

2. Read enough information from your topic both from a relevant Wikipedia article and from one specialized reference source (not a general encyclopedia like Britannica) to get a working knowledge of it. If you'd like a list of specialized religious reference books in our collection, search in the catalog on a title keyword combination like theology dictionary or counseling dictionary (choosing a discipline in which your topic will be found). What similarities / differences did you notice between the Wikipedia article and the article in a more established dictionary or encyclopedia?

3. Summarize in about half a page what you've learned from your reference sources (your working knowledge), *listing the reference sources you used*. This is to be a summary, not an explanation of how you plan to address an issue.

4. List 4-5 possible research questions, in question form, related to the topic, that might be suitable for an essay on the topic. These questions should deal with one aspect of the topic, as narrowly as possible. They should not be easy to answer, nor should they be intended to describe what is already known. Try to make them as analytical as possible.

Rubric for an answer achieving full marks:

- Both reference sources highly relevant to the topic
- Good working knowledge that includes reference to possible issues or problems that could be addressed
- All questions are excellent, demanding analysis

FOR BEGINNING OF CLASS 4: (Read *Research Strategies,* Chapter 6. Indicate in your assignment that this reading has been done.)

1. Go to the site: http://www.vts.intute.ac.uk/detective/index.html, the home of the tutorial entitled, The Internet Detective. Do the tutorial, reading all the material and doing

all the quizzes. Indicate on your assignment that you have done the above reading, and have completed The Internet Detective.

2. To increase your working knowledge of your topic, do a search on the Internet, using the search engine *Google.* **[Do NOT use Google Scholar at this stage.]** Try to get as focused on your topic as you can by using more than one term. If you want help narrowing your Google search, try using the "advanced features" search at google.com Indicate **what term(s) you used in your search** (e.g. "Bill Gates", Kingdom Luke), and **3 sites relevant to your research question** (URLs, authors and titles of sites; along with a few lines summarizing the content of each). You should list sites that are of ***high quality*** and are actually ***useful*** for your narrow research question. For each site you choose, explain why you think it will be helpful and why you think the site is reliable.

3. State the research question you have chosen for the topic you are doing. After the question, separated from it by a space, provide a few sentences of explanation regarding what your goal - want do you want to accomplish with this project? Remember that your project must be analytical, not just descriptive. **Make sure you have only one research question and that it is expressed in one sentence.**

4. Prepare a preliminary outline of your proposed essay (3 or 4 points is fine).

Rubric for an answer achieving full marks:

- Creative and insightful use of terminology to get best results
- Excellent sites that make a real contribution to the topic are identified.
- Question is very well formulated and should make a real contribution to subject.
- Outline shows signs of being an excellent guide for research on the question

FOR BEGINNING OF CLASS 5: (Read *Research Strategies,* pp. Chapter 3 and 5.1. Indicate in your assignment that this reading has been done.)

NOTE: For this assignment, the catalogue is available at http://www.twu.ca/library/. Be sure you do use **title [any word]** only in your searches, not any other kind of search. You will find that title [any word] will search, not just the title words of books, but chapter titles as well, if a table of contents exists in the catalogue record.

State your research question. Indicate if you have modified it.

1. Do a **keyword title** search for books on the TWU catalogue by:

a. Choosing important words related to your topic, and doing searches by these words either individually or in Boolean combinations. ***Indicate the actual searches you tried (e.g. Luke and Kingdom; (Skinner or behaviorism) and Walden,*** *etc.)* [You are advised to keep your searches simple, unless more complexity is demanded, as narrowly focused

on your research question as possible (often the best way to do this to use actual words from your research question), and with only a few search combinations instead of many of them.]

b. Listing 12-15 books, **relevant** to your topic, which you identified through your keyword search. Keep as narrowly focused on your research question's goal as possible.

2. Do a short analysis of your searches, answering the following questions:

a. How well do the books you found correspond with your research question? That is, do these books appear to be fully relevant to your question? Which ones are less relevant, and why? Which ones will have a sections (or chapters) that are relevant, though the books look more broadly at the subject than your question does?

b. Which are your most useful keyword title combinations?

c. How well can our library book collection meet the need of helping to answer your research question?

The key for this assignment is to find books that as closely as possible provide information that will help you answer your research question. Relevance is very important. If you find that there are no books directly on your question, you will need to identify those books that contain at least a section or chapter dealing with material relevant to your question.

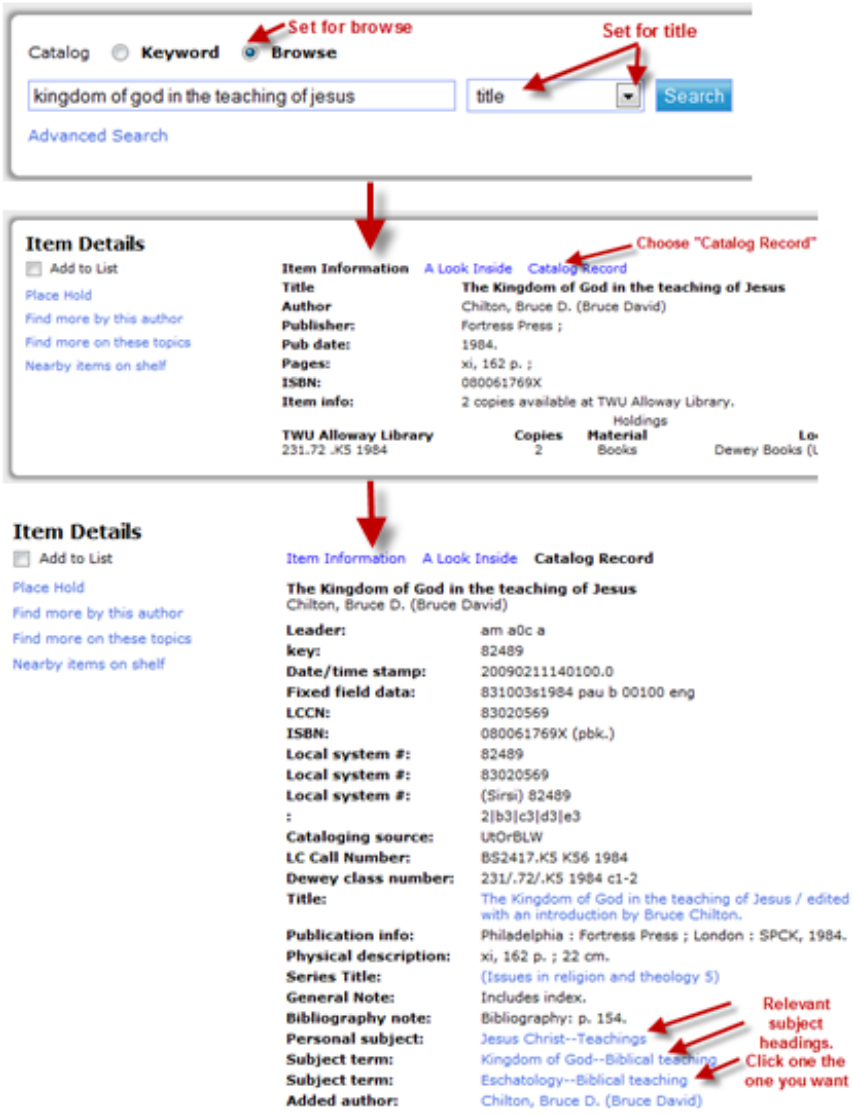
Rubric for an answer achieving full marks:

- ❖ Creative and insightful use of terminology to get best results
- ❖ Excellent results that make a real contribution to meeting the needs of thereference question are identified.
- ❖ Is able to troubleshoot issues

FOR THE BEGINNING OF CLASS 6: (Read *Research Strategies*, Chapter 4. Indicate in your assignment that this reading has been done. Make sure you understand controlled vocabularies, which are not the same as keywords. I will return the assignment if you have not grasped the "subject heading" concept. State your research question.

1. Take the results of your **title words** search from the previous assignment and look up in the catalogue, using the "browse" option, those titles most relevant to your research

question. From the full records for those titles, identify relevant **subject headings** and use those subject headings to search the catalogue. (See below for a pictorial description of the process)



Alternatively use the large red Library of Congress Subject Headings volumes in the library to identify relevant subject headings, or use the online but less helpful version: http://authorities.loc.gov/cgi-bin/Pwebrecon.cgi?DB=local&PAGE=First

List all relevant subject headings that you identified.

2. List 12-15 books, **relevant** to your topic, which you identified through your subject heading search. Keep as narrowly focused on your research question's goal as possible. If you found fewer than 12 books for this part of this assignment, or if you struggled with locating the right materials, comment on why you think the difficulty occurred. Here, you

need to identify any problems you see in your results – If I identify them instead of you, it could lower your grade.

The key for this assignment, once again, is to find books that as closely as possible provide information that will help you answer your research question. Relevance is very important. You may find that some books are the same as those found in the previous search. That is all right. If you find that there are no books directly on your question, you will need to identify those books that contain at least a section or chapter dealing with material relevant to your question.

Rubric for an answer achieving full marks:

- Creative and insightful use of headings to get best results
- Excellent results that make a real contribution to meeting the needs of the reference question are identified.
- Is able to troubleshoot issues

FOR BEGINNING OF CLASS 7: (Read *Research Strategies,* Chapter 5.2 to 5.9. Indicate in your assignment that this reading has been done.)

State your research question. Indicate if you have modified it from last week's version.

1. Do an article search using **two** of the journal databases accessed through the TWU library homepage or one of the terminals in the library. ***Be sure the databases are relevant to your topic, and indicate what databases you used*** (full titles of databases, not just "EBSCO" or "ProQuest"). You MUST use subject headings as well as keywords if subject headings are available in your databases and relevant to your searches. **Do not use ERIC at this point**.

If you wish to do well on this assignment, it is strongly recommended that you stage your searches if possible:

Option a. – start with a keyword search and identify "Narrow by subject" or similar options (works best in EBSCO databases where these options are on the left). Click on a relevant subject link.

Option b. - start with a keyword search and open full records of relevant article citations to discover subject headings. Click on the subject heading links that are most relevant.

Option c. – If you have a topic involving a Scripture passage, use the Scriptures link, if available, in the relevant database (ATLA, New Testament Abstracts, Old Testament Abstracts).

2. Indicate what subject terms or keywords you used in your searches. These will tell me if you used lateral thinking and if you formulated your search too broadly. Keep your searches simple, relevant and few (no more than 3 or 4 search word combinations).

3. List 10 articles from each database that are relevant to your topic - author, article title, title of journal, volume number, date, page numbers. ***You will be graded on relevance***. Some of the articles in each list may be the same or they may be different.

4. Check the availability of each article. Is it available in full text right within the database you are searching? If not, is it available in our library (in another database or another format)? If so, indicate the database or format in which it will be found.

It is recommended that you download your records into RefWorks to give yourself practice using this bibliographic manager.

Note: Not all databases are relevant to every topic. Our databases are divided by subject discipline to help you with your choice.

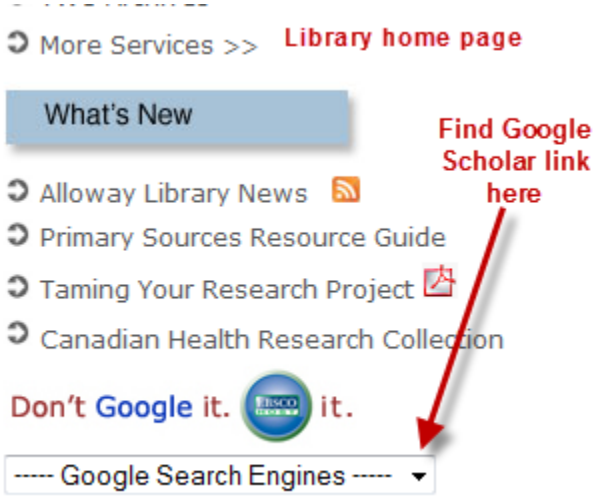
Rubric for an answer achieving full marks:

- Chooses the best two databases for the topic
- Creative use of terminology, including controlled vocabulary if available
- Articles are on target to help in addressing the research question.
- Indicates availability of all articles

FOR BEGINNING OF CLASS 8: (Read *Research Strategies,* Sections 6.3.2 and 7.3. Indicate in your assignment that this reading has been done.)

1. State your research question. Indicate if you have modified it from the question you submitted last week.

2. Do a search for scholarly journal articles or conference addresses (based on your research question) in Google Scholar. It is very important that you go to Google Scholar through the library home page so that you can pick up our links to full text. *The library home page link will require you to log in.*



List 8 relevant articles, indicating what challenges you faced and which articles were actually available in full text in Google Scholar. For those that were not, check the TWU Library Link (see illustration below) and indicate whether TWU has them. If not, check the TWU Journal List (library home page) to see if these articles are available through the library in some other format (bound or microform). Be aware that Google Scholar includes books, websites, etc. Have a look at the textbook, p. 101-103. You want only journal articles or conference addresses, not books.

3. Do a search for your topic on ERIC, **using the EBSCO version available through the "Articles" link on the library web page (under "Education**.") Stage your search, using Narrow by Subject links found to the left of the results after you have done an initial keyword search. List author, title, date and ERIC number for ten ERIC documents, **not ERIC journals**, relevant to your topic.

Note that ERIC works best for social science topics and not at all well for religious studies, history, etc. ***If your topic is not suitable for an ERIC search, choose a topic that you think will be suitable and do a search on that topic*.**

Rubric for an answer achieving full marks:

- Google Scholar - Competent search terms and relevant results. Identifies availability of full text through Google Scholar and/or TWU library
- ERIC - Identifies topic that is fully relevant for ERIC. Creative terminology, including controlled vocabulary if available. Documents are mostly on target to help in addressing the research

question or stated topic.

FOR BEGINNING OF CLASS 9

(Read *Research Strategies,* Sections 6.8 and 8.2. Indicate in your assignment that this reading has been done.)

A Google search on "Kingdom of God" pulled up the following sites: Please evaluate each carefully, using the leading questions provided:

1. http://www.ucg.org/ - This is an organization that proclaims the Kingdom of God.

a. When did the organization begin?

b. Is there anything about their belief structure that would cause you to wonder about their theology?

c. Have a look at their history. What tradition did they come from? What happened in 1986, and the years following, that led to the creation of this organization? **You will need to go beyond this website to get objective information on this. You will not find enough information on their site. Hint – investigate the organization out of which they came. NOTE: almost no students find the truth about this group – try to become one of the rare ones who do.**

d. What is your overall impression of this website and the organization it represents?

2. http://www.gotquestions.org/kingdom-of-God.html - This is a site that answers religious questions.

a. What are the qualifications of the people answering questions on this site?

b. Who are they? Can you find names, credentials, etc.?

c. What evidences of scholarship do you find on this site?

d. Is their site recognized for tax exempt donation status by the Internal Revenue Service? Would this matter in judging the quality of the answers they provide?

e. What is your overall impression of the reliability and value of this website for answering complex questions about the Kingdom of God?

3. http://www.bible.org/page.asp?page_id=2583 – A study by Dr. Allen Ross

a. What are Dr. Ross's credentials and how credible are they?

b. What signs of scholarship are in this work, and how credible do they look?

c. What is this page part of?

d. What is your overall impression of the academic quality of this site?

Rubric for an answer achieving full marks:

- Identifies the crucial issues necessary for properly evaluating each site
- Provides fair, informed evaluation of each site.

FOR BEGINNING OF CLASS 10: (Read *Research Strategies,* Chapter 8. Indicate in your assignment that this reading has been done.)

This assignment involves reading and analyzing an article. Use the reading from the textbook as a guide to the kind of analysis needed. You have a choice of articles, all available on the Internet. Choose ***only one*** of the following:

- Bellinger, Charles K. "The Joker Is Satan, and So Are We: Girard and ***The Dark Knight.***" *Journal of Religion and Film* 13, no. 1 (April 2009). Available: http://www.unomaha.edu/jrf/vol13.no1/JokerSatan.htm

- Grey, Daniel, "'More Ignorant and Stupid than Wilfully Cruel': Homicide Trials and 'Baby-Farming' in England and Wales in the Wake of the Children Act 1908." *Crimes and Misdemeanours: Deviance and the Law in Historical Perspective* 3, no. 2 (November 2009), 60-77. Available: http://oxford.academia.edu/DanielGrey/Papers - Click on title link. PDF link doesn't work [reflects a dark era in the history of British child protection law].

- Badke, William. "Was Jesus a Disciple of John?" *Evangelical Quarterly* 60, no. 2 (July 1990): 195-204. Available: http://www.biblicalstudies.org.uk/pdf/eq/disciple_badke.pdf

1. Write a short abstract (summary) of the article (100 words or less). The abstract is not intended to evaluate the article but to explain what the article is saying.

2. State the thesis or research question. If there is none, point out that fact and then suggest what the thesis or question might have been.

3. State the major arguments made related to that thesis or question. Here you need to describe what the author is arguing and what evidence is being presented. Make this section fairly detailed

4. Evaluate the article as follows:

a. Is the evidence well presented and sufficient? What causes you to believe it is or is not? Give examples.

b. Are there any arguments that seem illogical or any aspects that have been missed? Give examples.

c. Does the author stick to the topic well, with a clear sense of purpose? What causes you to believe he or she does or does not?

d. Who is the author? What credentials do you see for this author that would cause you to believe he or she is credible (or cause you to doubt this)? You may need to Google the author or check out the website further.

e. Are all sides presented fairly? What causes you to believe they are or are not?

5. Give your overall assessment of the value of the article, including your assessment of the article's scholarly quality.

This assignment should be a minimum of 700 words.

Rubric for an answer achieving full marks:

- Found thesis/question or formulated one if not directly stated (one point)
- Identified all main arguments with clear insight
- Showed excellent depth and insight in evaluation
- Showed excellent insight into strengths / weaknesses of article.

FOR BEGINNING OF CLASS 11: (Read *Research Strategies*; Chapters 9 and 10.)

Present a final research question, outline and bibliography (minimum of 25 items, including a minimum of 8 journal articles). You will be assessed on quality of your question, logic of your outline and relevance of your bibliography to your question.

Rubric for an answer achieving full marks:

- Question is very well formulated and should make a real contribution to subject.
- Outline shows signs of being an excellent guide for research on question
- High level of relevance and quality representative of the best material on the topic

B. Final Paper (15%)

Present a copy of the final paper on the topic studied in your class assignments. ***Be sure it contains a good research question or thesis statement.*** You will be marked on your research question, outline, skill in making your case, and on the strength of your bibliography to support your case. Your bibliography would have a minimum of 25 items, including journal articles (8 items minimum). Less than that creates significant grade loss. Normally this will be a paper that you have also submitted in another ACTS course. **[Note: Regardless of the instructions of the professor in the other course, your paper must meet the criteria above.]**

If you have not actually written a paper in another course, turn in a 3 page summary of the paper you might have written on your topic, including a research question, an outline within which you provide your summary, and bibliography (minimum 25 items, with minimum 8 journal articles).

Rubric for a paper achieving a high grade:

- Research question shows special insight,
- Both good coverage and great organization
- Creative and high quality use of arguments
- Excellent, high quality, well focused bibliography
- Excellent format (one point)

For bibliographies done with RefWorks, use the Turabian (Notes) version rather than Turabian (Reference List). You may alternatively use APA 5th edition style for counseling papers.

If you are not using RefWorks, you might want to try the KnightCite program at http://webapps.calvin.edu/knightcite/ (use "Chicago" format, if you want Turabian).

Other formatting help may be found at http://www.twu.ca/library/style_guides.html

DUE ON THE LAST DAY OF CLASSES FOR THE SEMESTER.

C. Book Review (5%)

Do a one page review of the textbook. Indicate the value of the book to you. No marks will be deducted for negative reviews - I promise. DUE ON THE LAST DAY OF CLASSES FOR THE SEMESTER.

Grading Scale

Letter Grade	Percentage	Grade Point
A+	97-100	4.30
A	93-96	4.00
A-	90-92	3.70
B+	87-89	3.30
B	83-86	3.00
B-	80-82	2.70
C+	77-79	2.30
C	73-76	2.00
C-	70-72	1.70
F	Below 70	0.00

Supplement: Important Academic Notes from ACTS

Web Support – Student Portal https://students.twu.ca

All students at TWU have a TWUPass username and password. This is determined at the time of an online application or can be managed through the computing services help desk or the link on the student portal. Your student email account is also available through this student portal and is vital for communication about grades, account statements, lost passwords, sign-up instructions, etc. If you do not know your account or password, there is a link at the login area called "I forgot my password." When you click on that link, you will be walked through the process of retrieving your account information.

Campus Closure

In the event of deteriorating weather conditions or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the following radio stations CKNW (980 AM), CKWX (1130 AM), STAR FM (107.1 FM), PRAISE (106.5 FM) and KARI (550 AM). As well, an announcement will be placed on the University's campus closure notification message box (604.513.2147) and on the front page of the University's website (http://www.twu.ca – also see http://www.twu.ca/conditions for more details).

An initial announcement regarding the status of the campus and cancellation of classes is made at 6:00 AM and covers all classes beginning before 1:00PM. A second announcement is made at 11:00AM that covers all classes which begin between 1:00PM and 5:00PM. A third announcement is made at 3:00PM and covers those classes which begin after 5:00PM.

Paper Formatting

Students need to adhere to Turabian Notes (Bibliography) format except for in counselling courses, for which APA format is used and for CanIL courses.

Students are strongly encouraged to use RefWorks (available through the library home page www.twu.ca/library) as their bibliographical manager and as a tool for formatting bibliographies. They will need to be aware of the need to "clean up" most bibliographies generated by this program. Students are encouraged to view the documents on the following websites for format samples:
http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html or www.dianahacker.com/resdoc/. Note that in RefWorks the available formatting styles are those of Turabian (Notes), 7th edition, and APA – American Psychological Association, 5th edition. For Turabian, note that there are two formats – Notes (or Bibliography Style) and Reference List (a short format citation style). ACTS uses the Notes (Bibliography) format, not Reference List.

Counselling students are expected to purchase the APA Publications Manual. More information found at the following website.
http://www.apastyle.org/pubmanual.html.

For free online programs that will enable you to create properly formatted bibliography citations, go to http://www.calvin.edu/library/knightcite/ ("Chicago stands for "Turabian") or
http://www.sourceaid.com/citationbuilder/

CANIL students can locate this on the CANIL intranet, under the "student" side. A hard copy is given to incoming students in the fall.

Please check with your professor to see which one he/she recommends you use!!

Course Evaluations

Course evaluations are an important aspect of improving teaching outcomes and for students and faculty professional development. Therefore, completion of course evaluations are considered a course expectation. Professors will schedule time to fill out the online course evaluation (20-30 minutes) during their last scheduled class of the semester, for students to complete on their personal laptop or a collegium computer. Students who are absent or otherwise unable to complete the online course evaluation in the last class, will be expected to make every effort to do so by the last day of exams. Information about how to access online evaluation forms will be provided to the faculty and students prior to the last week of classes by the ACTS Administration.

Research Ethics

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) MUST be approved by the Trinity Western University Research Ethics Board. Information and forms may be found at http://www.twu.ca/academics/research/ethics/

Those needing additional clarification may contact the ACTS Academic Dean's office. Please allow at least three (3) weeks from the date of submission for a review of the application.

Academic Integrity and Avoiding Plagiarism at TWU

As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see academic calendar 2008-09, pp. 37-38). Further details on this subject are contained in the ACTS Student Handbook in section 4.12. The handbook is available online on the ACTS webpage (www.acts.twu.ca) at the following link: www.acts.twu.ca/Handbook.html.

Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource describing plagiarism and how to avoid it has been prepared by TWU Librarian William Badke and is freely

available for download (PPT file) or used as flash (self running) tutorials of varying lengths from:

http://acts.twu.ca/library/plagiarism.ppt
http://acts.twu.ca/library/Plagiarism.swf (14 minute flash tutorial)
http://acts.twu.ca/library/Plagiarism_Short.swf (8 minute flash tutorial)

Equity of Access

It is the responsibility of a student with a learning disability to inform the ACTS Director of Student Life of that fact before the beginning of a course so that necessary arrangements may be made to facilitate the student's learning experience. We are unable to accommodate any student who informs the Director of Student Life of a disability after the beginning of class.

- If you have a learning disability that may influence your work in this course, please see me between the first and second classes of the semester. You will need to document your disability with a report from a doctor or other specialist. If you do not inform me of your disability, I will simply hold you to the assignments and standards set out in the syllabus above.

- Remember that all assignments must be completed in order for you to pass the course. If you are falling behind, it's far better to come to see me early so that we can work on the problem together. Extensions and incompletes are frowned on. Unless they are needed because of a very serious problem, they will result in lower grades.

- Campus Closure:
  In the event of deteriorating weather conditions overnight or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the radio stations CKNW (980 AM), CKWX (1130 AM), MAX (850 AM), PRAISE (106.5 FM) and KARI (550 AM) by 6:30 a.m., and an announcement will be placed on the University's switchboard as well as on the website http://www.twu.ca/conditions/. The first announcement regarding a closure will cover the period up to 1:00 p.m. only. If classes are to be cancelled beyond 1:00 p.m., this decision will be announced by the same means before 11:00 a.m. that day. Students and faculty should assume that all night classes will continue to operate. If the emergency continues into the evening, students and faculty may check for a closure notice on the University's switchboard and website after 3:00 p.m. that day.

COURSE RATIONALE/TEACHING PHILOSOPHY

This course is not intended to be an introduction to the library or even to its collections and databases. Instead, it works within the parameters of a research paper to help students conceptualize a research project from initial topic selection to the completed project.

What is not Covered:

1. Library introduction (call numbers, how to sign out books, where things are).
2. Paper writing mechanics (style, methods of argumentation, etc.)

What is Covered:

1. Development of a working knowledge of the topic using reference material.
2. Creation of a viable research question and preliminary outline.
3. Search techniques using keywords (Boolean operators, nesting, etc.)
4. Search techniques using controlled vocabularies
5. The Internet as a source of information.
6. Searching library catalogs
7. Searching journal databases
8. Evaluating information within a context of understanding how it produced
9. Analytical reading and note-taking
10. Note organization
11. Outlining
12. A few tips for the writing process

Classroom Environment:

Classes are structured around lecture/discussion and demos of various electronic resources, search techniques, and so on.

Assignments:

I learned many years ago that information literacy instruction does not produce results without a lot of student hands-on work. A critical thinking seminar led me to the idea of having an assignment for every class. Thus the live course has a set of 10 weekly assignments which comprise 80% of the final grade.

Relevance is important to learning. Students are, therefore, encouraged to identify a research paper assignment from a course they are currently taking and do the research course assignments using the topic from that assignment. Professors at ACTS are aware of this arrangement. Note that there is a final requirement in RES 500, worth 15%, in which students present a final paper or a mockup of a final paper. In most cases this is a photocopy of the paper they are submitting to the professor in the other course.

CLASS ONE: A Model for Informational Research; Working Knowledge; Research Questions.

Textbook reading: pp. xvii-xviii, 1-14.

Assignment for which this class is the background:

FOR BEGINNING OF CLASS 2: (Read *Research Strategies,* Preface and Chapter One. Indicate in your assignment that this reading has been done.)
Answer questions 2-9, 11-12 from the study guide (section 1.8).
To review the PowerPoint for this class, go here:
http://acts.twu.ca/library/newintro.ppt

Goals of the Class:

1. Introduce the course and its syllabus
2. Discuss the issues confronted by the researcher in the new information environment.

I. **Course Introduction**

A. Explain the necessity for the course – revolution in the production of information, move to technology, necessity for today's ministry practitioner to be highly skilled in the acquiring and use of information, research that senior undergraduates and beginning graduate students have a much higher view of their own research ability than is actually the case, research that good research skills are not learned on your own.

B. Go over the syllabus, esp. the assignment requirements.

II. **Welcome to the Information Fog**

http://acts.twu.ca/library/newintro.ppt - Go over and discuss.

CLASS TWO: A Model for Informational Research; Working Knowledge; Research Questions.

Assignment for which this class is the background:

FOR BEGINNING OF CLASS 3: (Read *Research Strategies,* Chapter Two and Appendix One, A.1.1 and A.1.2. Indicate in your assignment that this reading has been done.)

1. State a topic for which you are doing a substantial research essay in another course you are taking this semester (or if you are not doing a paper, choose a topic of interest to you).

2. Read enough information from your topic both from a relevant Wikipedia article and from one specialized reference source (not a general encyclopedia like Britannica) to get a working knowledge of it. If you'd like a list of specialized religious reference books in our collection, search in the catalog on a title keyword combination like theology dictionary or counseling dictionary (choosing a discipline in which your topic will be found). What similarities / differences did you notice between the Wikipedia article and the article in a more established dictionary or encyclopedia?

3. Summarize in about half a page what you've learned from your reference sources (your working knowledge), *listing the reference sources you used*. This is to be a summary, not an explanation of how you plan to address an issue.

4. List 4-5 possible research questions, in question form, related to the topic, that might be suitable for an essay on the topic. These questions should deal with one aspect of the topic, as narrowly as possible. They should not be easy to answer, nor should they be intended to describe what is already known. Try to make them as analytical as possible.

Rubric for an answer achieving full marks:

- Both reference sources highly relevant to the topic
- Good working knowledge that includes reference to possible issues or problems that could be addressed

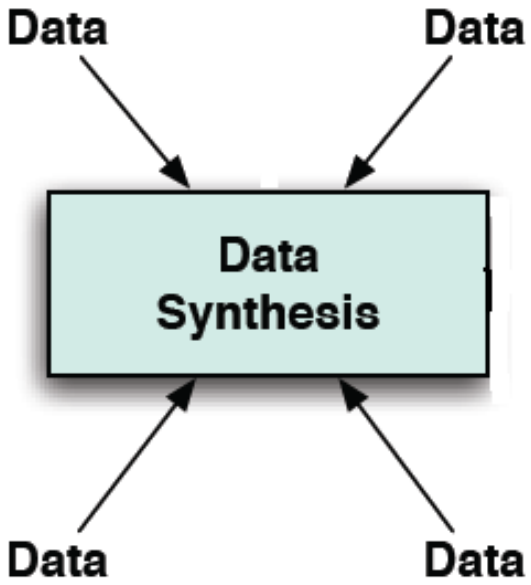
All questions are excellent, demanding analysis

Goals of the Class:

1. To help students understand research as a problem-solving exercise rather than an information gathering exercise.
2. To help students understand the value of developing a working knowledge of their topic, using (primarily) reference sources.
3. To provide guidance in development of research questions.

I. **A Model for Research** (Use PowerPoint slides - http://acts.twu.ca/library/RES500Slides.ppt)

Most students will come to us with a model for research that essentially makes it an exercise in information gathering and synthesis.

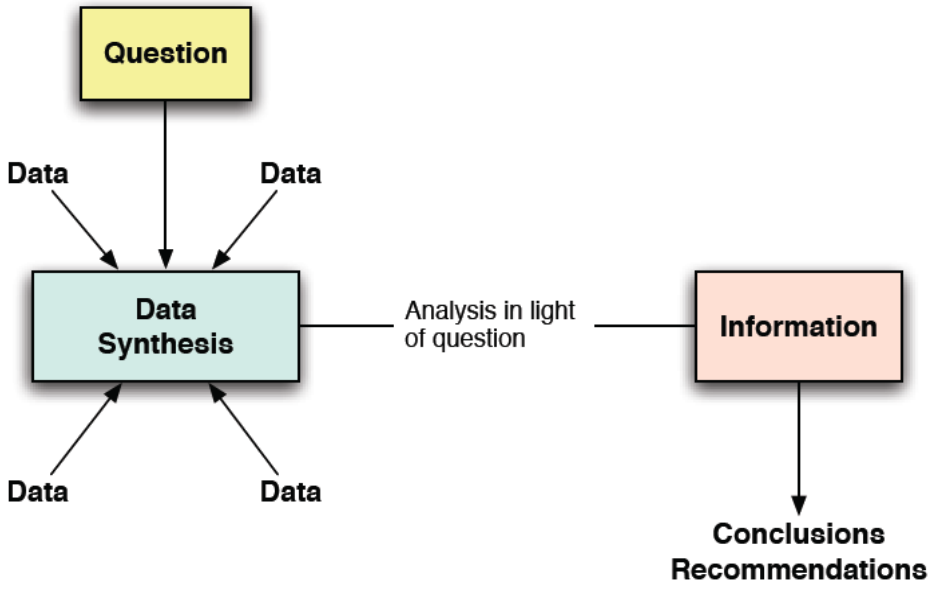


This model assumes that research is a matter of compiling the right information in order to present it in a summary. The goal is to show the professor that you have understood the topic and can explain it clearly.

This is not a useful model for academic research and will generally result in a disappointing evaluation from a professor.

If you consider why most research is done in the real world (scientific, social scientific, business), you will quickly see that research is about **solving problems** rather than merely synthesizing data. Here you could use an example of a cancer researcher who spends his/her time in the library finding everything that is already known about cancer but never actually does an experiment to find a cure. The information is of no value unless it leads to a problem-solving exercise that uses information to solve a problem or answer a question.

A good model for research looks like this:



Note the key features:

1. Data collection and data synthesis are part of the process.
2. Data collection and synthesis are informed/guided by a question that needs to be answered.
3. Data is then analyzed in light of the question to produce information (process/organized data that is in proper form to answer the question).
4. The result is a proposed answer to the question in the form of conclusions or recommendations.

This model will form the basis of the entire course.
Note flash tutorial on above available at:
http://www.twu.ca/library/Flash_Tutorials/informational_research/informational_research.htm

Develop a Working Knowledge

The stress here is on developing enough familiarity with the basic subject area to make key decisions about how to proceed. Definition of Working Knowledge: "Knowing enough about a topic so that you can speak about it for one minute."

PowerPoints are available to do a demonstration of E.W. Kenyon as a topic.

Ask the students, "How many of you recognize the name 'E.W. Kenyon?'" In a class of 15+ students, the number of hands that go up will be 0 to 2. Point out that students are taking a course in Charismatic Christianity, and one of the topics is E.W. Kenyon. Until they know a few basics, students will simply spin their wheels trying to do research on this person. They don't know if this is a man or woman, alive or dead, in North America

or elsewhere. They have no idea what contribution this person may have made to Charismatic Christianity.

Introduce reference sources, stressing their diversity (for example, there actually is a *Dictionary of Pentecostal and Charismatic Movements* and a *Dictionary of Christianity in America.*) Show them from the overheads how to glean a working knowledge from reference sources and how to begin to think of potential questions/problems that may need answering (e.g. Kenyon's supposed influence by metaphysical New Thought, or his supposed Gnostic interpretations).

II. **Research Questions**

Point out the following:

1. If the goal of a research project is to solve a problem rather than merely compile and synthesize data, then research questions cannot merely ask for information (e.g. What was the response to Hurricane Katrina in 2005?")
2. Every research project has only one question.
3. A research question needs to be as narrowly focused as possible. The narrower the focus, the more depth the analysis of the issue (e.g. not "Life of Martin Luther," but "What was the influence of Luther's education on his challenging of church doctrine?")
4. A research question needs to deal with a real issue or problem.

http://acts.twu.ca/library/DevelopingResearchQuestions.ppt is a brief tutorial to forming good research questions. Much of this information is available in the appendix of the textbook. Use it during this class to reinforce what you've covered above.

Go over the RES 500 PPT for Kenyon research questions.

Urge students to take the reading in the assignment for next week seriously. Go over the assignment and answer any questions.

CLASS THREE: Internet as a Source for Basic Information; Research Questions; Preliminary Outlines.

Assignment for which this course is preparation:

FOR BEGINNING OF CLASS 4: (Read *Research Strategies,* Chapter 6. Indicate in your assignment that this reading has been done.)

1. Go to the site: http://www.vts.intute.ac.uk/detective/index.html, the home of the tutorial entitled, The Internet Detective. Do the tutorial, reading all the material and doing all the quizzes. Indicate on your assignment that you have done the above reading, and have completed The Internet Detective.

2. To increase your working knowledge of your topic, do a search on the Internet, using the search engine *Google.* **[Do NOT use Google Scholar at this stage.]** Try to get as focused on your topic as you can by using more than one term. If you want help narrowing your Google search, try using the "advanced features" search at google.com Indicate **what term(s) you used in your search** (e.g. "Bill Gates", Kingdom Luke), and **3 sites relevant to your research question** (URLs, authors and titles of sites; along with a few lines summarizing the content of each). You should list sites that are of ***high quality*** and are actually ***useful*** for your narrow research question. For each site you choose, explain why you think it will be helpful and why you think the site is reliable.

3. State the research question you have chosen for the topic you are doing. After the question, separated from it by a space, provide a few sentences of explanation regarding what your goal - want do you want to accomplish with this project? Remember that your project must be analytical, not just descriptive. **Make sure you have only one research question and that it is expressed in one sentence.**

4. Prepare a preliminary outline of your proposed essay (3 or 4 points is fine).

Rubric for an answer achieving full marks:

- Creative and insightful use of terminology to get best results
- Excellent sites that make a real contribution to the topic are identified.
- Question is very well formulated and should make a real contribution to subject.

Outline shows signs of being an excellent guide for research on the question

I. <u>The Internet as an Information System</u>

A. History of the Net

The Internet really began in 1973 with the creation by the US government of the Defense Advanced Research Projects Agency (DARPA), which was intended to create means to communicate among computer networks. This became known as the "internetting project," and the product was the Internet.

But communication methods were clunky and mainly in-house in government departments and certain universities. In fact, the early versions proposed simply having a screen of links without browsers, search engines and so on. Above all, there was a need for a language to write pages that could be communicated (akin to the "language" in a word processing program) and common communication protocols to allow those pages to be read at remote locations (akin to protocols that allow you to telephone a friend in some distant country and have that country's phone system work with yours).

In 1991 a protocol system called http (Hypertext Transfer Protocol) was created and HTML became the language for pages. The system that developed using these two features was the World Wide Web (WWW).

B. The Net as Revolution

When the printing press was invented in the 1400s (though actually the Chinese had it a few centuries earlier), it caused an information revolution. With one tool, information that had been laboriously written out one copy at a time could be run off in multiple copies in much less time than it took to handwrite one.

The growth of learning, leading to the scientific and industrial revolutions was phenomenal. No single event in human history had moved ahead the spread of knowledge as had the printing press.

The Internet has become the next great revolution. Certainly, we've had smaller ones – telephone, radio, television, photocopiers, computers – but nothing on the scale of the Internet which, in less than two decades, has become the major source of information for a large proportion of the world (though not everyone, which has created what is called the "digital divide.") Having some understanding of the nature of the Net may help to evaluate whether or not our adoration of it is a good thing.

C. The Nature of the Net

If we think of the Internet as a vast electronic library, we are likely going to run into problems. A library consists of materials carefully selected by specialists who are skilled in evaluating quality and keeping out junk (at least we hope so). The Net has few gatekeepers to guarantee quality.

A better model for the Net is the telephone system (whether landline or cell). The phone system is not a content provider as such – it is a MEANS for transmitting information. As such, it's information neutral and can be used to link friends or plot the overthrow of the country. The Internet is a vehicle, a means, for people to share information. The Internet itself doesn't care what that information is. It only provides the infrastructure. The users provide the content. As a vehicle, it can be used for many purposes:

1. It's a carrier for databases like library catalogs and journal indexes. In this case, it can carry highly scholarly information.
2. It's a means for companies and organizations of all kinds to get the word out about themselves and their products and services.
3. It's a means for people to write and/or post information that ranges from scholarly discourses to wild ideas to really poor quality writing, to things we find offensive or even criminal – pornography, how to build a nuclear device, how to be anorexic and carry it off.

But the Net, by its very nature, is ambiguous:

1. It is a tremendous way to promote freedom of speech, especially for people in countries that limit that freedom (thus the many complaints against the Google company that has allowed the Chinese Government to censor out sites from search engine viewing that it sees as a problem.)
2. It has provided us with more ready information than any generation on earth has ever before experienced.
3. It has also sparked addictions to pornography, gambling, and so on; helped to sponsor terrorism, exploitation of children and racism; and left its users with the problem of needing to evaluate everything for quality.

II. Evaluation of Information sources

There are lots of tools out there to help people learning how to evaluate information sources. They tend to follow two patterns – the checklist and more intuitive approaches.

A. The Checklist Approach

This method tries to codify methods of evaluation so that, by following a checklist of criteria, you have a means to evaluate any document. One of the best known is the CARS checklist (http://www.virtualsalt.com/evalu8it.htm)

Summary of The CARS Checklist for Research Source Evaluation

Credibility	trustworthy source, author's credentials, evidence of quality control, known or respected authority, organizational support. Goal: an authoritative source, a source that supplies some good evidence that allows you to trust it.
Accuracy	up to date, factual, detailed, exact, comprehensive, audience and purpose reflect intentions of completeness and accuracy. Goal: a source that is correct today (not yesterday), a source that gives the whole truth.

Reasonableness	fair, balanced, objective, reasoned, no conflict of interest, absence of fallacies or slanted tone. Goal: a source that engages the subject thoughtfully and reasonably, concerned with the truth.
Support	listed sources, contact information, available corroboration, claims supported, documentation supplied. Goal: a source that provides convincing evidence for the claims made, a source you can triangulate (find at least two other sources that support it).

B. The Contextual Approach

Meola, Marc "Chucking the Checklist: A Contextual Approach to Teaching Undergraduates Web-Site Evaluation" portal: Libraries and the Academy - Volume 4, Number 3, July 2004, pp. 331-344

Meola argued that checklists can be mechanistic and can fail to direct users to better sources. He suggested three factors in evaluation:

1. Going for peer-reviewed information in preference to information produced without clear gatekeepers.
2. Comparison – comparing the information in what you have with information from other sources that you know to be reputable.
3. Corroboration – Information will be seen as more reliable if other sources support it in its findings/views.

C. Demo

Do some demo work, evaluating the following sites:

http://www.leaderu.com/focus/davincicode.html - reliable? How do you know? Find link to their home page. Try searching in the TWU catalog for the names in the linked documents below the main article. Goal is to know whether or not to trust this site and at what level of trust.

http://www.lisashea.com/hobbies/art/ - Do the same evaluation here. Don't be thrown off by the graphics.

For hoax sites, try:

http://www.genochoice.com/
http://www.gatt.org/ as opposed to http://www.wto.org/

II. **More Practice with Research Questions**

Developing a research question begins with getting a working knowledge of a topic, then narrowing the topic to focus on an issue or problem that needs resolution.

Note that the flip side of a research question is a ***thesis statement***, which states what the following project intends to put forward as its answer to a question. It is like a hypothesis in science in that it is tentative until evidence has been presented to support it. In a research paper it might be introduced by, "The following paper will argue that…" In most cases, a research question is preferred, because it is less likely to introduce bias from the beginning of the process.

Try out some of the following questions with the class:

Why did the US agree to escalate the Vietnam conflict in the 1960s?

Bad question, if the paper is merely going to report data from history books (e.g. need to stem the tide of communism in Asia, Vietnam seen as the place to take a last stand). If the student wanted to contrast the common answer with a non-traditional answer that supports an alternative view, then it would become a good question.

Why does God allow evil and suffering?

As phrased, it is not a good question on several fronts. First, it is asking to researcher to address all kinds of evil and suffering. A more focused question might be, "Even given that there is evil in the world, why does God allow innocent children to suffer?" Second, a question can be a problem to the researcher simply because it has been asked so many times with so little success at getting a clear answer. This may be one of those questions that is not fully answerable. Attempting to do a research project on it may well lead to an inconclusive answer or to a simplistic, trite answer that doesn't solve the problem (e.g. in an evil world, evil falls on everyone, and so God can't preserve innocent children from it).

What is the relationship between social isolation and family violence?

Could be a good question, but it needs work. First, whose social isolation are you referring to? If it is referring to a family that is socially isolated, you need to ask what relationship you are looking at. You may be asking, "What evidence is there that socially isolated families are more prone to family violence than families that are better integrated with society?" If this is your question, you face another problem – the relationship may well be complicated. Is this family isolated, which leads to family violence, or is it isolated as a result of family violence? It might be better to go beyond the relationship by asking something like, "Given that socially isolated families are more prone to family violence, what can the church/a family counselor/social service agencies (choose one) do to integrate isolated families into society?"

Would incentives help people/industries/corporations reduce their greenhouse gas emissions?

Once again, close, but not quite there. The answer to the above question might well simply be "yes." It more likely be, "Yes, given that the incentives are valuable enough." If that is the case, a better question would be, "How can an incentive program best be configured to encourage people/industries/corporations reduce their greenhouse gas emissions?" But there is one more problem. You have "people," "industries," and "corporations." I don't know how to distinguish industries and corporations, so it's best to drop "corporations." "People," presumably, would get different incentives from industries, so the project should choose between people and industries and focus only on one. E.g. "How can an incentive program best be configured to encourage industries reduce their greenhouse gas emissions?"

Is the baptism of the Holy Spirit simultaneous with or subsequent to conversion?

This will work as a good question. First, it doesn't merely call for the compiling of information, but asks for a choice between two options. Second, this is a real theological controversy, so it is not easily answered. Thus it becomes a problem-solving exercise.

III. The Preliminary Outline

Preliminary outlines are formulated by doing the following:

1. Extract from the research question the key words/concepts that are being addressed.
2. Ask yourself: If I am to answer this question, what significant areas am I going to cover? In most cases the key words/concepts you have extracted from the research question will embody those significant areas.
3. Write down the significant areas of the topic that will need to be covered.
4. Arrange them in an order that seems logical to you. Order is not terribly important yet but will become more important as the project advances.

Preliminary outlines are just that – preliminary. They will likely change and grow as the research process advances.

Why do we need a preliminary outline this early in the process?:

1. It helps us avoid doing research outside the boundaries of our research question.
2. It provides a blueprint for us so that we know what to look for as we research
3. It is a good start on the project itself, thus giving us more time to develop the whole project. If we think about outline only at the time of writing, we have not given ourselves enough time for the project structure to germinate.

CLASS FOUR: Introduction to Databases, Metadata and Keyword Searching.

Assignment for which this class is the background:

FOR BEGINNING OF CLASS 5: (Read *Research Strategies,* pp. Chapter 3 and 5.1. Indicate in your assignment that this reading has been done.)

NOTE: For this assignment, the catalogue is available at http://www.twu.ca/library/. Be sure you do use **title [any word]** only in your searches, not any other kind of search. You will find that title [any word] will search, not just the title words of books, but chapter titles as well, if a table of contents exists in the catalogue record.

State your research question. Indicate if you have modified it.

1. Do a **keyword title** search for books on the TWU catalogue by:

a. Choosing important words related to your topic, and doing searches by these words either individually or in Boolean combinations. ***Indicate the actual searches you tried (e.g. Luke and Kingdom; (Skinner or behaviorism) and Walden,*** *etc.)* [You are advised to keep your searches simple, unless more complexity is demanded, as narrowly focused on your research question as possible (often the best way to do this to use actual words from your research question), and with only a few search combinations instead of many of them.]

b. Listing 12-15 books, **relevant** to your topic, which you identified through your keyword search. Keep as narrowly focused on your research question's goal as possible.

2. Do a short analysis of your searches, answering the following questions:

a. How well do the books you found correspond with your research question? That is, do these books appear to be fully relevant to your question? Which ones are less relevant, and why? Which ones will have a sections (or chapters) that are relevant, though the books look more broadly at the subject than your question does?

b. Which are your most useful keyword title combinations?

c. How well can our library book collection meet the need of helping to answer your research question?

The key for this assignment is to find books that as closely as possible provide information that will help you answer your research question. Relevance is very important. If you find that there are no books directly on your question, you will need to identify those books that contain at least a section or chapter dealing with material relevant to your question.

Rubric for an answer achieving full marks:

- Creative and insightful use of terminology to get best results
- Excellent results that make a real contribution to meeting the needs of thereference question are identified.
- Is able to troubleshoot issues

I. Introduction to Databases

Databases have existed for a very long time. Every library is a database. So is every library catalog. So is the telephone book, even in print form. An encyclopedia is a database.

At its most basic level, a database is a collection of data. Data itself can take many forms – a collection of books, a collection of citations to books that can help patrons locate specific volumes in the library, names and phone numbers, short explanatory articles on a wide variety of subjects. The key is that the data is **collected together** in some form or other.

The most important factor in the success of a database, however, is not the fact that it has been collected or even necessarily how it has been collected. The most important factor is **retrieval.** Here's an example from your own home. You own a screwdriver and you store it with your other tools. The tool collection is your database. But if your tools are organized in a way that makes it almost impossible to find your screwdriver when you need it, then your database has failed. **A database is only as good as its ease of quick and accurate retrieval.**

When your data takes the form of an index for a book collection (a library catalog) or an index to journals (a periodical database), the way in which it is set up for retrieval is crucial. Thus a library catalog needs to provide tools to make your search intention match what is in the library collection so that you locate the right book for the task. This is where metadata comes in.

II. **Metadata**

Metadata can be defined as stuff that comes along ***with*** (meta) data. What does it do? It helps to differentiate parts of a data record. So what's a **data record**?

To understand this, we need to know what is in a database. A database is made up of discreet pieces of data that mean something. If it were a collection of names,addresses and phone numbers for a phone book, the discrete piece of information would be your name, address and phone number that are linked together to make an item in the database. There would be no point linking your name to someone else's phone number, so the relevant pieces of your data are connected together so they can't be separated.

Each piece of connected data bits forms a data record. A data record is a collection of data pieces that can't be separated. In the case of a library catalog that is providing information about books in a library, each data record would be a description of a book plus the call number where that book can be found. In its simplest form it might look like this:

The hitchhiker's guide to the meaning of everything / William Badke.

Grand Rapids, MI : Kregel Publications, 2005. BS511.3 .B33 2005

There is a title, an author, publication information, and a call number.

But the big problem here is that a computer program searching this data record has no way of knowing which is the title, which is the author, which is the publisher and whichis the call number. This is where metadata comes in. Here is a record for the same book using metadata [see overhead]

008: 050729s2005 miu 000 0 eng
999: $a BS511.3 .B33 2005
LDR: 01887cam 22002778a 45 0
049: $a TWVM
245: 14 $a The hitchhiker's guide to the meaning of everything / $c William Badke.
050: 00 $a BS511.3 $b .B33 2005
650: 0 $a Meaning (Philosophy) $x Religious aspects $x Christianity.
035: $a ocm61229687
100: 1 $a Badke, William B., $d 1949-
005: 20051104063101.0
042: $a pcc
040: $a DLC $c DLC $d BAKER $d TWV
630: 00 $a Bible $x Criticism, interpretation, etc.
650: 0 $a Life $x Religious aspects $x Christianity.
010: $a 2005022165
260: $a Grand Rapids, MI : $b Kregel Publications, $c 2005.
020: $a 0825420695
082: 00 $a 220.6 $2 22
856: 41 $3 Table of contents $u http://www.loc.gov/catdir/toc/ecip0517/2005022165.html
300: $a 176 p. ; $c 22 cm.
505: 0 $a It starts here -- The man on the dumpster -- Special -- Craving community -- Some kind of test -- A bid for liberation -- Adam, where are you? -- Going on down -- Murder just outside of paradise -- Footprints in the mud -- Finding community, losing community -- The start of something big -- A promise like you've never seen -- Walking with the one who made him -- Pharaoh was mistaken -- Finding home -- Not a good story if you eat at Burger King -- Winning with the odds against you -- Love in a barley field -- Kings may fall -- Even good kings -- The meaning of life "under the sun" -- I led you through the desert -- Hosea and Gomer -- Hope from the most unlikely source -- Light in the darkness -- The teacher who challenged everything we've ever learned -- Who is this man? -- Longing -- Like a little child -- Going home -- He told me everything I ever did -- Who killed Jesus? -- Not the end -- Meaning in the here and now -- The end is better than the beginning -- If you want to find your way.
994: $a C0 $b TWV

It may not make a lot of sense to you, but those numbers on the side are codes to tell the computer program which part of the data record is an author, which part is a title, and so on. Metadata helps the computer to find specific parts of a data record so that you can do a more specific search.

When would you use metadata? Suppose you wanted all the books about C.H. Spurgeon as a subject, but not books by him. If there were no metadata, you would type Spurgeon into a Google-like search box and get over 200 results that you would have to wade through, many of them by him rather than about him. With metadata, you could search

Spurgeon as a subject (for books about him) and get only 38 titles, all of them being what you are looking for.

[On the open Internet, by the way, there is very little metadata. You are just searching through text. The search engine can't tell the author of site from its title and will even find your keyword in some obscure part of a website when the website as a whole is not really about the thing you are searching for. That is one of the reasons why you get so many results, a lot of which are not especially relevant].

III. **Keyword Searching [use overheads for types of searching]**

When you use a search box to do a keyword search in a database, sometimes you are searching the content of a data record (=metadata) rather than the content of the thing itself (e.g. a library catalog as opposed to the actual content within the books). Sometimes there is little or no metadata, so your keyword search is searching the full content (e.g. a Google search). Sometimes you can search both at the same time (e.g. a journal database which also contains the full text of the journal articles you are searching for.).

Computers are very good at finding words. The intent in keyword searching is to identify words and word combinations that identify the meaning of whatever you are searching for. You are hoping that those words appear in your metadata or data so that the search program will retrieve the relevant items from the database.

Remember one thing – with keyword searching, you can't ***reason*** with a database or ***explain*** something to it. You may have a perfectly good idea of what you're looking for, but computers are stupid. They find words. They can't find concepts very well, even those search programs that allow you to search for "related words" as well. So you have to identify the right terminology to search with in the right combination. You need to think of synonyms, other ways of expressing the idea, and so on, because the computer search program will not think of them for you.

A. Boolean Searching

Boolean searching came from methods of mathematician George Boole back in the 1800s and is based on what is called Boolean logic. Most of this is not necessary to learn but there are three commands and some combinations that are very important to formulating Boolean searches:

OR – You use this command most often when you want to avoid using multiple searches with synonyms. Words associated together with OR are generally words that have a similar or related meaning. For example:

Psychoanalysis OR Freud
Colleges OR Universities
Adolescents OR teenagers

What you are doing is taking two separate searches and combining them into one search by telling the computer search program, "I don't care which word you find. I want the metadata or data related to it. You don't need to find both words in one piece of data. Just find either of the words wherever they are located."

You will get a lot of results, and the more terms you add to the search, e.g. **adolescents OR teenagers OR youth**, the more results you will get. Alternatively, you can do separate searches on each word, then combine the results later.

AND – The purpose of an AND search is to narrow your focus. In this case, you are not avoiding doing multiple searches but are actually trying to make your search more precise. For example:

Teenagers AND television AND violence
Internet AND security
Forest AND ecology

What you are doing is asking the computer search engine to fine all the words connected by AND in the ***same*** data record. Thus you are not just searching for teenagers but for data related to teenagers and television and violence (e.g. the effect of television violence on teenagers). The result of using AND to narrow your searching is that you get ***fewer*** results for every word you add.

Many databases by default use AND searches so that you don't need to type the word AND, just input your words with spaces between them (e.g. most modern search engines for the Net, most library catalogs, some journal databases). Some databases, however, see two words side by side as a phrase search, so that **teenagers television violence** would be seen as the phrase **"teenagers television violence"**, which makes no sense and will get zero results.

NOT – The NOT command is used rarely, and often in combination with other search terms or even as an addition to a search using another Boolean term. Its purpose is to screen out data that is creating irrelevant results. E.g.

(Internet AND security) NOT Spam
(Bible AND covenant) NOT Church
(Psychoanalysis OR Freud) NOT Jung

In the first, you want material on security in the Internet, but you are not interested in any data records that deal with spam. In the second, you want data on covenant in the Bible, but not Covenant Churches where the Bible is taught. In the third, you want material related either to psychoanalysis or Freud but don't want data on the psychoanalyst Carl Jung.

Phrase Searching – Sometimes you are searching with a phrase rather than a single keyword or single keywords in some Boolean connection with one another. If the database doesn't know this is a phrase, it may find data that separates the words. For example, you are looking for material on growing apple trees, so you type into a database **growing apple trees**, and get the following piece of data:

"Making **apple** pies at home is a **growing** phenomenon. The pleasure of kneading the dough while staring out your kitchen window at the **trees** in your back yard is something not to be missed."

The data has nothing to do with growing apple trees because the database separated your phrase into keywords, making it an AND search.

On the Net, a very common convention for identifying words as a phrase is the quotation mark: **"growing apple trees"** In some library catalogs, a phrase is identified with parentheses: **(growing apple trees)**. Other databases simply want you to type the words – **growing apple trees** – and use ANDs if you mean the words to be in an AND search.

The only way to be sure how a database handles phrase searching is to check out the database's "help" or "how to search" function.

Proximity Searching – Proximity searching is intended to help the searcher avoid the problem of having one keyword in an AND search appear in one place in the data record and another word appear in a completely different place so that it is unlikely that the words are connected properly with one another within the data. A proximity search specifies how close the words have to be to one another in the data before that data record appears in the results. There are many different ways that proximity searching can be done, depending on the database:

1. In Google and most good search engines, proximity searching is really a thing of the past, since the results are naturally ordered so that the first number of citations have the keywords very close together, while later results have them more and more separated. In essence, the first sets of results are already set for close proximity.
2. Some databases use a "within" operator, e.g. **tax W7 reform** means that the word **tax** and the word **reform** have to appear within 7 words of one another, generally in the order in which they were typed (so "tax" has to appear in the data before "reform".
3. Some databases use a "near" operator, e.g. **tax N6 reform** means that the word **tax** and the word **reform** can be no further apart than 6 words, though generally word order is not important.

Natural Language Searching – This used to be a popular way of searching by asking real questions rather than formulating searches using Boolean operators, e.g.

What was the name of the Lone Ranger's horse?

There's nothing actually magic about it. It's a keyword search. The search software simply eliminates some irrelevant words – **what was of the 's** – and ends up with a keyword Boolean search – **name AND Lone AND Ranger AND horse**.

The search engine ASK JEEVES (now ask.com) majors on natural language searching, though it is not as popular a technique as it once was.

Truncation – In order to avoid having to do multiple searches on words with the same root, truncation is used. Truncation symbols can be ***** or **?** or **#** depending on the database. E.g.

Discipl* = disciple, disciples, discipling, discipleship

IV. Demo

Use computer projection to demo the keyword functions of the library catalog. Look at:

Keyword Title
Keyword Author
Keyword (across fields)

Do a Keyword Title demo on

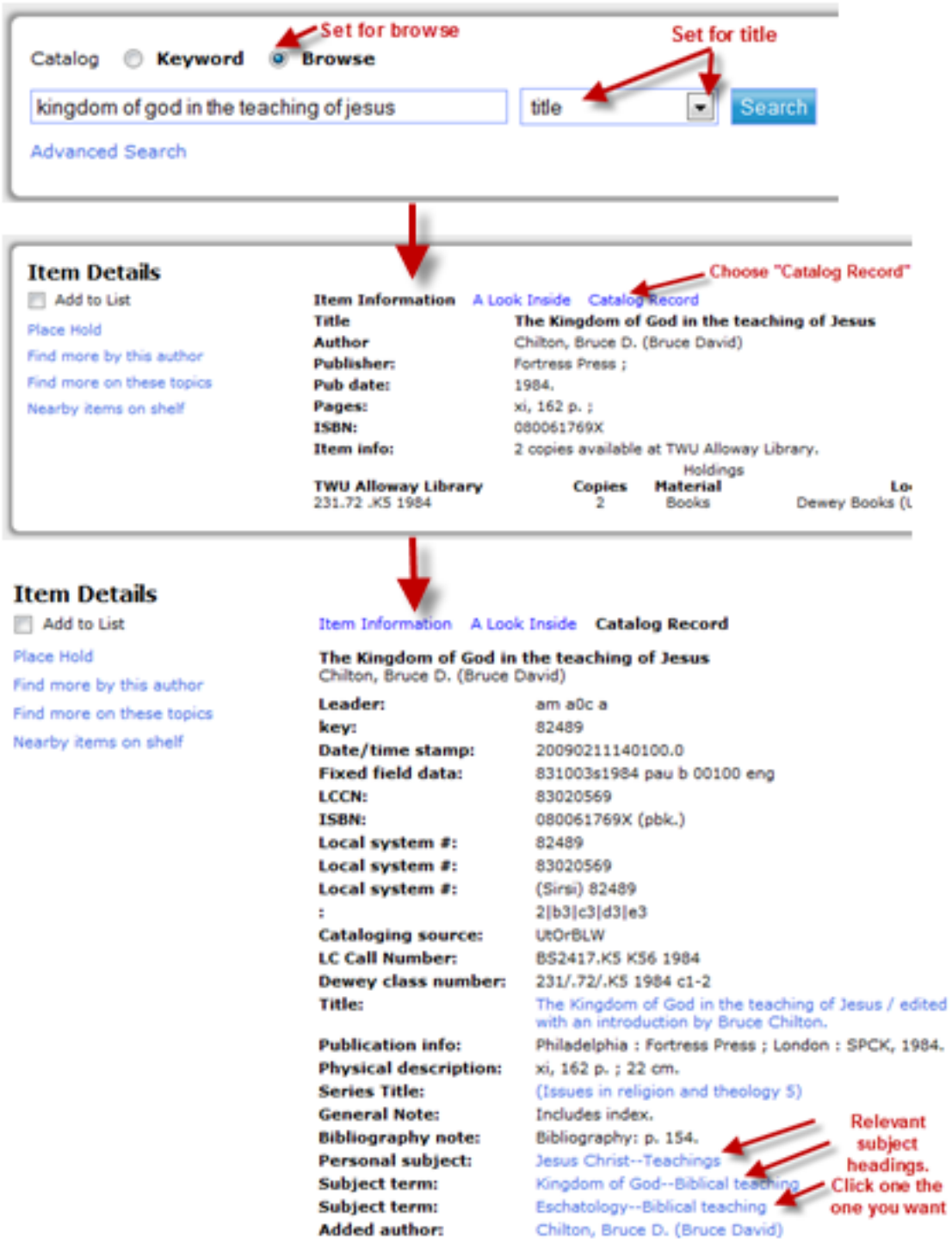
Discipl* Matthew – note that title keyword also searches on tables of contents, which can create a problem, because **Matthew** and a word relating to **discipleship** may be found in different chapters. Point out that there is always noise (false drops) in keyword searching, though some of the results are highly relevant.

CLASS FIVE: Controlled Vocabularies

Assignment for which this class is the background:

FOR THE BEGINNING OF CLASS 6: (Read *Research Strategies*, Chapter 4. Indicate in your assignment that this reading has been done. Make sure you understand controlled vocabularies, which are not the same as keywords. I will return the assignment if you have not grasped the "subject heading" concept. State your research question.

1. Take the results of your **title words** search from the previous assignment and look up in the catalogue, using the "browse" option, those titles most relevant to your research question. From the full records for those titles, identify relevant **subject headings** and use those subject headings to search the catalogue. (See below for a pictorial description of the process)



Alternatively use the large red Library of Congress Subject Headings volumes in the library to identify relevant subject headings, or use the online but less helpful version: http://authorities.loc.gov/cgi-bin/Pwebrecon.cgi?DB=local&PAGE=First

List all relevant subject headings that you identified.

2. List 12-15 books, **relevant** to your topic, which you identified through your subject heading search. Keep as narrowly focused on your research question's goal as possible. If you found fewer than 12 books for this part of this assignment, or if you struggled with locating the right materials, comment on why you think the difficulty occurred. Here, you need to identify any problems you see in your results – If I identify them instead of you, it could lower your grade.

The key for this assignment, once again, is to find books that as closely as possible provide information that will help you answer your research question. Relevance is very important. You may find that some books are the same as those found in the previous search. That is all right. If you find that there are no books directly on your question, you will need to identify those books that contain at least a section or chapter dealing with material relevant to your question.

Rubric for an answer achieving full marks:

- Creative and insightful use of headings to get best results
- Excellent results that make a real contribution to meeting the needs of the reference question are identified.
- Is able to troubleshoot issues

I. The Trouble with Keywords

Keyword searching is useful:

1. It's quick – think of some words, type them in, get results.
2. An AND search helps you to narrow down to just what you want
3. With keyword searches you can use basic search functions on databases without having to learn advanced features.

Keyword searching also has one major drawback – it's only as successful as the terminology you use is correct. Keywords are often poor carriers of meaning for several reasons:

1. They usually have synonyms – other terminology that could just as easily express what you want. No matter how many good results you find, there will be good results you miss because they used other terminology.
2. They tend to create a lot of "noise" in the results, which are sometimes called "false drops." You put in good terminology only to find that a number of results have the right words in them but aren't really relevant to the concept you are searching for.
3. Words are unreliable carriers on the meaning of concepts. If you've ever tried to explain to a database that it's not getting what you want, you know the problem.

What is in your mind is not easily explainable with terminology, especially when computers can only find words but can't think.

II The Nature of Controlled Vocabularies

[A note to the professor: This is likely the most difficult concept you will teach in this course. Students understand keywords but often can't get a strong enough concept of controlled vocabularies to use them effectively. Emphasize to students that this concept is difficult and that they need to read the relevant section of Chapter Two several times until they grasp what is involved.]

Controlled vocabularies exist because metadata allows us to add search terminology to a data record. Consider the following [on **PPT**]:

Title:	The hitchhiker's guide to the meaning of everything / William Badke.
Author:	Badke, William B., 1949-
Publisher:	Grand Rapids, MI : Kregel Publications, 2005.
Description:	176 p. ; 22 cm.
ISBN:	0825420695
Subjects:	Bible -- Criticism, interpretation, etc. Meaning (Philosophy) -- Religious aspects -- Christianity. Life -- Religious aspects -- Christianity.
Contents:	It starts here -- The man on the dumpster -- Special -- Craving community -- Some kind of test -- A bid for liberation -- Adam, where are you? -- Going on down -- Murder just outside of paradise -- Footprints in the mud -- Finding community, losing community -- The start of something big -- A promise like you've never seen -- Walking with the one who made him -- Pharaoh was mistaken -- Finding home -- Not a good story if you eat at Burger King -- Winning with the odds against you -- Love in a barley field -- Kings may fall -- Even good kings -- The meaning of life "under the sun" -- I led you through the desert -- Hosea and Gomer -- Hope from the most unlikely source -- Light in the darkness -- The teacher who challenged everything we've ever learned -- Who is this man? -- Longing -- Like a little child -- Going home -- He told me everything I ever did -- Who killed Jesus? -- Not the end -- Meaning in the here and now -- The end is better than the beginning -- If you want to find your way.
Web site:	Table of contents http://www.loc.gov/catdir/toc/ecip0517/2005022165.html

Add to my list

Copy/Holding information

Location	Collection	Call No.	Copy	Status	
Trinity Western University Library	TWU Books (main stacks)	BS511.3 .B33 2005	c.1	In Library	Request Copy Add Copy to MyList
Trinity Western University Library	TWU Books (main stacks)	BS511.3 .B33 2005	c.2	In Library	Request Copy Add Copy to MyList

This is a catalog record. You will notice, near the middle of it, a section called "Subjects." There are three subjects:

Bible -- Criticism, interpretation, etc.

Meaning (Philosophy) -- Religious aspects -- Christianity.

Life -- Religious aspects -- Christianity.

Note that all three are quite formally expressed with a main heading and one or more subheadings. Why are they there? Who created them?

Back many decades ago, the Library of Congress in Washington, DC faced the problem that, while it was easy to catalog a book by author or by title (since these were fixed and set), it was not so easy to describe a subject. Is it "euthanasia" or is it "mercy killing"? "Adolescent" or "teenager"? So many things can be described with varying terminology that it made the likelihood that you could find everything in a catalog that was on the same subject very slim indeed.

So the Library of Congress decided to create its own terminology, its own subject heading system. Here were the rules:

1. Every subject could only be described with one subject heading. If you had the option of using "adolescents" or "teenagers," you would have to choose one and reject the other.
2. The Library of Congress would establish the wording of each subject heading. Once set, the wording could not be modified in any way.
3. No one but the Library of Congress could create new subject headings for the system. Headings had to be authorized by the Library of Congress.

Unlike keywords, that the searcher creates on the fly, Library of Congress Subject headings were preset by someone other than the searcher, could not be created by the searcher, and could not be modified by the searcher.

The Library of Congress then began adding subject headings to the data records of each book they cataloged. This added metadata thus became another way to search for books on a topic, a way that was not dependent on keywords. In fact, a book title could be quite different from its subject heading in terminology. E.g., a book entitled,

God Rules Forever, might be assigned the subject heading **Kingdom of God**.

Thus, the Library of Congress subject heading system (now in use in most North American libraries) is a strong example of a controlled vocabulary.

Controlled, because the Library of Congress determines what terminology will be authorized.

Vocabulary, because it relates to metadata in the form of terminology you can use to make a search.

Why do controlled vocabularies exist? Because (at least in theory and often in practice) they provide a means to find everything on a certain subject in a database, **regardless of**

what terminology the data record uses. An intelligent cataloger sits down with each book, figures out what the subject matter is, assigns one or more authorized subject headings to it, and adds these headings as metadata in to the data record.

From that point, the searcher can discover what subject heading best matches the concept and use it to discover virtually everything on the topic in the database, regardless of the actual terminology used.

III. **Identifying the Right Subject Heading**

Since a user can't create subject headings, that user must discover what authorized subject heading is best for a particular search. There are several ways this can be done:

A. **Library of Congress Subject Headings (Published Volumes)**

The Library of Congress has published a set of large red volumes that serve as a guide to subject headings. The textbook (p. 23) offers a guide [use **PPT**]:

LC authorized subject heading (bold print) -->	Peanuts
	[QK495.L52 (Botany)]
Library of Congress Class numbers for peanuts ->	[SB351.P3 (Culture)]
	UF Arachides
UF = "use for". These are terms which LC does not use or authorize. If you looked up "Earth nuts" in LC Subject Headings, *it would say*: USE Peanuts.	Arachis hypogea
	Earth nuts
	Goobers
	Grass nuts
	Ground-nuts
	Groundnuts
(Bet you never knew peanuts could called so many things. "Goobers?")	Monkey nuts
	Pindars
	Pindas
	Pinders
BT = "broader term." Peanuts are a subdivision of these.	BT Arachis
	Oilseed plants
RT = "related term"	RT Cookery (Peanuts)
NT = "narrower term"	NT Peanut products
	—Breeding
These are subdivisions of "peanuts." There's even one subdivision of a subdivision: Peanuts—Storage—Diseases and injuries.	—Irrigation
	—Law and legislation
	—Storage
	— Diseases and injuries

B. **Library of Congress Subject Authorities (http://authorities.loc.gov/)**

[It is advisable that you do an online demo of this site].

1. Click on "Search Authorities."
2. Choose the Subject Headings option in the lower box, then type into the upper box a good guess for what the subject heading might be. You will get a display of various related headings.
3. If you see your term opposite a button that says "References," click on the References button .

References 1	0	Evangelism	LC subject headings

In the case of a search for "Evangelism" clicking on References leads to a page that will tell you that the proper heading is "Evangelistic Work:"

Select a Link Below to Continue...
Authority Record
See: Evangelistic work

Library of Congress
URL: http://www.loc.gov/

Mailing Address:
101 Independence Ave, S.E.
Washington, DC 20540

If the subject heading you guessed is an authorized heading, the button opposite it will say "Authorized Heading."

Authorized Heading 4	2	Evangelism plays	LC subject headings

Note: Once you have identified a subject heading that is authorized, you must then go to a library catalog (like the TWU catalog at http://webpac.twu.ca/#focus) and use that

heading in a subject search in that catalog. The index described above is not a catalog itself, just an index to identify subject headings. Most academic library catalogs in North America use the Library of Congress Subject Heading system.

C. **Working from a Catalog Record**

The easiest way to identify subject headings is to do a keyword search first, open the catalog record for a relevant book, and see what subject headings were used.

Here's how it works:

> You are doing research on the political views of Martin Luther. You start with a title keyword search on Luther and Politic*. You find a book: *Luther and Calvin on Christianity and Politics.* When you open the catalog record, you see [**PPT**]
> :

Title:	Luther and Calvin on Christianity and politics / by Donald Sinnema.
Author:	Sinnema, Donald
Publisher:	Toronto : Institute for Christian Studies : Distributed by Association for the Advancement of Christian Scholarship, [1977?]
Description:	24, [3] p. ; 28 cm.
Series:	[AACS academic papers]
Subjects:	Luther, Martin, 1483-1546 – Political and social views. Calvin, Jean, 1509-1564 – Political and social views. Christianity and politics.
Bibliography:	Includes bibliographical references (p. [25]-[27]).
Notes:	Cover title. "Presented ... [at] a seminar ... at the Toronto School of Theology, June, 1976."--Cover p. [2].

Note the lines opposite the heading **"subjects."** One of them is:

Luther, Martin, 1483-1546--Political and social views

If you were to click on this subject in the catalog, it would lead you to other books on the same subject. Alternatively, you could type this heading into a "subject alphabetical" search box and do your search from there. Because this subject heading is listed in the catalog, you know that it is an authorized Library of Congress heading. You can't revise it, but you can use it to find other books on the same subject.

IV. **Demo**

Do a demonstration of controlled vocabularies, using "subject alphabetical" in the catalog.

Kingdom of God – note the wide range of terminology in book titles, yet all the books on the subject are brought together into a single list.

Try a title keyword search on **"evangelism,"** locate a book on evangelism, identify the subject heading(s) **evangelistic work** and perhaps **witness bearing (Christianity)**, then show how clicking on the relevant link brings up the whole list of titles on the relevant subject.

V. **Conclusion**

Controlled vocabularies are a valuable tool in databases that use them, because they are not dependent on the terminology of the data itself. Rather, controlled vocabularies ***interpret*** the data so that data of the same type can be brought up together regardless of the terminology in the data.

With more than 80% of all electronic data lacking controlled vocabulary, it is all the more important that we make use of it when we find it in a database. As one tool among several, it can yield valuable results.

CLASS SIX: Introduction to Journal Databases; Refworks

Assignment for which this class is the background:

FOR BEGINNING OF CLASS 7: (Read *Research Strategies,* Chapter 5.2 to 5.9. Indicate in your assignment that this reading has been done.)

State your research question. Indicate if you have modified it from last week's version.

1. Do an article search using **two** of the journal databases accessed through the TWU library homepage or one of the terminals in the library. ***Be sure the databases are relevant to your topic, and indicate what databases you used*** (full titles of databases, not just "EBSCO" or "ProQuest"). You MUST use subject headings as well as keywords if subject headings are available in your databases and relevant to your searches. **Do not use ERIC at this point**.

If you wish to do well on this assignment, it is strongly recommended that you stage your searches if possible:

Option a. – start with a keyword search and identify "Narrow by subject" or similar options (works best in EBSCO databases where these options are on the left). Click on a relevant subject link.

Option b. - start with a keyword search and open full records of relevant article citations to discover subject headings. Click on the subject heading links that are most relevant.

Option c. – If you have a topic involving a Scripture passage, use the Scriptures link, if available, in the relevant database (ATLA, New Testament Abstracts, Old Testament Abstracts).

2. Indicate what subject terms or keywords you used in your searches. These will tell me if you used lateral thinking and if you formulated your search too broadly. Keep your searches simple, relevant and few (no more than 3 or 4 search word combinations).

3. List 10 articles from each database that are relevant to your topic - author, article title, title of journal, volume number, date, page numbers. ***You will be graded on relevance***. Some of the articles in each list may be the same or they may be different.

4. Check the availability of each article. Is it available in full text right within the database you are searching? If not, is it available in our library (in another database or another format)? If so, indicate the database or format in which it will be found.

It is recommended that you download your records into RefWorks to give yourself practice using this bibliographic manager.

Note: Not all databases are relevant to every topic. Our databases are divided by subject discipline to help you with your choice.

Rubric for an answer achieving full marks:

- Chooses the best two databases for the topic
- Creative use of terminology, including controlled vocabulary if available
- Articles are on target to help in addressing the research question.

Indicates availability of all articles

Note: Not all databases are relevant to every topic. Use the guide on the article indexes and databases page to determine which ones are best for the topic you are pursuing.

I. Introduction to Journals

There is a distinction between books and journals that makes a significant difference in the way in which we search for relevant information:

A book is a single item, while a journal is an ongoing process.

Books are relatively easy to catalog. A library receives a book, creates a catalog record for it, adds some stamps and a spine label, and puts it on the shelf.

Journals are harder to handle. We can create a catalog record for the journal itself, but identifying each article with metadata to help us search for it is much more of a problem. For this, a regular library catalog won't work. We need a journal database that can have a catalog record for each ***article*** in a journal.
Some terminology:

Periodical – any publication that comes out periodically, from a newspaper to a publication that is produced only once a year.

Journal – a periodical that is produced in a scholarly setting and reflects the results of scholarly research.

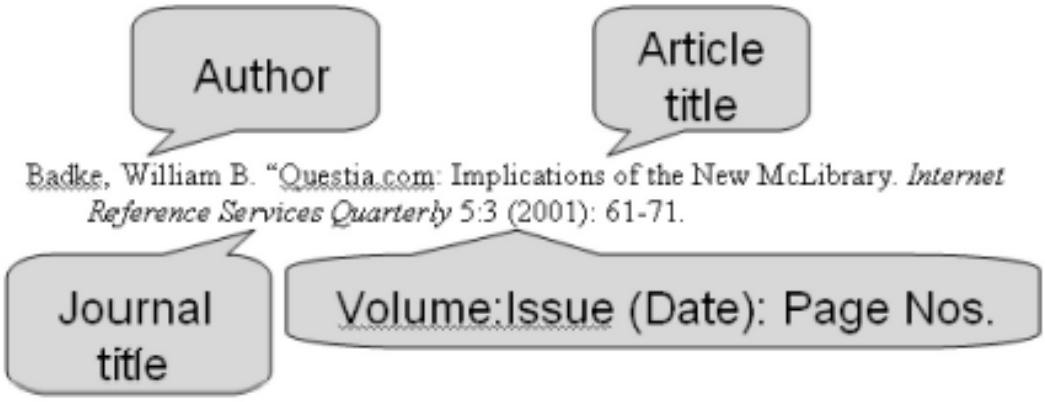
Magazine – a periodical intended for a more popular audience (note that the journal/magazine distinction isn't a rigid one. Some journals have glossy colour photos and appeal to both audiences).

Peer Review (Refereeing) – a process with scholarly journals by which every submitted journal article is subjected to a process of evaluation by noted scholars in the field to determine if it deserves to be published by the journal and/or needs revision before publication.

Periodical Index/Periodical Database/Journal Database – a catalog for journal articles (analogous to a library's catalog for books), often based around a broad subject discipline (religion, psychology, business, etc.). May or may not contain the electronic full text of the articles themselves.

Full Text – now a technical term for the electronic full text of a journal article, usually in HTML or PDF format, sometimes in both. HTML format is an enhanced text file that usually loses most of the original formatting and page numbers of the original. PDF looks like an electronic photocopy of the original.

Citation – a statement of the key features of a journal article that are necessary to identify and find it. Here is a sample citation with identification of its key parts [use **PPT**].



Why bother with journal articles? – They represent cutting edge research; they often focus on narrow topics and thus are more likely to line up with what we're seeking in our research questions; they represent a large portion of the available information on a topic.

II. **Journal Databases**

Journal databases used to be described almost universally as "periodical indexes." Once in an annual print form, most are now electronic, delivered via the Internet. They are not free, however. Most are commercial products to which a library subscribes, and they are thus protected by passwords. (For ACTS/TWU students, you access them through the library home page and require your TWU e-mail account user name and password to get in.)

We have a large number of journal databases, though some are better for some purposes and others for other purposes. Most often, you will focus on databases in a certain subject discipline.

Many of our databases have "full text", which means that some or all of the citations also have links to the full text of the articles. For those articles without full text, we may have them in another format (print or microform), or we might not have them at all. In the

latter case, they are available through interlibrary loan. Your first 5 interlibrary loans are free (coupons from the ACTS academic office required) and are $2.00 each after that.

Journal Databases can have a variety of types of interfaces. We prefer the EBSCO interface (note that EBSCO is a company that hosts databases with its software. We have over 20 EBSCO databases, so you will have to identify a particular database with its own name – e.g. Academic Search Premier, ATLA Religion Database). But we also have databases from ProQuest, InfoTrac, CSA, Ovid, and so on.

Some journal databases have a lot of metadata help (subject heading searching, author name searching, etc.) while others are more basic and offer little beyond keyword searching. Thus you have to "read" each interface to see what is available. Some clues:

Thesaurus/Subjects Link – Takes you to a subject heading browse where you can find an appropriate heading that is a controlled vocabulary search. Note that different databases use different subject heading systems that may not be the same as LC Subject Headings.

Indexes Link – Takes you to controlled vocabulary indexes (e.g. author names in formatted form [e.g. Barth, Karl, 1886-1968] or subject headings) that enable you to do searches regardless of keywords in titles, etc.

Advanced Searches – Enable you to identify fields in data records (e.g. search by author, search by title, search by subject) and even to search two or more fields at the same time).

Avoid searches that include searching the full text of full text articles in the database. They tend to bring you too many irrelevant results.

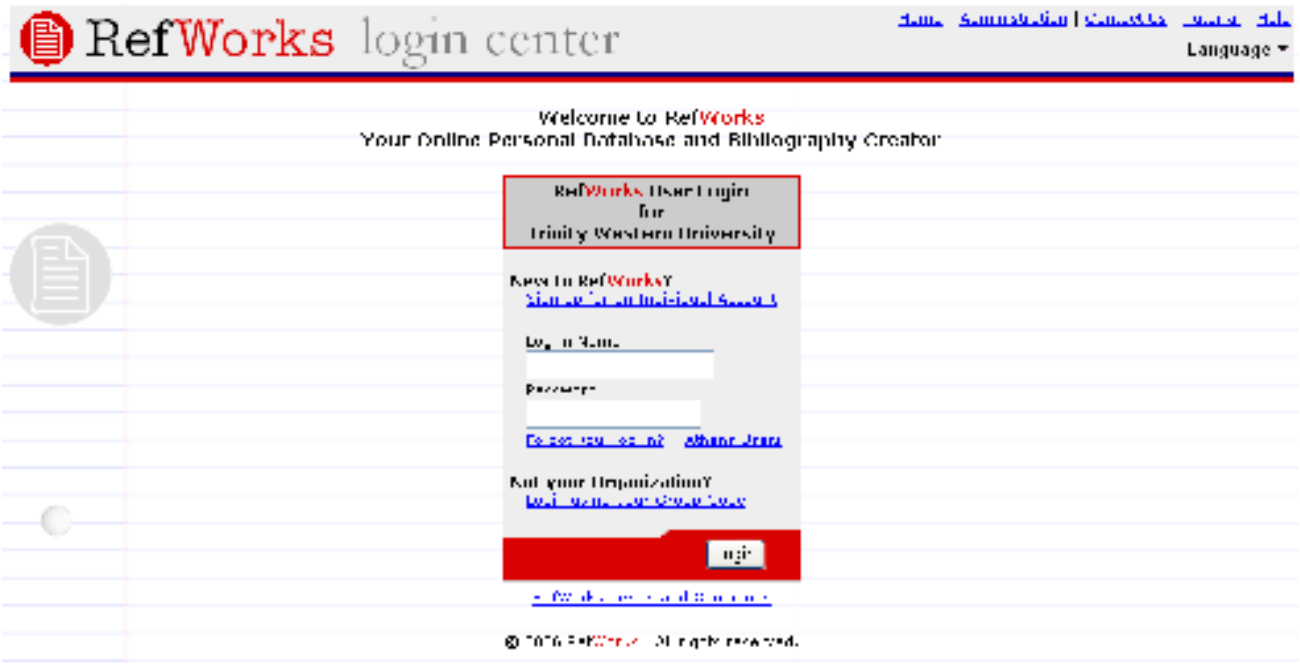
III. RefWorks

An Internet-based bibliographical manager that enables you to gather, organize and make use of citations from library catalogs and journal databases, even from Internet sites.

RefWorks is accessible from the library home page.

Note the following:

A. To get to the RefWorks Login, you need to use your TWU e-mail user name and password if using an off-campus computer. This will give you a screen that looks like this, with the Trinity Western University name in the grey box:



B. If you do not see "Trinity Western University" in the grey box, you will need to log in using your group code (obtainable through the RefWorks information page: http://www.twu.ca/library/refworks.htm
C. You also need to create an individual account for yourself by click on the link "Sign Up for an Individual Account."
D. Once in RefWorks, you can create files for various projects you are working on, load citations into them, and create bibliographies in whatever format you want.
E. There is a software download called Write'n'Cite that attaches to MS Word or Mac Word. With it, you can create citations in your papers directly from RefWorks files and automatic bibliography entries. Use of this is a bit tricky.
F. RefWorks might be seen as the ultimate solution for formatting papers in right bibliographical form, but it isn't exactly that. Because various databases have different ways in which they create citations, you generally have to clean up any bibliography created by RefWorks, in order to make it conform to correct bibliographical style.
G. If you are using Turabian format, note that there are two Turabian formats – Reference List and Turabian Notes 6th edition. At ACTS we use Turabian Notes 7th edition rather than Reference List.
H. There are extensive tutorials on the RefWorks information page. You will need a couple of hours to train yourself on this resource.

IV. **Demos**

A. Do a demo of ATLA Religion Database:
    1. Start with a basic search. Show the main features of the Interface – Basic, advanced and visual searches; choose databases (recommend against combining databases because you lose the specialized features of each),

publications; scriptures; indexes; limiters and expanders.

2. Do a basic search on **Revelation and Barth**. Show the following:

    a. Distinction among articles, essays, reviews, and books (books are listed if they are collections of essays or have been reviewed).
    b. "Check for Availability at TWU." link. Explain the nature of the journal list and the various formats.
    c. Full text articles.
    d. The "add" function, the folder, and downloading to RefWorks ***(try an actual download using your RefWorks account).*** While in RefWorks, show some basic features.

3. Briefly show the Visual Search function, explaining that this is still quite an experimental approach to searching and may not always be reliable.

4. Demo the Scripture search on a passage like John 1.

5. Demo the Indexes function, focusing on author, name as subject, and subjects all.

6. Show how results may be downloaded to RefWorks.

B. If you have time, do a brief demo on ProQuest Religion.

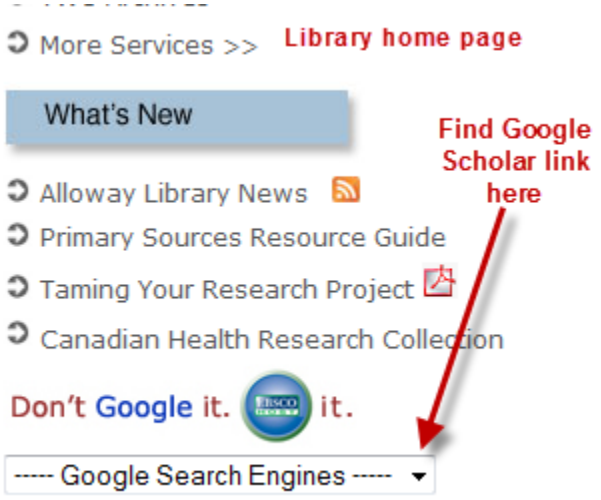
CLASS SEVEN: Google Scholar and ERIC

Assignment for which this class is the background:

FOR BEGINNING OF CLASS 8: (Read *Research Strategies,* Sections 6.3.2 and 7.3. Indicate in your assignment that this reading has been done.)

1. State your research question. Indicate if you have modified it from the question you submitted last week.

2. Do a search for scholarly journal articles or conference addresses (based on your research question) in Google Scholar. It is very important that you go to Google Scholar through the library home page so that you can pick up our links to full text. *The library home page link will require you to log in.*



List 8 relevant articles, indicating what challenges you faced and which articles were actually available in full text in Google Scholar. For those that were not, check the TWU Library Link (see illustration below) and indicate whether TWU has them. If not, check the TWU Journal List (library home page) to see if these articles are available through the library in some other format (bound or microform). Be aware that Google Scholar includes books, websites, etc. Have a look at the textbook, p. 101-103. You want only journal articles or conference addresses, not books.

3. Do a search for your topic on ERIC, **using the EBSCO version available through the**

"Articles" link on the library web page (under "Education.") Stage your search, using Narrow by Subject links found to the left of the results after you have done an initial keyword search. List author, title, date and ERIC number for ten ERIC documents, **not ERIC journals**, relevant to your topic.

Note that ERIC works best for social science topics and not at all well for religious studies, history, etc. *If your topic is not suitable for an ERIC search, choose a topic that you think will be suitable and do a search on that topic*.

Rubric for an answer achieving full marks:

- Google Scholar - Competent search terms and relevant results. Identifies availability of full text through Google Scholar and/or TWU library

- ERIC - Identifies topic that is fully relevant for ERIC. Creative terminology, including controlled vocabulary if available. Documents are mostly on target to help in addressing the research question or stated topic.

I. Scholarly Databases on the Web (material below adapted from the textbook)

A. Google Scholar (http://scholar.google.com)

Google Scholar is not really a subset of the Google search engine, but a resource devoted to scholarly literature—books, journal articles, conference proceedings and academic Web sites found on the WWW. Think of it as a type of academic federated database. As such, GS does have its challenges:

1. It is limited to the standard basic search box and some rather elementary advanced search features. Thus any sophisticated search techniques using controlled vocabularies or clustering are out of the question.

2. Not all publishers of academic information are included.

3. It's unclear how results are ordered. What qualifies results to be on the first page as opposed to being on the fifth or twentieth? In GS, there is no way to reorganize the results by date or even by type of material.

4. Articles, books, conference proceedings and academic Web sites are all jumbled together.

5. The quest for actual full text is a frustrating one. More often than not, following a link to a journal article will get you only to an abstract of it. The full text will cost you significant coin. Our library now links GS to our full text [Demo this] or you can check our journal list to see if we subscribe to the journal you want.

The Scholar help screens (**http://scholar.google.com/intl/en/scholar/help.html**) are very good.

Here are some of the common types of citations you can expect to find in Google Scholar:

1. **Journal Articles**—Look for the journal name just under the title link in the citation.
2. **Books**—Not the full text in most cases; designated by [Book]
3. **Citations**—This is a bit tricky—a citation is a reference to a scholarly article or book found within one of the articles or books in the GS database. So it's a reference to a reference. As such, it has no link to take you to a place where you can obtain it, though you can link to the source that referred to it, as well as do a search on Google to see if it's available on the open Net. This type of source is designated as [Citation].
4. **Conference Proceedings**—These results have no special designation to tell them apart from journal articles, so you have to look at how they are described under the title link in the citation.
5. **Academic, government, etc. Web sites**—These will be identifiable because they have URLs instead of journal names or descriptions like [Book] or [Citation].

B. CiteSeer (http://citeseer.ist.psu.edu/)

CiteSeer is a search engine for academic scientific information that is freely available on the WWW. As such, it offers real full text. But it does a lot more. In the scientific and social scientific worlds, the value of research papers is often determined by how many other papers refer to (cite) them. If your paper has had a hundred citations to it in other people's papers, it will be considered to be more valuable to the scientific community than if it has had only one citation. CiteSeer is able to break down the details of the articles it lists so that you can see what sources each article cited and which articles have cited that article. There are also a number of sort features to reorganize search results.

Citations to an existing paper can also help scholars follow a trail of research on a topic: Paper A, published in 1998, is cited by paper B in 2000, paper C in 2004, paper D in 2008, and so on. These later papers demonstrate how the research in Paper A is being used in new ways to expand knowledge, creating a history trail related to the development of the topic.

C. Scirius (http://www.scirus.com/srsapp/)

This site bills itself as "the most comprehensive science-specific search engine on the Internet." The content provided includes both journal articles and academic Web sites though some of the journal material is content from commercial databases like Elsevier's *Science Direct*. Thus, you may or may not have direct free access to electronic full text.

Scirius allows you to limit your search to journal articles, "preferred"Web sites or "other"Web sites, or any combination of these. You can sort results by relevance or date. Scirius also offers a clustering feature that gives you links to terminology you can use to narrow your search. Its advanced search offers quite a range of limiters to help you find the most focused results. You can also export your results so that they can be pulled into a bibliographic manager.

6.3.5 Microsoft Academic Search (http://academic.research.microsoft.com/)

A relative newcomer to academic search, Microsoft Academic Search (henceforth MAS) suffers from simply having too small a database, though the situation should improve over the coming years.

6.3.6 getCITED (http://www.getcited.org/)

This is an interesting experiment in the interactivity of Web 2.0. Academic users of this search engine submit their own material or citations to it and have the ability (if properly signed in) to revise anything in the database. Think of it as the Wikipedia of academic search engines. The following is from the getCITED home page:

"**getCITED** is an online, member-controlled academic database, directory and discussion forum. Its contents are entered and edited by members of the academic community. By putting its content in the hands of its members, **getCITED** makes it possible to enter in and search for publications of *all* types. This means that, in addition to the books and articles accessible with other databases, book chapters, conference papers, working papers, reports, papers in conference proceedings, and other such research outlets can all be entered and then searched for within **getCITED**. In addition, **getCITED** makes it possible to link publications with all the publications in their bibliographies, thereby making possible a wide variety of publication and citation reports." (**http://www.getcited.org/**)

II. **Full Text Open Access Journal Databases**

Go over Open J-Gate (**http://www.openj-gate.com/**) and Directory of Open-Access Journals (**http://www.doaj.org/**)

II ERIC

A. What is ERIC?

ERIC stands for The *Education Resources Information Center*, a centralized depository for information about education. Since education encompasses so much, this is really a depository for a broad range of documents related to the social sciences – social issues, social problems, psychology, politics, and so on. It is an ideal resource for analysis as to what is happening in society.

ERIC has two main components:

1. ERIC documents (designated with a document number that looks like this – ED492103. These documents are reports, research, conference proceedings, etc. that did not make it into the regular book/journal publishing streams but are of high quality and great value. Some examples of the sorts of things you might find there:

ERIC #: ED490794

Title: Confidentiality, Informed Consent, and Ethical Considerations in Reviewing the Client's Psychotherapy Records

Authors: Blunt, David R.;

ERIC #: ED372801

Title: Emerging Leadership Styles That Promote Continuous Performance Improvement.

Authors: Schoening, Don; And Others

ERIC #: ED296224

Title: Alcohol and Drug Abuse: A Needs Assessment of Rural Counselors.

Authors: Hawes, Deanna J.; And Others

A standard citation for an ERIC document looks like this: [**Next Page**]

Result Details

Full-Text Availability:
From ERIC: Full-Text

Click on any of the links below to perform a new search

ERIC #:	ED490794
Title:	Confidentiality, Informed Consent, and Ethical Considerations in Reviewing the Client's Psychotherapy Records
Authors:	Blunt, David R.;
Descriptors:	Psychotherapy; Confidentiality; Ethics; Disclosure; Confidential Records; Adolescents; Counselor Client Relationship;
Journal/Source Name:	Online Submission
Journal Citation:	N/A
Peer Reviewed:	No
Publisher:	N/A
Publication Date:	2006-02-14
Pages:	22
Pub Types:	Reports - Descriptive
Abstract:	Ethical dilemmas that break the confidentiality of the client eventually test the psychologist's boundaries such that not taking action may place the patient in a position where they suffer, hurt themselves, or others. The effectiveness in obtaining a valid informed consent might depend upon the therapists training, experience, and sound judgment in conveying the extent of the therapy and limitations imposed by the information disclosed. Therefore, maintaining confidentiality during counseling while working with minors may pose unique scenarios in which the therapists must re-evaluate their approach to therapy. This paper reviews important ethical issues related to confidentiality, informed consent, the right to know, and HIPAA requirements fundamental to the therapeutic success of all parties involved.

Identifiers:	N/A
Record Type:	Non-Journal
Level:	1 - Reproducible in paper and microfiche; and, since 1993, in electronic format; materials issued from January 1993 - July 2004 are now available at no cost through this Web site
Institutions:	N/A
Sponsors:	N/A
ISBN:	N/A
ISSN:	N/A
Audiences:	N/A
Languages:	English
Reference Count:	25
Abstractor:	Author
Education Level:	N/A

Help viewing record details

2. ERIC Journals (designated with EJ and numbers, e.g. EJ439040). This portion of ERIC, integrated with the ERIC document search, is simply a journal index in education. Note that this is confusing for students. You need to be able to distinguish between ERIC documents, often available in

electronic full text, and ERIC journals that are identified and located just as they would be in any journal index.

ERIC also has a set of ERIC digests –short state of the art articles linked to ERIC documents, that summarize the main features of many areas of research. Unfortunately, no more ERIC digests are being produced as of 2004, so this resource is now providing limited value.

Note that ERIC also provides the full text of about 107,000 documents from 1993 on.

B. ERIC Interfaces

ERIC is available free online at http://www.eric.ed.gov. It offers basic and advanced searching as well having a full controlled vocabulary subject heading search through its thesaurus.

ERIC is also available on the EBSCO platform though the TWU article indexes and databases link on our library home page. This gives an improved interface and the capability to download to RefWorks (though the Net version also has come download capability [Click on "add" next to a citation, open "My clipboard," click on the "Export record" button, on the next screen click on the "Citation manager" button, then download the file to your hard drive. Open RefWorks, click on "References," "Import," then set the import filter to ERIC and choose the downloaded file from your hard drive. Import into RefWorks].

Do a demo on both ERIC interfaces. Use basic keyword and thesaurus searches for concepts like Fetal Alcohol Syndrome, Drug Abuse, Organizational Change, etc.

C. ERIC and RefWorks

ERIC citations are downloadable to RefWorks with both interfaces, but the "bibliography" function strips off most relevant data – date, ERIC number, and so on. This is a problem that RefWorks is aware of but is not doing much to fix. You will thus have to add relevant information. The proper citation form for an ERIC document is [**PPT**]

APA:

Author, A.B. (Year). Title of document: Subtitle of document (Report number, if any). City, State: Publisher. (Retrieved month date, year, from Online Source, ERIC No. ED xxx xxx).

Mead, J. V. (1992). Looking at old photographs: Investigating the teacher tales that novice teachers bring with them (Report No. CSOS-R-292). East Lansing, MI: National Center for Research on Teacher Learning. (retrieved July 24, 2001 from EBSCO, ERIC No. ED 346 082).

Turabian:

Author, Name. Date of publication. *Title of Document*. Title or explanation of source of document such as a conference or publisher, Publisher location: Publisher, Date information accessed. Vendor, ERIC, ED xxxxxx.

Note: Some of this information may not be available. It is best to reference all of the information available to you in the citation.

Flax, Rosabel, et al. 1979. *Guidelines for teaching mathematics K-12.* Topeka: Kansas State Department of Education, Topeka Division of Education Services, June. 85, EBSCO, ERIC, ED 178312.

CLASS EIGHT: Evaluation and the Information Environment

Assignment for which this class is the background:

FOR BEGINNING OF CLASS 9

(Read *Research Strategies,* Sections 6.8 and 8.2. Indicate in your assignment that this reading has been done.)

A Google search on "Kingdom of God" pulled up the following sites: Please evaluate each carefully, using the leading questions provided:

1. http://www.ucg.org/ - This is an organization that proclaims the Kingdom of God.

a. When did the organization begin?

b. Is there anything about their belief structure that would cause you to wonder about their theology?

c. Have a look at their history. What tradition did they come from? What happened in 1986, and the years following, that led to the creation of this organization? **You will need to go beyond this website to get objective information on this. You will not find enough information on their site. Hint – investigate the organization out of which they came. NOTE: almost no students find the truth about this group – try to become one of the rare ones who do.**

d. What is your overall impression of this website and the organization it represents?

2. http://www.gotquestions.org/kingdom-of-God.html - This is a site that answers religious questions.

a. What are the qualifications of the people answering questions on this site?

b. Who are they? Can you find names, credentials, etc.?

c. What evidences of scholarship do you find on this site?

d. Is their site recognized for tax exempt donation status by the Internal Revenue Service? Would this matter in judging the quality of the answers they provide?

e. What is your overall impression of the reliability and value of this website for answering complex questions about the Kingdom of God?

3. http://www.bible.org/page.asp?page_id=2583 – A study by Dr. Allen Ross

a. What are Dr. Ross's credentials and how credible are they?

b. What signs of scholarship are in this work, and how credible do they look?

c. What is this page part of?

d. What is your overall impression of the academic quality of this site?

Rubric for an answer achieving full marks:

- Identifies the crucial issues necessary for properly evaluating each site
- Provides fair, informed evaluation of each site.

An example of the dilemma is **Wikipedia** (http://en.wikipedia.org/wiki/Main_Page) an enormous online encyclopedia created by Internet users. It is based on Five Pillars that seek to regulate it:

> **Wikipedia is an encyclopedia** incorporating elements of general encyclopedias, specialized encyclopedias, and almanacs. Wikipedia is **not** a dictionary, a collection of primary source documents, a soapbox, a newspaper, a free host, a webspace provider, a series of vanity articles, a memorial collection, an experiment in anarchy or democracy, or a grouping of links (whether internal or external). It is also not the place to insert your own opinions, experiences, or arguments — all editors must follow our no original research policy. All editors must strive for accuracy.
>
> **Wikipedia uses the *neutral point-of-view***, which means we strive for articles that advocate no single point of view. Sometimes this requires representing multiple points of view; presenting each point of view accurately; providing context for any given point of view, so that readers understand whose view the point represents; and presenting no one point of view as "the truth" or "the best view." It means citing verifiable, authoritative sources whenever possible, especially on controversial topics. When a conflict arises as to which version is the most neutral, declare a cool-down period and tag the article as disputed; hammer out details on the talk page and follow dispute resolution.
>
> **Wikipedia is free content**, so all text is available under the GNU Free Documentation License (GFDL) and may be distributed or linked accordingly. Recognize that articles can be changed by anyone and no individual controls any specific article; therefore, any writing you contribute can be mercilessly edited and redistributed at will by the community. Do not submit copyright infringements or works licensed in a way incompatible with the GFDL.
>
> **Wikipedia follows the writers' rules of engagement**: Respect your fellow Wikipedians even when you may not agree with them. Be civil. Avoid making personal attacks or sweeping generalizations. Stay cool when the editing gets hot; avoid lame edit wars by following the three-revert rule; remember that there are

> 1,112,288 articles on the English Wikipedia to work on and discuss. Act in good faith by never disrupting Wikipedia to illustrate a point, and assume that others do the same in the absence of compelling evidence to the contrary. Don't use sockpuppets to do wrong or circumvent policy. Be open, welcoming, and inclusive.
>
> **Wikipedia doesn't have firm rules** besides the five general principles elucidated here. Be bold in editing, moving, and modifying articles, because the joy of editing is that although it should be aimed for, **perfection isn't required**. And don't worry about messing up. All prior versions of articles are kept, so there is no way that you can accidentally damage Wikipedia or irretrievably destroy content. But remember — whatever you write here may be preserved for posterity.
>
> (http://en.wikipedia.org/wiki/Wikipedia:Five_pillars)

Quality control is maintained, not through an editor, but through a tracking system that identifies changes to articles, and a loose group of watchdogs who make sure that articles in their interest areas are not vandalized.

Wikipedia is a real challenge to traditional researchers in that, while much of it is of surprisingly high quality, any part of any article can be dead wrong and stay dead wrong unless someone spots the problem and corrects it. One solution could be simply to ignore it because it's unreliable. Another could be to use it and take your chances that something will be wrong. The best solution is likely to use it in conjunction with other information sources that can help confirm or dispute Wikipedia's information.

Do a demo of Wikipedia, choosing a current topic and something more traditional.

a. **Economics of the Internet** – Why everything is not free.

People write and publish as much for money as for the benefit they hope to bring to the world. Those who publish for free on the Internet having funding available for them to do it, or they hope to sell something by giving away some of their words for free, or they have no interest in the money and really want to bring benefit to the reader. Thus not everything on the Net is free. We have to think of the Internet as a vehicle for information (like the phone system) rather than a library. Some people use that vehicle to carry free stuff. Some use it as a vehicle to advertise something for sale. Some use it as a platform to publish material to which you must subscribe or for which you must pay. All are perfectly legitimate uses of the Net.

b. **Internet as Content Providor vs. Internet as vehicle** – When the Internet is used to enable people to publish freely viewable websites, it seems like a content provider. When it is used as a platform for databases and other content for which you must pay, it is more like a vehicle.

c. **The so-called "Hidden Internet"** – about 40% of what's freely available on the Net (excluding sites you have to pay to view or which are password protected) are not visible to search engines. These include such things as the contents of online library catalogs and free databases (e.g. periodical indexes, government documents accessible only through portals, etc.). The only way to find such sites is to know what portal to go through (e.g. TWU's library catalog).

Prior to doing next week's assignment, the student is cautioned to review the guidelines for evaluation (in the textbook readings) and to expect to go deeply into these websites to find out the truth about them.

CLASS NINE: Reading and Notes

Assignment for which this class is the background:

FOR BEGINNING OF CLASS 10: (Read *Research Strategies,* Chapter 8. Indicate in your assignment that this reading has been done.)

This assignment involves reading and analyzing an article. Use the reading from the textbook as a guide to the kind of analysis needed. You have a choice of articles, all available on the Internet. Choose ***only one*** of the following:

- Bellinger, Charles K. "The Joker Is Satan, and So Are We: Girard and ***The Dark Knight.***" *Journal of Religion and Film* 13, no. 1 (April 2009). Available: http://www.unomaha.edu/jrf/vol13.no1/JokerSatan.htm

- Grey, Daniel, "'More Ignorant and Stupid than Wilfully Cruel': Homicide Trials and 'Baby-Farming' in England and Wales in the Wake of the Children Act 1908." *Crimes and Misdemeanours: Deviance and the Law in Historical Perspective* 3, no. 2 (November 2009), 60-77. Available: http://oxford.academia.edu/DanielGrey/Papers - Click on title link. PDF link doesn't work [reflects a dark era in the history of British child protection law].

- Badke, William. "Was Jesus a Disciple of John?" *Evangelical Quarterly* 60, no. 2 (July 1990): 195-204. Available: http://www.biblicalstudies.org.uk/pdf/eq/disciple_badke.pdf

1. Write a short abstract (summary) of the article (100 words or less). The abstract is not intended to evaluate the article but to explain what the article is saying.

2. State the thesis or research question. If there is none, point out that fact and then suggest what the thesis or question might have been.

3. State the major arguments made related to that thesis or question. Here you need to describe what the author is arguing and what evidence is being presented. Make this section fairly detailed

4. Evaluate the article as follows:

a. Is the evidence well presented and sufficient? What causes you to believe it is or is not? Give examples.

b. Are there any arguments that seem illogical or any aspects that have been missed? Give examples.

c. Does the author stick to the topic well, with a clear sense of purpose? What causes you to believe he or she does or does not?

d. Who is the author? What credentials do you see for this author that would cause you to believe he or she is credible (or cause you to doubt this)? You may need to Google the author or check out the website further.

e. Are all sides presented fairly? What causes you to believe they are or are not?

5. Give your overall assessment of the value of the article, including your assessment of the article's scholarly quality.

This assignment should be a minimum of 700 words.

Rubric for an answer achieving full marks:

- Found thesis/question or formulated one if not directly stated (one point)
- Identified all main arguments with clear insight
- Showed excellent depth and insight in evaluation
- Showed excellent insight into strengths / weaknesses of article.

I. Reading Strategies

Let's face it – reading takes time. In order to read everything in every bibliography item for your research essays, you'd have to go full time without eating or sleeping. Skim reading is often frustrating because you miss important details. There are strategies for reading smarter and faster without reading everything.

A. Be Ruthless

Your goal in any kind of reading is to find the key information your need. Don't read everything. Use whatever signposts you can find in a work to read *selectively.*

B. **Be Selective**

1. **Books**

a. Title page, preface, foreword, introduction
b. Table of contents
c. Summary or conclusion of book
d. Introductions and conclusions of each chapter
e. Subheadings within each chapter
f. Index – try comparing index entries with table of contents entries to zero in on information you need.
g. Perhaps locate a book review
h. Watch for ***key propositions***

2. **Journals**

Note that there is seldom a set of headings or an outline in an article to give you clues. Sometimes there is an abstract at the beginning of the article.

a. Read the first and last pages
b. Identify key propositions
c. At times you can find an abstract in a periodical index.

C. **Read Analytically**

Analytical reading really involves asking lots of questions of the material you are reading. Here are some questions to ask:

1. What is this writer's worldview? I.e., where is this writer coming from? What are his/her presuppositions? Biases? Blind spots? Passions?
2. How does this work compare with other things I'm reading? I tend to put writers into various "camps" based on their views on the issue so that, if A, B, and C agree, they are in one camp, as opposed to D, E, and F.
3. What is this writer avoiding? Sometimes writers will strengthen their own position by avoiding reference to an opposing view. Sometimes they will fail to tackle tough issues.
4. How good is this writer's evidence? Is it clearly presented? Is it convincing? Is there opposing evidence to cast doubt on it?

II. **Note-Taking**

Unless you own the materials you're using, or you just want to gather all the materials around you and refer to them as you write your paper (an inefficient method that usually misses lots of good data), you're need to record the important parts of the material you're reading. Several methods are possible:

A. **Photocopying or Downloading Electronic Full Text**

Most often done with portions of books and with whole periodical articles.

1. **Advantages** – speed + you have the actual words of your source.

2. **Disadvantages or Dangers**

- be sure you've recorded full bibliographical information on your copy or download
- be sure soon after you get the material, that you highlight the parts that are important to you so that you can identify why you made the copy
- Unless you go over the material soon after you obtain it, you'll deny yourself a chance to interact deeply with it.

B. **Quoting**

- writing out, typing out into your computer, scanning actual text.

1. **Advantages**

   a. You have direct quotes when you need them and an accurate record of what you read.
   b. You interact more deeply with the material than if you merely photocopy.

2. **Disadvantages**

   a. It can be long and laborious.
   c. There's a danger of quoting out of context. Be sure to summarize context as well.

C. **Summarizing**

- boiling down something long into a shorter essence, *in your own words.*

1. **Advantages**

   a. Less writing than quotation method.
   b. Forces you to think about what you've read and understand it well enough to distill it in your own words.

2. **Disadvantages**

   a. Doesn't work well with very detailed or complex material.
   b. Doesn't leave you with direct quotations
   c. You have to be sure you understood the original well, or your summary could be a misinterpretion

D. **Paraphrasing**

- rewriting each sentence in your own words so that the result is as long as or longer than the original.

1. **Advantage** – Can be helpful if your material is difficult to understand. Doing this exercise can sometimes allow the meaning to be made plain.

2. **Disadvantages**

   a. Takes longer than either quoting or summarizing because you have to take time to think how to rephrase everything.
   b. Your notes are as long as the original
   c. It's very tempting not to use all your own words, so that it becomes a mix of paraphrasing and quoting, thus putting you at the risk of a charge of plagiarism.

III. The Evils of Plagiarism (use ppt: http://acts.twu.ca/library/Plagiarism.ppt)

The stealing of someone else's words or views so that you can pass off those words or views as your own. Examples:

A. Quoting directly from a book, periodical, Internet, etc. without acknowledging your source in a footnote or endnote.
B. Paraphrasing an author, sentence by sentence, without acknowledging your source.

C. Using without acknowledgment an idea that is unique to a certain author. With this example, consider it unique if you can't find it in two or more sources that are not themselves all dependent on a single source.

There are severe penalties for plagiarism, spelled out in the Student Handbook.

If you have time, you might want to **Demo** the following:

Ease with which electronic plagiarism can be found out:

Do a Google search on some topic. Find a website. Copy 8 – 10 words of distinctive text. Open a new browser. Paste the copied words into Google and find the original website. Same can be done searching across full text in an advanced search on a journal database (e.g. EBSCO multiple database option).

CLASS TEN: Note Organization; Final Outlining Process

Assignment for which this class is the background:

FOR BEGINNING OF CLASS 11: (Read *Research Strategies*; Chapters 9 and 10.)

Present a final research question, outline and bibliography (minimum of 25 items, including a minimum of 8 journal articles). You will be assessed on quality of your question, logic of your outline and relevance of your bibliography to your question.

Rubric for an answer achieving full marks:

- Question is very well formulated and should make a real contribution to subject.
- Outline shows signs of being an excellent guide for research on question
- High level of relevance and quality representative of the best material on the topic

You may want to discuss the results of the assignment from the previous class, pointing out perceived issues or answering questions about the articles read. Note that this week's upcoming assignment does not relate directly to the subject matter of the class.

I. Note Organization

A. Basic Method

Once you have materials in print or electronic form that represent your notes for a research project, the issue of organizing them for effective retrieval becomes crucial.

You want to make sure that what you have distilled out of your research is useful and you want to avoid wasting time fumbling through it looking for what you want.

A related problem is writing anxiety. If you are going to write a research paper or research report, there is the inevitable feeling of dread as you face an empty screen and a short deadline.

Actually, organizing your notes can solve both problems if you build the organization around the structure of your paper. Here are the parts of that organizational method:

1. Your bibliography – keep a file of everything you use, either in RefWorks or in some other electronic form so that you can always identify your sources.
2. Your notes – these could be print (photocopies or handwritten or typed form) or electronic (more on this in the next section). For print notes, organize them in some sort of logical order, then number all the pages consecutively.
3. Your Outline [see overhead] – the outline is crucial, because you want to cross-reference your notes with your outline so that, as you write, you can retrieve the right notes to support each part of the outline. Here's how it works:

Take your outline and go through your notes. Whenever something relevant to a section of your notes turns up, write the page number of the notes into that section of the outline. Each outline heading has a symbol related to it. Put that symbol into your notes.

When it's time to write the paper, you need only go back to the notes listed as relevant for each section.

B. Computer Note Organization

If your notes are in various files, create one unified file to use for searching purposes.

Assign a symbol for each part of your outline. Put the symbols into your electronic notes at the relevant places, making sure you leave at least one space after each symbol:

"The term gospel is found ninety-nine times in the NASB and ninety-two times in the NET Bible. In the Greek New Testament, gospel is the translation of the Greek noun euangelion (occurring 76 times) "good news," and the verb euangeliza? (occurring 54 times), meaning "to bring or announce good news." In classical Greek, an euangelos was one who brought a message of victory or other political or personal news that caused joy. In addition, euangelizomai (the middle voice form of the verb) meant "to speak as a messenger of gladness, to proclaim good news." (23)

When you are ready to retrieve notes, use the Edit→Find function on your word processor to locate the relevant symbol for each heading in your outline. The symbol thus acts as location code.

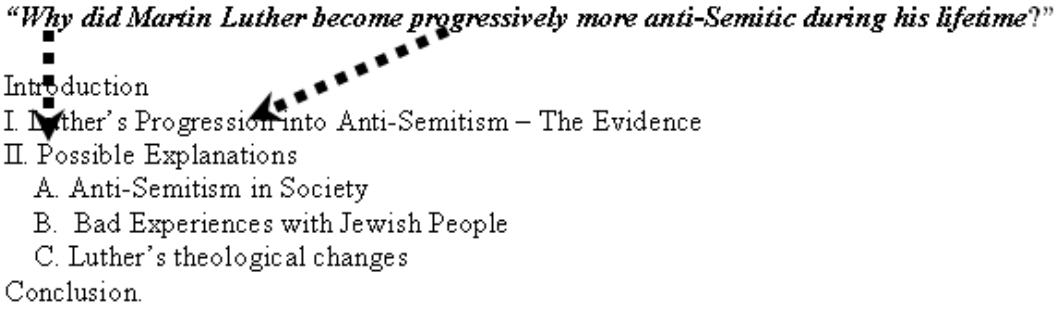
II. Final Outlines

Presumably you've been working on your preliminary outline through the process, developing it and fleshing it out. You may be wondering why an outline would be so important to the research process. There are several reasons:

A. The outline fleshes out your research question, making it more concrete.
B. The outline serves as a research blueprint, telling you what resources you need to find and what you can avoid.
C. The outline structures your writing. This last point needs more clarification. When someone reads a research paper or research report, it takes a period of time. This means that some things need to be read before other things are read. In order to make clear to your reader how your paper is developing and where the reader is in the process at any one time, you have to think about structure. In fact, two things are more likely to bring disaster on a research paper quicker than any other – a poor research question and poor structure (= a bad or no outline).

It is difficult to teach outlining, but we'll try.

A. Draw the main points of your outline out of your research question. If your question were [**PPT**]:



See how the outline addresses the needs of the question and does not go beyond.

B. The introduction usually serves to do two things – to provide the reader with a working knowledge of your topic and the issue you want to address; and to present your research question, which usually best goes as the last sentence of your introduction.

C. In general, the first parts of your outline will be more informational, and later parts more analytical. You need to lay a foundation of knowledge for your reader. Avoid a lot of analysis at the beginning of a paper before you have tried to be as fair and "objective" (if this is ever totally possible) as you can in presenting information, opposing views, and so on.

D. Look for natural clues in the material that would lead you to believe that certain material should come before other material (e.g. chronology, knowledge before analysis, least likely view first, etc.). Always ask yourself, "What needs to be presented before the rest of the presentation can make sense?"

E. If you are presenting several views but hoping to conclude in support of one of them, always present the view you are going to support ***last***. The reason is that the reader is generally more convinced by what he/she reads last.

F. If you are presenting several views, you can do this in either longitudinal or cross sectional fashion. Generally, longitudinal (all of one view presented before presenting all of next view) is preferred if the arguments are not overly complex. Cross sectional (the various aspects are broken down and discussed separately by contrasting the various views on each) works best if the arguments are complex.

CLASS ELEVEN: Final Writing Process

Assignment for which this class is the background:

No Assignment, but alert students to the final paper requirement and final book review, due the last day of classes (usually a week or so after Class Eleven). The course generally runs only 11 classes instead of 12 due to the workload for a one credit course. Go over Chapter 10 in the textbook on writing tips. Discuss student writing issues.

Final assignment and book review are as follows:

Final Paper (15%)

Present a copy of the final paper on the topic studied in your class assignments. ***Be sure it contains a good research question or thesis statement.*** You will be marked on your research question, outline, skill in making your case, and on the strength of your bibliography to support your case. Your bibliography would have a minimum of 25 items, including journal articles (8 items minimum). Less than that creates significant grade loss. Normally this will be a paper that you have also submitted in another ACTS course. **[Note: Regardless of the instructions of the professor in the other course, your paper must meet the criteria above.]**

If you have not actually written a paper in another course, turn in a 3 page summary of the paper you might have written on your topic, including a research question, an outline within which you provide your summary, and bibliography (minimum 25 items, with minimum 8 journal articles).

Rubric for a paper achieving a high grade:

- Research question shows special insight,
- Both good coverage and great organization
- Creative and high quality use of arguments
- Excellent, high quality, well focused bibliography
- Excellent format (one point)

For bibliographies done with RefWorks, use the Turabian (Notes) version rather than Turabian (Reference List). You may alternatively use APA 5th edition style for counseling papers.

If you are not using RefWorks, you might want to try the KnightCite program at http://webapps.calvin.edu/knightcite/ (use "Chicago" format, if you want Turabian).

Other formatting help may be found at http://www.twu.ca/library/style_guides.html

Book Review (5%)

Do a one page review of the textbook. Indicate the value of the book to you. No marks will be deducted for negative reviews - I promise.

APPENDIX – Assignment Rubrics

ASSIGNMENT ONE

No rubric. Score out of ten. Key:

2. How did the invention of writing change the pre-writing methods by which a society handled information?

Tradition could be preserved. Keepers of the information tradition lose power.

3. Name several significant changes to the world of information brought about by the printing press.

Ability to have multiple copies of the tradition; keepers of information lose power; impetus to advancing knowledge

4. In the process of publishing information, what is "gatekeeping" and why is it significant?

Gatekeeping is the process by which the publisher determines what will and will not be published. Significance is that it can help maintain quality, but it can also be a tool for censorship.

5. In what ways is the creation of the World Wide Web a "revolution" for information?

Access like never before to all sorts of information; greatest vehicle for free speech ever; bypasses gatekeepers so that anyone can have their say; demands more evaluation by users

6. 5. What did Google eBooks do to open up e-book reading?

The monopoly each reader had over its list of books to sell has been challenged by a site that will sell to almost any type of reader, from Nook to iPad. Meanwhile Google Books continues to digitize large libraries of books, some of which are deliverable to your computer for free, as long as they are not in copyright, and some of which Google will sell, in whole or in part, in electronic form or even as cheap paperbacks.

7. Name some advantages of e-books. Can you think of drawbacks?

Accessible from remote places; can be searchable. Drawback can be lack of readability, various platforms that may not be compatible.

8. What is peer review in journal article publishing?

Form of gatekeeping by which scholars in the subject field review submitted articles to determine if the journal will publish them. May recommend revisions before publication.

9. What is the open access movement and why was it seen as necessary?

Movement to provide scholarly information digitally for free via the Net. Mainly spurred by exorbitant pricing of scholarly journals, etc., whose research is often funded from the public purse.

11. What are the advantages and limitations of Web 2.0 for information?

Connectivity and collaboration create better ideas and make a better world than did one-way communication. But much in Web 2.0 reflects the same shallow thinking found in person to person conversations.

12. Why is not all "information" actually informative?

Because some of it is produced by people who are not qualified or have agendas that bias it. You can't believe everything you read. Even if you do, it may not be of high quality.

TWO

RUBRIC FOR RES 500 A - ASSIGNMENT TWO Professor: William Badke

Due beginning of class three

	Criteria				Points
	1- Basic level	**2-Developing Level**	**3 – Advanced Level**	**4 – Mastery Level**	
Identify appropriate reference sources	General encyclopedias, Wikipedia	Specialized reference sources that are not really central to the topic	At least one relevant reference source	Both reference sources highly relevant to the topic	__2__
Create a summary that provides a good working knowledge of the topic	Short, basic summary lacking in key details	Longer summary that has some key details present	Good working knowledge of the topic but no reference to possible issues or problems that could be addressed.	Good working knowledge that includes reference to possible issues, problems that could be addressed	__2__
Identify good potential research questions	One moderately good question but the rest failing on several points (see textbook appendix)	Two moderately good questions but the rest failing on several points	Three or more good questions even if they need some work	All questions are excellent, demanding analysis	__4__
					___
					___
				Total---->	__8__

Professor Comments: Assign maximum points for those who meet Criterion 4 and prorate down to level 1 (if 4 points, level 1 gets one point).

THREE

RUBRIC FOR RES 500 A - ASSIGNMENT THREE Professor: William Badke

Due beginning of class four

	Criteria				Points
	1- Basic level	**2-Developing Level**	**3 – Advanced Level**	**4 – Mastery Level**	
Identify appropriate terminology for Google search	Uses broad or less than relevant terminology	Roughly relevant terminology but could be more relevant	Good use of terminology to get good results	Creative and insightful use of terminology to get best results	__2__
Identify relevant and good quality websites	Websites are somewhat in target area but sites are not mainly on topic	Sites are in target area but quality is uneven or limited	Good, relevant sites identified.	Excellent sites that make a real contribution to the topic are identified.	__2__
Identify good research question	Question is vague or too broad or demands too little analysis but is in subject area	Question is all right but could be rephrased to make it more effective	Question is good and focuses on problem solving	Question is very well formulated and should make a real contribution to subject.	__2__
Prepare a useful preliminary outline	Outline is on subject but does not relate well to research question	Outline is relevant to question but missing one or more aspects	Outline covers all areas demanded by research question	Outline shows signs of being an excellent guide for research on question	__2__
					____
				Total---->	__8__

Professor Comments: Assign maximum points for those who meet Criterion 4 and a half point less for each increment down to 1.

FOUR

RUBRIC FOR RES 500 A - ASSIGNMENT FOUR Professor: William Badke

Due beginning of class five

	Criteria				Points
	1- Basic level	**2-Developing Level**	**3 – Advanced Level**	**4 – Mastery Level**	
Identify appropriate terminology for keyword title catalog search	Uses broad or less than relevant terminology	Roughly relevant terminology but could be more relevant	Good use of terminology to get good results	Creative and insightful use of terminology to get best results	__3__
Identify relevant book titles	Results are somewhat in target area but sites are not mainly on topic demanded by research question	Results are in target area but quality is uneven or limited	Good results, relevant to research question, identified.	Excellent results that make a real contribution to meeting the needs of the research question are identified.	__4__
Analyze results of search	Basic awareness	Identifies problems and is realistic about results	Has good idea quality of searches done.	Is able to troubleshoot issues	__1__
					____
				Total---->	__8__

Professor Comments: Assign maximum points for those who meet Criterion 4 and a point less for each increment down to 1.

FIVE

RUBRIC FOR RES 500 A - ASSIGNMENT FIVE

Professor: William Badke

Due beginning of class six

	Criteria				Points
	1- Basic level	**2-Developing Level**	**3 – Advanced Level**	**4 – Mastery Level**	
Identify appropriate LC subject heading(s)	Uses broad or less than relevant headings *	Roughly relevant headings but could be more relevant	Good use of headings to get good results	Creative and insightful use of headings to get best results	__3__
Identify relevant book titles	Results are somewhat in target area but sites are not mainly on topic demanded by research question	Results are in target area but quality is uneven or limited	Good results, relevant to research question, identified.**	Excellent results that make a real contribution to meeting the needs of the research question are identified.	__4__
Analyze results of search	Basic awareness	Identifies problems and is realistic about results	Has good idea quality of searches done.	Is able to troubleshoot issues	__1__
					____
				Total---->	__8__

Professor Comments: Assign maximum points for those who meet Criterion 4 and a point less for each increment down to 1.

* Students who identify only keywords that are not legitimate subject headings should have the assignment returned for revision and resubmission. **Take into account that for some narrow topics there may not be narrow enough subject headings to make a good fit. In this case, accept slightly broader subject headings in the Advanced category.

SIX

RUBRIC FOR RES 500 A - ASSIGNMENT SIX Professor: William Badke

Due beginning of class seven

	Criteria				Points
	1- Basic level	**2-Developing Level**	**3 – Advanced Level**	**4 – Mastery Level**	
Chooses relevant databases	Chooses two databases that are broad-based or not particularly relevant to the topic	Chooses at least one relevant narrow database	Chooses two relevant databases	Chooses the best two databases for the topic	__2__
Identify relevant terminology	Terminology is in general topic area but two broad or badly formulated	Terminology is OK but other terminology and/or formulations would be better.	Good use of terminology, including at least one subject heading	Creative use of terminology, including controlled vocabulary if available	__3__
Produce relevant articles	Articles are in topic area but are not directly relevant, are diverse in subject matter or contain 2 or more book reviews.	Articles are roughly relevant but could be more so.	Relevant articles found	Articles are on target to address the research question.	__2__
Check availability	Did not show availability (zero points).	Indicated only full text articles (zero points)	Indicated availability of all articles (one point)	Indicated availability of all articles (one point)	__1__
					____
				Total---->	__8__

Professor Comments: Assign maximum points for those who meet Criterion 4 and prorate down to level 1 (if 4 points, level 1 gets one point).

SEVEN

RUBRIC FOR RES 500 A - ASSIGNMENT SEVEN Professor: William Badke

Due beginning of class eight

	Criteria				Points
	1- Basic level	**2-Developing Level**	**3 – Advanced Level**	**4 – Mastery Level**	
Search Google Scholar	Minimal search term skill produces some relevant items	Competent search terms and *some* relevant results	Competent search terms and relevant results	Competent search terms and relevant results. Identifies full text	
Assess relevance of topic for ERIC	Used topic that was not relevant (zero points)	Topic was somewhat relevant but not fully (one point)	Topic was somewhat relevant but not fully (one point)	Identifies topic fully relevant for ERIC	__1__
Identify relevant terminology	Terminology is in general topic area but two broad or badly formulated	Terminology OK but other formulations would be better.	Good use of terminology	Creative terminology, including controlled vocabulary if available	__2__
Produce relevant documents	Documents are in topic area but not directly relevant, diverse subject matter or 2 or more book reviews.	Documents are roughly relevant but could be more so.	Relevant documents found	Documents are target to address the research question or stated topic.	__2__
					___
				Total---->	__8__

Professor Comments: Assign maximum points for those who meet Criterion 4 and prorate down to level 1 (if 4 points, level 1 gets one point).

EIGHT

RUBRIC FOR RES 500 A - ASSIGNMENT EIGHT

Professor: William Badke

Due beginning of class nine

	Criteria				Points
	1- Basic level	**2-Developing Level**	**3 – Advanced Level**	**4 – Mastery Level**	
Assess site #1	Feels somewhat bothered by site but no clear critique	Identifies site as cultic/heretical	Identifies connection with Worldwide Church of God and group is heretical	Site is heretical breakaway from WCG, which has become evangelical	__4__
Assess Site #2	Sees site level as scholarly	Sees site as uneven – some scholarly, some not	Sees site as primarily non-scholarly	As 3. but adds critique that site not really useful for reliable answers	__2__
Assess Site #3	Uncertain whether or not site is scholarly	Sees site as scholarly but gives limited evidence	Sees site as scholarly and gives good evidence	Goes beyond site to show that Ross is reputable scholar.	__2__
					___
				Total---->	__8__

Professor Comments: Assign maximum points for those who meet Criterion 4 and prorate down to level 1 (if 4 points, level 1 gets one point).

NINE

RUBRIC FOR RES 500 A – ASSIGNMENT NINE

Professor: William Badke

Due beginning of class ten

	Criteria				Points
	1- Basic level	**2-Developing Level**	**3 – Advanced Level**	**4 – Mastery Level**	
State thesis or research question	Did not identify research question or main theme (zero points)	Identified main theme but not research question/thesis (half point)	Found thesis/question or formulated one if not directly stated (one point)	Found thesis/question or formulated one if not directly stated (one point)	__1__
State main arguments	Only minimal understanding of main arguments	Identified some main arguments but missed others	Identified most main arguments	Identified all main arguments with clear insight	__2__
Evaluate the arguments	Minimal analysis	Moderate analysis but could be stronger	Followed and answered the evaluative questions in the assignment	Showed excellent depth and insight in evaluation	__3__
Give overall evaluation	Ambiguous or approving / disapproving with little evidence	Gives some reasons for evaluation. Evaluation reasonably sound	Sound evaluation with good insights	Showed excellent insight into strengths / weaknesses of article.	__2__
					____
				Total---->	__8__

Professor Comments: Assign maximum points for those who meet Criterion 4 and prorate down to level 1 (if 4 points, level 1 gets one point).

TEN

RUBRIC FOR RES 500 A – ASSIGNMENT TEN

Professor: William Badke

Due beginning of class eleven

	Criteria				Points
	1- Basic level	**2-Developing Level**	**3 – Advanced Level**	**4 – Mastery Level**	
Research Question	Question is vague or too broad or demands too little analysis but is in subject area	Question is all right but could be rephrased to make it more effective	Question is good and focuses on problem solving	Question is very well formulated and should make a real contribution to subject.	__2__
Outline	Outline is on subject but does not relate well to research question	Outline is relevant to question but missing one or more aspects	Outline covers all areas demanded by research question	Outline forms an excellent guide for research on question and is set up to include all elements of the research question, with no unnecessary points	__2__
Bibliography	Generally in topic area but items are diverse or broader than res. question	Generally in topic area, with some relevant items but others less relevant	High level of relevance and most items of high quality for topic	High level of relevance and quality representative of the best material on the topic	__2__
					____
				Total---->	__8__

Professor Comments: Assign maximum points for those who meet Criterion 4 and prorate down to level 1 (if 4 points, level 1 gets one point).

RUBRIC FOR FINAL PAPER Professor: William Badke

	Criteria				Points
	1- Basic level	**2- Developing Level**	**3 – Advanced Level**	**4 – Mastery Level**	
Research Question	Research question is weak or only implied.	Research question all right, but could be stronger	Solid research question stated in paper	Research question shows special insight,	__4__
Outline	In subject area but rambles and/or does not really address the research question	Addresses the question somewhat but needs help in organization	Covers the ground of the research question well.	Both good coverage and great organization	__4__
Development	Basically on subject but does not really address research question	Addresses research question but should be restructured to make it work better.	Good development of ideas based on good structure	Creative and high quality use of arguments	__2__
Bibliography	Lots of general/broad sources and/or much diversity and/or not enough titles	Results more focused on question but several not relevant or too broad	Good bibliography with a few problems	Excellent high quality well focused bibliography	__4__
Format	Little use of proper format (zero points)	Attempt to use proper format, but minimally effective (0)	Good format, some problems (one point)	Excellent format (one point)	__1__
				Total----->	__15__

Professor Comments: Assign maximum points for those who meet Criterion 4 and prorate down to level 1 (if 4 points, level 1 gets one point).

BOOK REVIEW

Award 5 points if good summary of book and reasonable analysis/evaluation. Drop points if either is deficient.