

INTRODUCTION TO LIBRARY RESEARCH



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Introduction to Library Research

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Licensing

A detailed breakdown of this resource's licensing can be found in [Back Matter/Detailed Licensing](#).

CHAPTER OVERVIEW

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1.1: Welcome to LIB101!

This is a fun, info-packed course that explores searching techniques, research tools, and hones information evaluation skills. You should expect to spend between 3-4 hours a week doing the readings and the assignments. Many students find it helpful to work early in the week for an hour, then come back later in the week to finish the week up. This is especially true of weeks with forums that require responding to another student's work. All the weeks' content and assignments are available and you may work ahead.

The learning outcomes for this class

These are the three guiding principles used when creating this course. My goal is to have you be able to do these three things:

1. Practice information searching skills across multiple formats and tools.
2. Evaluate information resources for credibility and suitability for college-level coursework.
3. Demonstrate ethical and socially-responsible creation and use of information

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1.2: The Syllabus

A syllabus is a contract between you and me that lays out how the course will go: expectations, late policy, grading, getting help, etc. You'll have a syllabus for every class in college, and you should treat it like a reading assignment and read it.

Pro-tip: *Treat reading the syllabus like it's part of your grade- sometimes it is!*

You can access your LIB101 syllabus any time in the "Get Help..." link at the top of each week's content in Moodle.

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1.3: How to be an Online Student



Is this your first online class?

Learning online requires you to be more self-directed, autonomous, and organized than classroom learning. You're not only learning the course material, you're learning how to *be* an online student. It's a little different: it is easier to get behind, forget to check in, skip readings, or miss assignments simply because we don't meet weekly to keep you accountable. You also have to learn a totally new system: Moodle. Lucky for you, we have a [Moodle tutorial\(opens in new window\)](#) and a [Moodle FAQ\(opens in new window\)](#) designed to help you do just that.

Deadlines

Do yourself a favor and set yourself a schedule early on. Note when assignments are due (find due dates in the syllabus or on Moodle), and plan time to complete them (anticipate 3-4 hours per week for this course).

Summary

- Read all course materials and watch all videos. Assignments will be much easier and will get a better grade if you do!
- Ask for help *before* you start to panic.
- If you start to panic, ask for help.
- If you get behind, don't panic. Ask for help. I promise I won't judge you, and I can't help you if you don't talk to me.
 - **You can email me, or, if you need help IMMEDIATELY, use the 24/7 live chat feature from chapter 1.9.** (It's also on our [library help page\(opens in new window\)](#)). You can chat with a librarian at any hour of the day or night and they will help you solve your issue.

Image credit: [sarahwynne\(opens in new window\)](#)

1.3: How to be an Online Student is shared under a [CC BY-NC 4.0](#) license and was authored, remixed, and/or curated by Clackamas Community College Library.

1.4: Community Guidelines

"Community guidelines" are a set of values that we all agree to honor as we communicate, learn, and grow together in LIB101. Guidelines are important to follow in online discussions and forums to make sure we are respectful to one another and open to all perspectives. If forum posts do not honor our community guidelines, I reserve the right to remove the offending material.

Below are guidelines that I've used in past classes. Community guidelines are better when they're developed together, by our community! If you have additional ideas you'd like to add to our community guidelines, I invite you to add them into your forum post. We'll have an opportunity to discuss them next week.

LIB101 Community Guidelines

1. **Share your truth and focus on self.** Avoid generalizations such as "we," "they," etc. Support opinions with facts and citations.
2. **Intent AND impact.** Acknowledge and take responsibility for the impact of your words. Assume others have good intentions and/or inquire about intentions or assumptions.
3. **Agree to disagree.** Make it OK to recognize when differences emerge. Honor differences without guilt, shame, or blame.
4. **Participate to the fullest of your ability.**

Community guidelines adapted from *Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools*.

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1.5: CCC Library

CCC Library is located in the [Dye Learning Center \(opens in new window\)](#) on the [Oregon City Campus \(opens in new window\)](#). Our library has:

- access to a huge number of [books \(opens in new window\)](#), eBooks, and magazine and journal articles (we will learn more about this later)
- [textbooks \(opens in new window\)](#) on reserve (so you don't have to buy them!),
- quiet areas to [study & study rooms \(opens in new window\)](#),
- [computers, printers, and scanners \(opens in new window\)](#) for students to use.

We are also conveniently located next to the Writing Center, a Computer Lab, and the Math and Science labs. All have [tutors \(opens in new window\)](#) that are there to help you when you need it. Swing by the [CougarConnect Desk \(opens in new window\)](#) for help if Moodle isn't working correctly.

CCC Library also has two help desks:

- **The Circulation Services (or Check-out) Desk**

This is where you can check out books, request Course Reserves textbooks, settle up lost fines (we do not charge late fees!), or ask general questions about the library or your account.

- phone: 503-594-6323
- email: circ@clackamas.edu

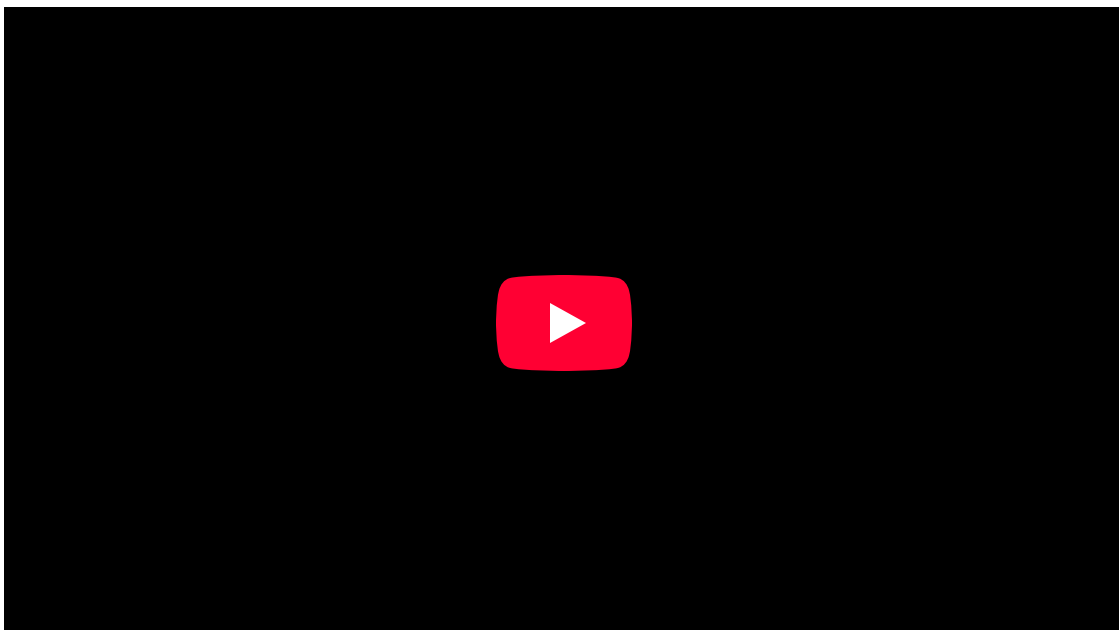
- **The Research Help (or Reference) Desk**

This is where you can talk with a librarian who can help you find a specific book or article, help you interpret your homework, or help you with your research assignment.

- walk-up: [see our Research Help hours \(opens in new window\)](#)
- phone: 503-594-6042
- email: reference@clackamas.edu
- Zoom appointment: [make an appointment with a CCC librarian \(opens in new window\)](#)
- [Online chat service \(opens in new window\)](#) [24] to get help from librarians

CCC Library's hours change depending on the time of year. Check the [library hours page \(opens in new window\)](#) for complete, up-to-date hours.

For more information about the CCC Library, including what you will find on our [website \(opens in new window\)](#), watch the following video:





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1.6: Checking grades and reading feedback

How are you graded?

Every assignment in LIB101 has a **rubric** at the bottom of it. Read the rubric criteria to learn my expectations of "A-level work" and how I will be evaluating your work.

Grades

To find your grades, select the **Grades** link in the navigation menu to the left (*accessible using the ≡ button*). You'll see a "User report" for yourself, which I will update every week with your latest grades.

Feedback

Something previous students have said again and again is that reading the feedback that I give is extremely valuable and they wish they'd read it sooner. Checking your feedback is very important and there will be extra credit opportunities that you will only hear about in the feedback!

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1.7: Past students have advice for you!

Every term, the librarians ask their students to share with future LIB101 students what they wish they had heard on the first day. Here a few of the best pieces of advice:

- "Regardless of the time, when the homework is due, or how shy you are: **use the 24/7 chat provided.** You don't necessarily need to be stumped to ask a question, you can simply do it if it will save you a good portion of time."
- "I would tell Fall term students to **not procrastinate...** to **ask questions**, and to **take a deep breath** when or if they are not finding a good article to cite. Reading the notes you provided helped a lot."
- "**Spending time on the worksheet** where we developed our topic and find synonyms for our keywords is really worthwhile--having to get those keywords and synonyms listed out like that early in the process saved me what would have been some real time and frustration later in the class."
- "Students should **create a schedule** for themselves of what they plan to accomplish each day. This schedule should be tweaked almost constantly until they have one that leaves them feeling accomplished each day without being overloaded with work. This helped me prevent procrastination while also keeping the class fairly fun."
- "Do the assignment early in the week and **take time to digest it!** Just because you can finish the assignment fast doesn't mean you should! All of the information in this class is very useful and sometimes enlightening and it's worth it to slow down and take it all in."
- "Take advantage of this class. It is as easy or as hard as you make it. I wish I would have taken a look ahead in my writing class and matched up my research topics. **I feel like you get out of this class as much if not more than you put in.** Also don't be afraid to reach out to your teacher or the other Librarians they are incredibly helpful and understanding."



Pretty good advice, if you ask me!

Image credit: [asenat29\(opens in new window\)](#)

1.7: Past students have advice for you! is shared under a [CC BY-NC 4.0](#) license and was authored, remixed, and/or curated by Clackamas Community College Library.

1.8: Why is Information Literacy important?

What is Information literacy?

In short, Information Literacy is knowing how to find, evaluate, and use the information you need. Information literacy is learning how to swim rather than drown in the information sea. Learning to cope with information overload. Spending less time researching and get better results. Interpreting information for bias and credibility. You're setting yourself up to be able to solve any problem you're presented!

The skills you learn will transfer to any school or work environment you encounter in the future. The exercises and assignments will provide you with many opportunities for hands-on practice with a variety of information resources and search engines.

Some questions To consider over the term:

- What do we really need libraries for now that there's Google?
- What is academic information and how do I use a library to find it?
- How do I find information that actually answers my research question?
- When might library resources be more useful than Internet searching?
- What is a search strategy and why is it important in research?
- How do I find articles and eBooks using databases?
- Can I manipulate Google to get fewer, better results?
- Is the information I've found trustworthy and can it be used in academic papers?
- How does college research work and how can I get help during the process?

Image credit: freessvg.org

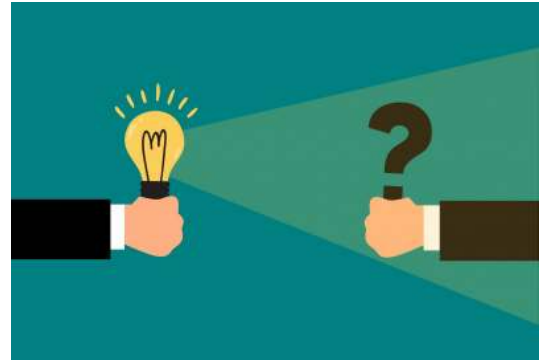


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1.9: Help is available!

Sometimes folks think asking for help is a weakness...OMG it is *anything but!!* Asking for help is the smartest thing you can do: save yourself time, avoid frustration, and use your resources. There are several ways that you can ask for help in LIB101:

- Email, call, or visit your instructor
- Talk with ANY librarian at CCC Library. I am not always available, but there is nearly always a librarian available. All of us can help with LIB101 stuff.
- Use CCC Library's 24/7 chat-with-a-librarian service (available below) to get past those sticky moments at any time of the day or night. The chat service allows you to get help from a real, live librarian at any time of the day or night - really valuable, especially when you're up late writing papers the night before it's due! It is rarely a CCC Librarian, but they can help with most questions, especially if you give them a lot of information about the assignment you are struggling with.



Pro tip: There is an extra credit assignment using 24/7 Chat, so don't forget to add your email and submit your transcript of the conversation if you would like a few extra points!

Chat Help from a Librarian

24/7 live chat

Chat with a Librarian

Name

Email address*Required

Your Question*Required

Image credit: pxhere.com

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CHAPTER OVERVIEW

2: Topics and Keywords

2.1: The Research Process

2.2: How to Develop a Good Research Topic

2.3: Keywords

2.3.1: Choosing keywords

2.3.2: Translating a topic into keywords

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2.1: The Research Process

The Research Process

Research is frequently cited as being a frustrating process for students. We've heard that research seems to take longer than it should and that finding the exact thing you want is really difficult. And sometimes, just when you think you are getting somewhere, you realize you need to adjust your topic.

Part of the reason research can seem so frustrating is that people tend to approach it as a linear process- you might think that first you pick a topic, then you perform some searches, then you identify your resources, and then, finally, you move onto writing the paper. That process is linear because it goes from one step to another in a straight line, like this:

X choose a topic → search → identify resources → write paper

In reality, research doesn't really work like that! You'll have to go backwards, repeat some steps, and even repeat the entire process in order to do it right. Research is actually an **iterative process**, meaning that it is a circular process where you repeat steps more than once. It looks a lot more like this:



Image created and shared by CCC Library

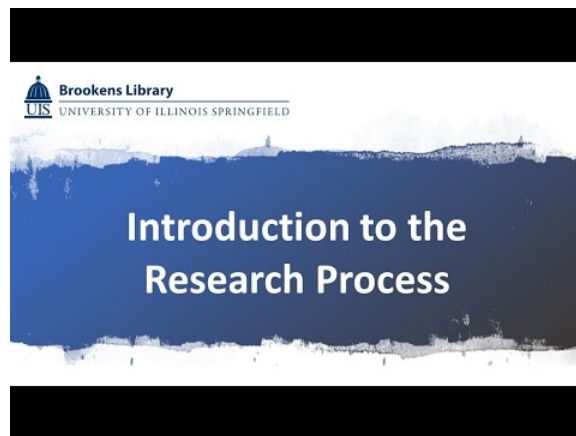
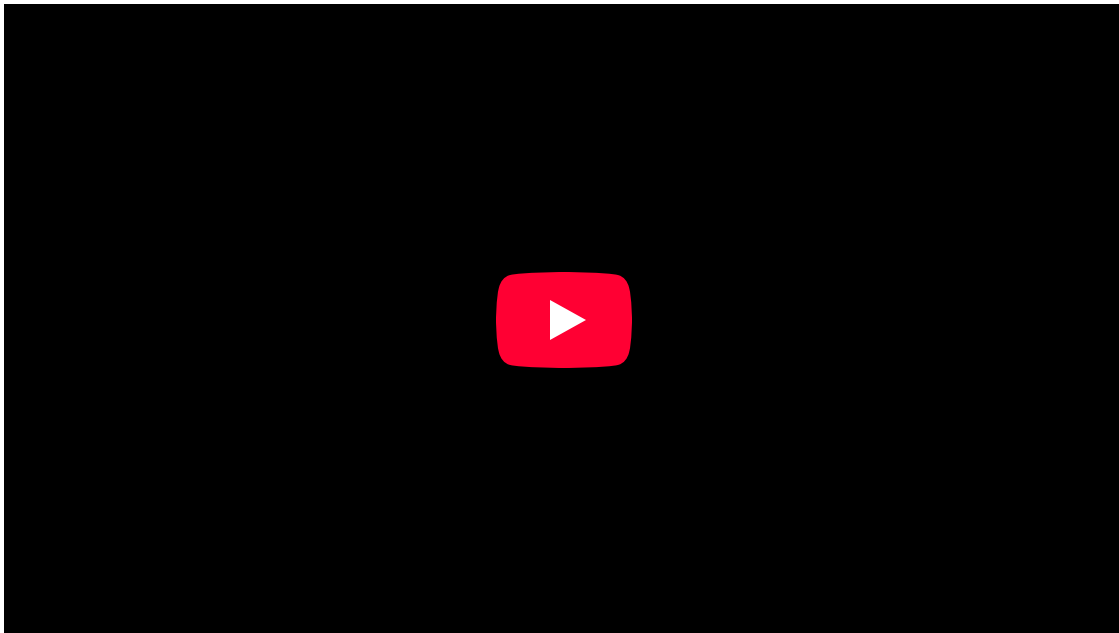
Definition: Iterative

An iterative process is one that repeats itself. Iteration is the repetition of a process in order to generate multiple outcomes. Each repetition of the process is a single iteration. When researching, each unique search is an iteration.

So why is it **iterative** (circular and repeating) and *not* linear? Because you are learning more information about your topic as you research! You figure out what isn't working, but also discover new ideas and concepts that may help you research more effectively. Basically, the information you find while you research is going to change the way you think about your topic and inspire new research strategies.

If you are searching iteratively by repeating research steps as necessary, you'll save yourself a lot of frustration. The iterative search process has more steps than the linear search process, but those extra steps actually save you time because you give yourself the opportunity to catch problems before it's too late. You'll learn plenty of tricks in LIB101 to make your research process more efficient; knowing that the research process is iterative is the first one!

Watch this short video for another explanation of the research cycle:



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2.2: How to Develop a Good Research Topic

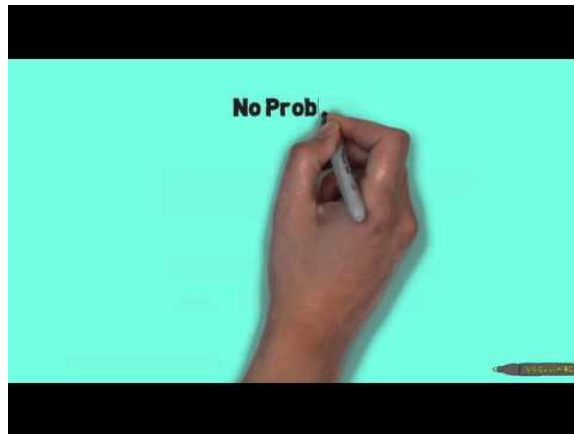
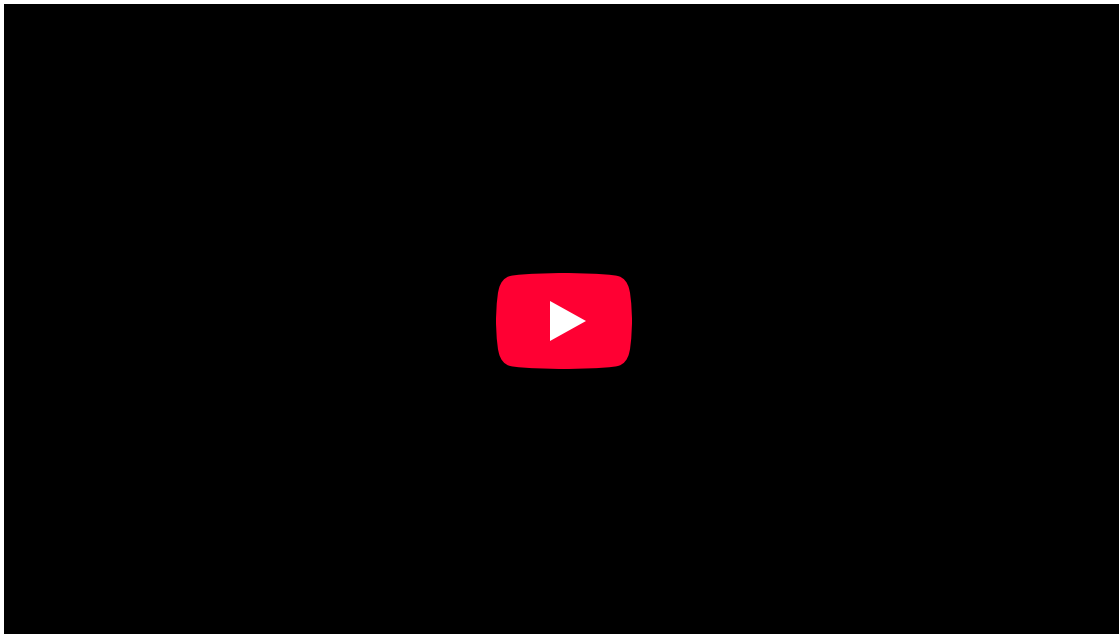
How to Develop a Good Research Topic

Because LIB101 is designed for you to learn about and practice the research process, you will **not** be developing your own research topic. Instead, you'll be choosing from a list of premade topics provided by your instructor. These premade topics are designed for beginner researchers and are meant to set you up for success in your research.

Even though you won't be developing a research topic for this class, it's a good idea to understand how to develop a good research topic so you are prepared for your future research assignments.

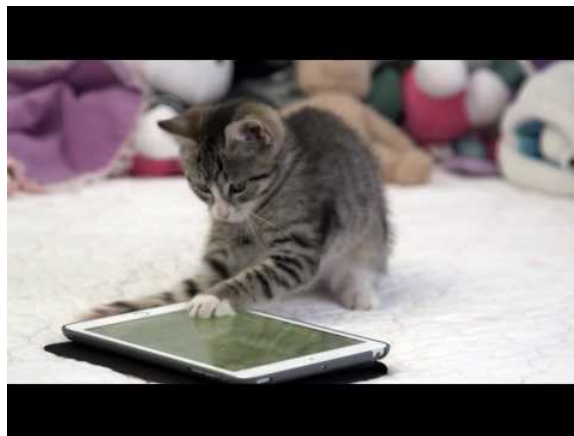
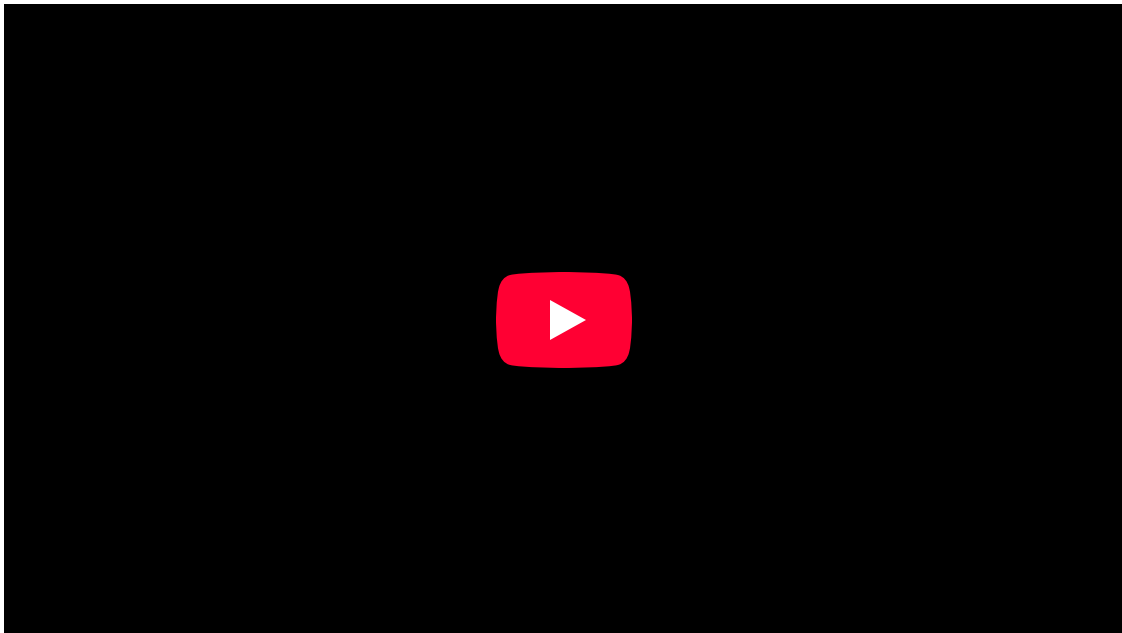
So how do you choose a topic? And, once you've chosen, how do you adjust the topic into a good one? Watch this required video for some ideas on developing a **good** research topic:

How to Develop a Good Research Topic (created and shared by [KState Libraries](#)(opens in new window))



What if you have an interest that you want to research for an assignment? How do you go from something you're interested in to a good research topic? Watch the video below to find out:

Turning an Interest into a Researchable Question (created and shared by [PCC Library](#)(opens in new window))



2.2: [How to Develop a Good Research Topic](#) is shared under a [CC BY-NC 4.0](#) license and was authored, remixed, and/or curated by Clackamas Community College Library.

2.3: Keywords

Keywords

Once you have a research topic, you need to get ready to search.

Before you head to a search engine and get started, you want to come up with your search strategy. You wouldn't leave for a vacation without packing, and you shouldn't search without a plan!

Like a lot of other technology, search engines have their own rules. Knowing these rules will help you be more effective in your research. The first rule of search engines is that searching with full sentences is not as effective as searching with **keywords**. **Keywords** are usually nouns or short phrases (2 or 3 words that make up a single idea), and they are **the most important words in your topic**.

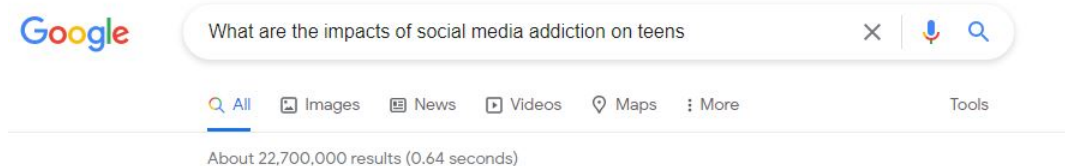
Definition: Keyword

Keywords are usually nouns or short phrases (2 or 3 words that make up a single idea), and they are the most important words in your topic. These are the words and phrases you will put in the search box when doing research in the library catalog and databases.

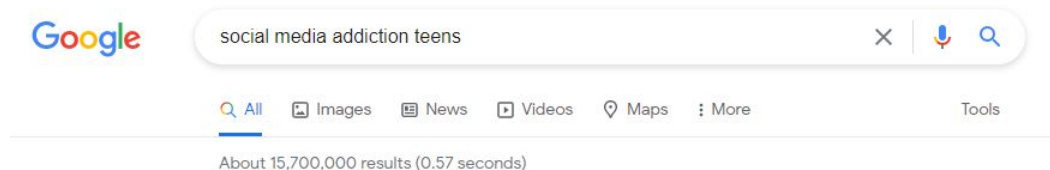
Why should you search with keywords instead of full sentences? Because search engines search for every single word you put into the search bar. This means that your search results can quickly become cluttered with useless resources if you include words that aren't relevant to your topic (think *the*, *is*, *it*, *a*, *etc.*). Searching with full sentences makes the search engine look for extra, unnecessary words and impacts your search results.

Let's look at an example.

I've decided on the following research question: *What are the impacts of social media addiction on teenagers?* So, I go to Google and put the entire question in the search bar. Here's what I get:



Over 22 million results! That's way too many. Let's try cutting out the unimportant words in that sentence and only keeping the words that are really important for my topic:



Now I see 15.7 million results. That's still a lot, but much better than before! Those extra words (*what*, *are*, *the*, *impacts*, *of*, *on*) added 7 million extra results to my search.

Remember: **keywords** will be the most important words directly related to your topic. It's important to search with keywords so your results are as relevant to your topic as possible.

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2.3.1: Choosing keywords

Now we know that **keywords** are the most important words for our topic. But how do we go from a topic to a list of keywords to search with?

You saw in my example that I chose my keywords directly out of my research question: *What are the impacts of social media addiction on teenagers?*

Your topic sentence or research question is a great place to start when creating your list of keywords. But you don't want to stop there, you'll want to brainstorm a good list of keywords with multiple options that you can search with. Why? Because everyone is different! And people often use different words to describe the same thing.

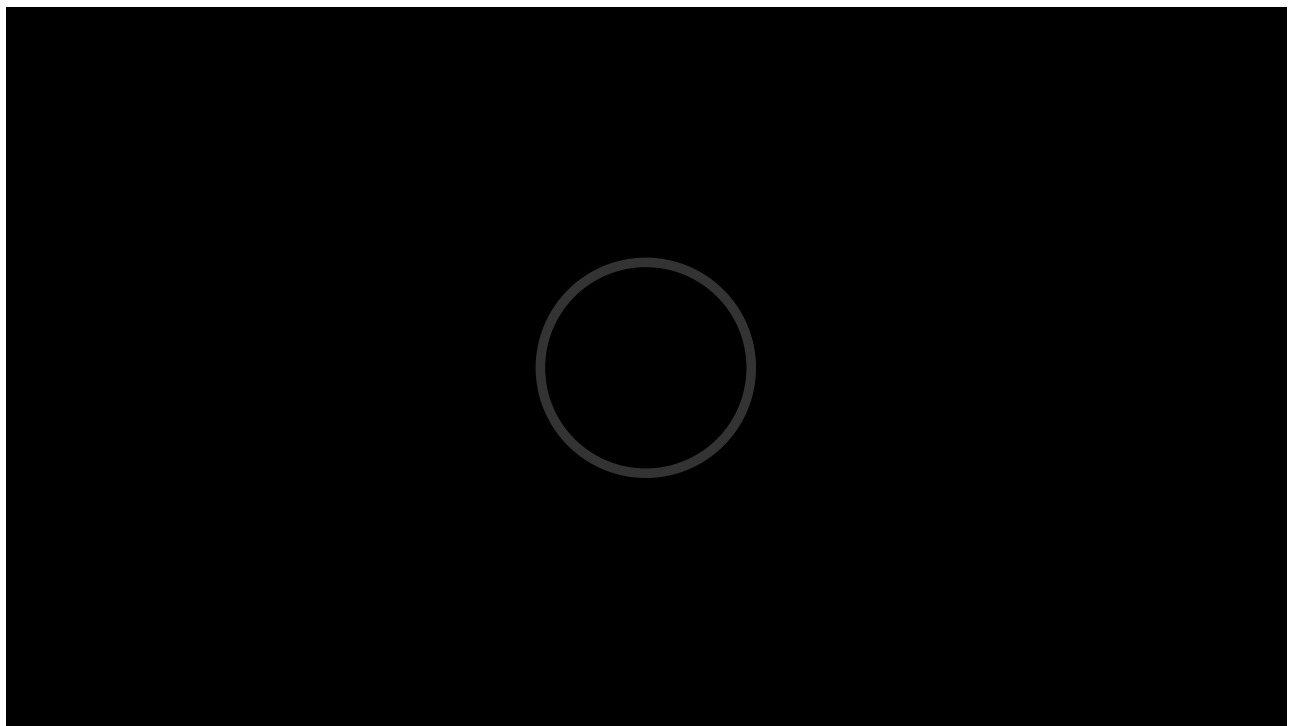
Let's use my example topic again.

I've picked out my keywords: *social media*, *addiction*, *teenagers*. Those are some pretty good keywords, but what if someone writes an article titled *The link between Instagram dependency and depression in adolescents?*! That article sounds like it would be amazing for my research- but it doesn't use the same words as I did to describe my topic! How am I going to find that article if I only use my original keywords? I'll need to have a list of keywords to search with that includes **alternative keywords**.

Alternative keywords are additional keywords that you can search with in place of your original keywords. From the above example, the author used *Instagram* in the title, which is a good **alternative keyword** for *social media* (because *Instagram* is an example of a *social media* platform!). I also see *adolescent* as an **alternative keyword** for *teenagers* and *dependency* as an **alternative keyword** for *addiction*.

I bet that if I did some brainstorming I could come up with even more alternative keywords for my topic.

Watch this video for a review of why keywords are important and how they fit into the research process:



Selecting & Using Keywords from Joshua Vossler on Vimeo.

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2.3.2: Translating a topic into keywords

By now, we know that it's important to come up with a good list of keywords to cover your bases when researching your topic, and that searching with keywords will save you time during the research process. Figuring out what keywords to search with does take some brain power, but luckily, there are some steps you can follow to create a well-rounded set of keywords.

Step 1. Write down or type out your topic sentence or research question.

Example:

What are the impacts of social media addiction on teenagers?

These will be the most important single words or phrases (single ideas that happen to have more than one word) in the sentence.

Example:

What are the impacts of social media addiction on teenagers?

Remember: only select the **most important** words from your topic. Some words you don't need to highlight and why:

- it, to, the, of - articles and prepositions can usually be ignored because they are so common, and are not directly related to your topic.
- should, be, use, for - adjectives and words that indicate a relationship between two ideas can usually be ignored because they may eliminate otherwise relevant results from your search. These words are also not directly related to your topic.

Step 3. Brainstorm alternative keywords.

Look at your highlighted words from your topic sentence or research question. What other words could people use for those ideas? Use what you already know about your topic to come up with your alternative keywords. **Remember:** a good list of alternative keywords is **not** going to be super long, it **is** going to predict alternative words authors might use when they write about your topic.

Example:

What are the impacts of social media addiction on teenagers?



Social media: Instagram, Facebook, TikTok

Addiction: Dependency

Teenagers: Adolescents, teens, youth, young adults

Notice that my list of keywords isn't super long. It includes my original keywords from my research question, plus some alternatives that I think authors might use when writing about my topic. If I find out that I'm missing important keywords, I can always add to my keywords list as I research!

Step 4. Put quotation marks around phrases.

Look for keywords that are phrases (single ideas that happen to have more than one word) and place quotation marks around these phrases.

What are the impacts of **social media addiction** on **teenagers**?



"Social media": Instagram, Facebook, TikTok

Addiction: Dependency

Teenagers: Adolescents, teens, youth, "young adults"

Wait, what do quotation marks do?!

Quotation marks go around keywords that are **phrases**. **Phrases** are single ideas that happen to have more than one word, like "*social media*." Quotation marks tell the search engine to search for that **phrase** instead of searching for the words separately. This is important because my topic is about "*social media*" (websites or apps that allow users to share content and participate in social networking), not *social* (relating to society/community) and *media* (broadcasting, internet, journalism).

Here's how quotation marks work when searching:

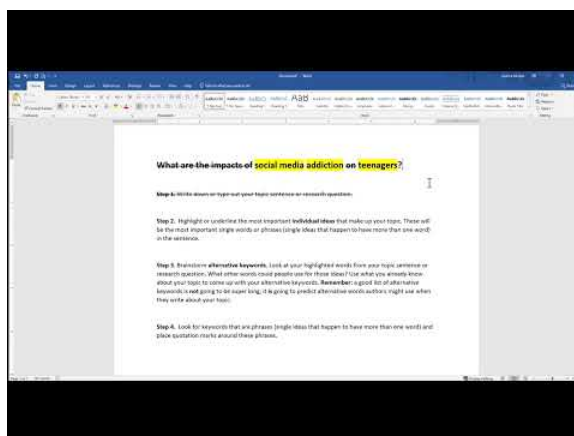
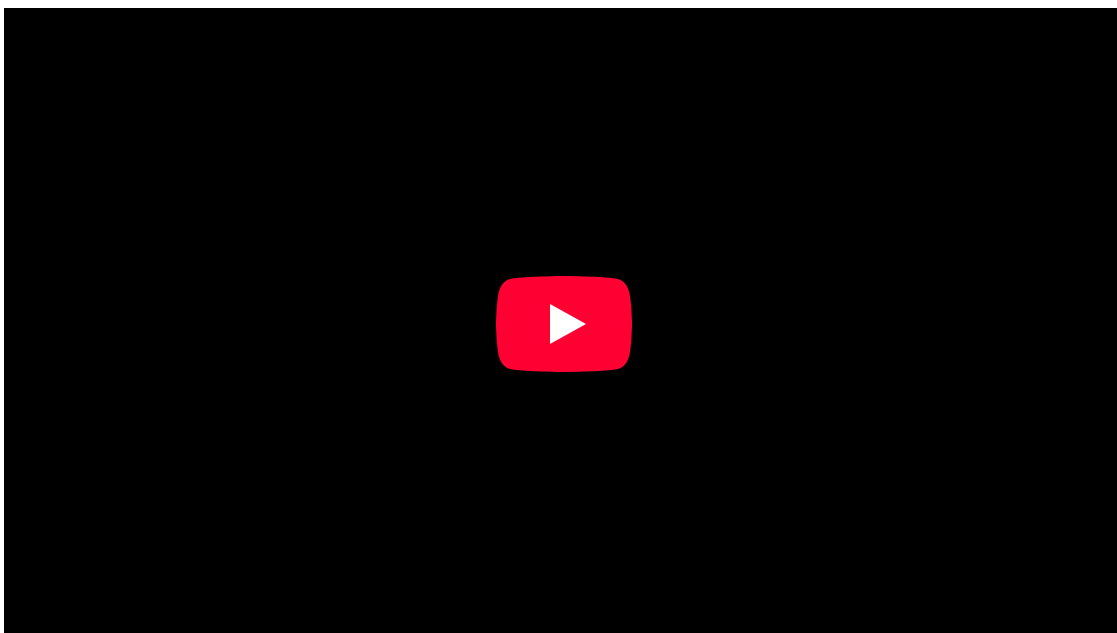
1. I put *social media addiction teenagers* into the search bar without any quotation marks.
2. The search engine sees that I am searching for **four** keywords (social, media, addiction, teenagers). It will find me results that include those four keywords.
3. In some results, some of the keywords might be together ("An *addiction* to *social media* is tough for a *teenager*...").
4. In other results, those keywords will be separated ("You may have seen the *media* covering an *addiction* problem faced by *teenagers*, whose *social* habits...").
5. In both cases the search engine has done its job because all four of my keywords are found in the text. But that second result isn't really about an addiction to social media, so I can work to improve my search.

Let's improve that search with quotation marks:

1. I put "*social media*" *addiction teenagers* into the search bar with quotation marks around "*social media*."
2. The search engine sees that I am searching for **three** keywords ("*social media*," *addiction*, *teenagers*). The quotation marks around "*social media*" have told the search engine that those two words are actually a **phrase** and are to be treated as a single keyword. This means that all my results have to include the **phrase** "*social media*."
3. The search engine will now find me results that include my three keywords.
4. The first result from my example above will still show up in my results list, because the words *social* and *media* appear as a **phrase** ("An *addiction* to *social media* is tough for a *teenager*...").
5. The second result ("You may have seen the *media* covering an *addiction* problem faced by *teenagers*, whose *social* habits...") will no longer appear because the words *social* and *media* were separated in the text.
6. I successfully used quotation marks to remove an irrelevant result from my search!

Remember, you do not need to add quotation marks around single words.

Watch the video below to see CCC Librarian Justine complete the 4 steps of translating a topic into keywords with the example topic from this reading. Watch closely, you'll be completing these steps in your Week 2 Forum Assignment!



2.3.2: Translating a topic into keywords is shared under a [CC BY-NC 4.0](#) license and was authored, remixed, and/or curated by Clackamas Community College Library.

CHAPTER OVERVIEW

3: Basic Searching - Catalog

3.1: Chapter 3 Vocabulary

3.2: Adding to your Keywords

3.3: The CCC Library Catalog

3.4: Searching in the Library Catalog

3.4.1: Search Results and Keywords

3.5: Saving a Library Resource

3.6: Troubleshooting your search

3.7: How to take a screenshot

3: Basic Searching - Catalog is shared under a [CC BY-NC 4.0](#) license and was authored, remixed, and/or curated by Clackamas Community College Library.

3.1: Chapter 3 Vocabulary

The world of libraries has its share of **jargon** - words and phrases that have specific meanings within the context of library research. Jargon is useful because it helps us communicate very specifically about what we are accomplishing as we research; it's what experts use and for good reason. The problem with jargon is that until you learn it, jargon can be alienating to new learners.

We're going to take a moment to learn some basic vocabulary so that going forward, you can not only "walk the walk" but "talk the talk" of library research. You can expect to see new vocabulary at the start of most weeks from here on out. This list will reappear and grow in later weeks to help you review. Read it once, then use it as a reference when you need it. :-)

If you need to print the vocab: [Click here to open a PDF of the vocabulary](#)(opens in new window)

3.1: Chapter 3 Vocabulary is shared under a [CC BY-NC 4.0](#) license and was authored, remixed, and/or curated by Clackamas Community College Library.

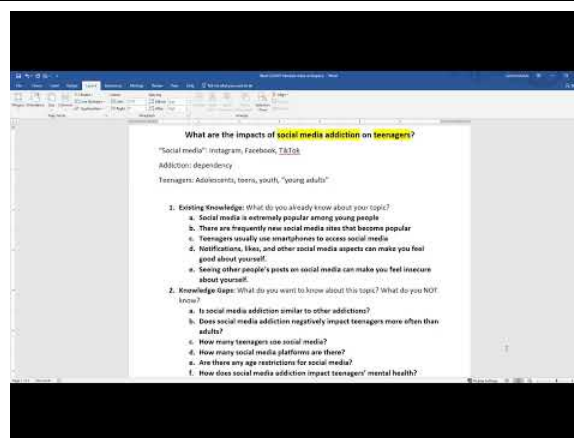
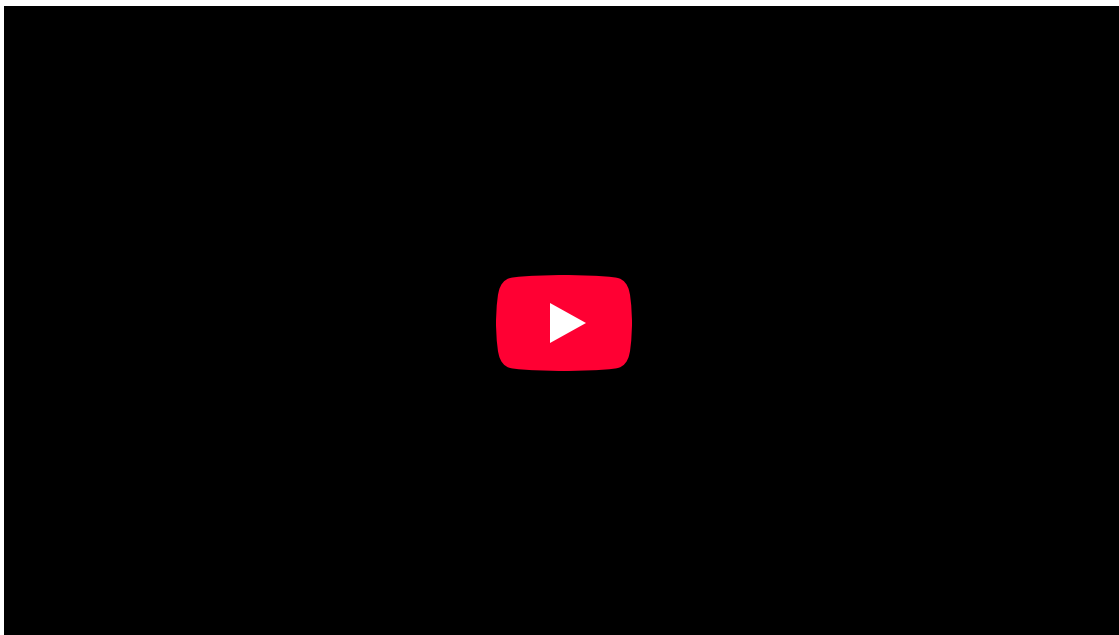
3.2: Adding to your Keywords

Last week, you translated your research topic into keywords and brainstormed alternative keywords for your topic. This is the first step in creating and maintaining a keywords list for your research. Your keywords list is a living document! Part of the iterative research process is revisiting and adjusting your keywords list as you learn more about your topic.

One way to add to your keywords list before you even start searching is to think about your **existing knowledge** and your **knowledge gaps**. Your **existing knowledge** is everything you already know to be true about your topic. Your **knowledge gaps** are what you don't know yet, but want to find out with your research.

You should take some time to think about your existing knowledge and knowledge gaps before you start searching. You'll likely find that writing out what you already know and what you want to find out about your topic will help you identify even more keywords to search with.

Watch this video to see librarian Justine go through the process of using existing knowledge and knowledge gaps to add to a list of keywords.



3.2: Adding to your Keywords is shared under a [CC BY-NC 4.0](https://creativecommons.org/licenses/by-nc/4.0/) license and was authored, remixed, and/or curated by Clackamas Community College Library.

3.3: The CCC Library Catalog

Access to materials

CCC Library provides you access to materials that cannot be found (for free, if at all) on the Internet. Publishers of books, eBooks, research journals, and scientific articles charge fees to view their content; that's their business model. The library subscribes to collections of these materials on your behalf in order to provide you the materials you require to learn in your discipline. That's why, when you go to access a CCC Library database or article, you are prompted to log in with your myClackamas username and password. Without access to these materials, scholarly research would be hugely limited, so take advantage of your time as a student and use them to greatest effect.

Many public libraries also provide access to research databases, so the public at large is able to access these materials, albeit in much more limited amounts than a student at a college or university. You may not have realized that you have access to more information now than you will have once you are out of school!

Library Collections

CCC Library has built an incredibly robust search system, called the Library Catalog, designed to help you find resources efficiently. The search bar on the [CCC Library website \(opens in new window\)](#) simultaneously searches hundreds of databases and millions of books, eBooks, articles, encyclopedias, videos, maps, government documents, and more. These information formats all have relevant roles to play in your research process. Over the next few weeks we will explore a few of them so you will be more comfortable finding and evaluating them for your research projects.

You can think of using this tool similar to online shopping - you put in your search term, review your results, then start applying limiters (refiners or facets) to narrow down your results. Just like in Amazon you may limit by price, availability, color, or other category, in CCC Library search you can limit by the information's Availability, Type, Date of publication, or Subject. Apply one limiter at a time; never apply two at once as it breaks the system. Choose one, then hit search before choosing another.

When you enter your search terms here...

Catalog: Search for books, articles and more!

	CCC + Summit + Articles	▼	Search
----------------------	-------------------------	---	---------------

Search for items in CCC Library, Summit Libraries, and most article databases.

Or perform an [Advanced Search here](#).

[\(opens in new window\)](#)

...you are searching a collection that is structured like this!

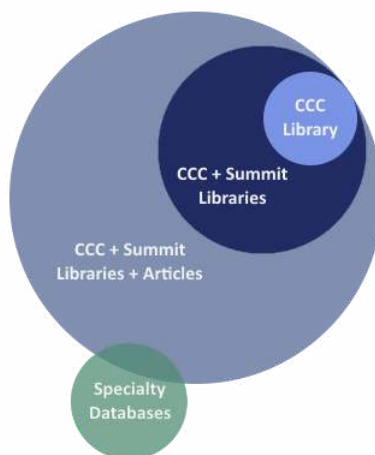


Image created and shared by CCC Library

And it is comprised of these layers:

CCC Library

This is where you can find books, eBooks, videos, and other items at CCC Library.

CCC + Summit Libraries

This includes books, eBooks, videos, and other items available at CCC Library and 38 Summit libraries. Sign in using your myClackamas account to order items from Summit. Items from Summit libraries are usually delivered within 2-5 business days.

CCC + Summit Libraries + Articles

This scope includes books, eBooks, videos, and other items at CCC Library and 38 Summit libraries, and a sizable portion of CCC Library's article databases. For optimal results, sign in using your myClackamas account.

Course Reserves

This is where you can find course-specific textbooks and materials that your instructor has put on reserve for your class.

Specialty Databases (Streaming videos + articles)

Not all content from CCC Library's subscription databases are included in Library Search. In order to find and access this missing content, select Databases A-Z and select the individual database. This notice applies to *Films on Demand*, *Literature Resource Center*, *Learning Express*, and several EBSCO databases.

3.3: The [CCC Library Catalog](#) is shared under a [CC BY-NC 4.0](#) license and was authored, remixed, and/or curated by Clackamas Community College Library.

3.4: Searching in the Library Catalog

For this section, open the [CCC Library homepage](#)(opens in new window) and try each step as you learn about it.

1. Search with keywords.

Pick from your keywords list, and make sure the keywords you choose cover all of individual ideas from your topic. **Enter your keywords in the search bar and click search.**

Catalog: Search for books, articles and more!

"social media" addiction teenagers	CCC + Summit + Articles	▼	Search
------------------------------------	-------------------------	---	--------

Search for items in CCC Library, Summit Libraries, and most article databases.

Or perform an [Advanced Search](#) here.

Remember:

- The catalog can only search for what you put in the search bar. This means that spelling words correctly is very important.
- The catalog also won't know that you want to find the **phrase** "social media" and not the words *social* and *media* separately unless you use quotation marks.

2. Click **Sign in** at the top of your search results and log in using your Moodle email and password.

CCC Library users sign in for request options [Sign in](#)

- Because the library pays for access to some resources, you must be signed in to see some results.

3. Refine your results.

Catalogs try to rank search results by relevance, but they aren't very good at it. This means that your best resource may not be on the first page of results. You can rectify this problem by using the refining options on the left hand side of the page. **Pro Tip:** *select only one limiter at a time before hitting search. The catalog doesn't work properly if several limiters are selected at once.*

- Refine your results by **Availability**: [Availability](#) ^
 - Full Text online - resources you can access online (such as eBooks and articles).
 - Peer-reviewed - online articles published in peer-reviewed journals
 - Open access- online articles that are open source and therefore on the free web.
- Refine your results by **Resource Type**: [Resource Type](#) ^
 - Types of resources include print books (physical books located at the library), newspaper articles, magazine articles, peer-reviewed journal articles, eBooks, streaming videos, book reviews, audio files, DVDs, reference entries (dictionaries and encyclopedias), and more.

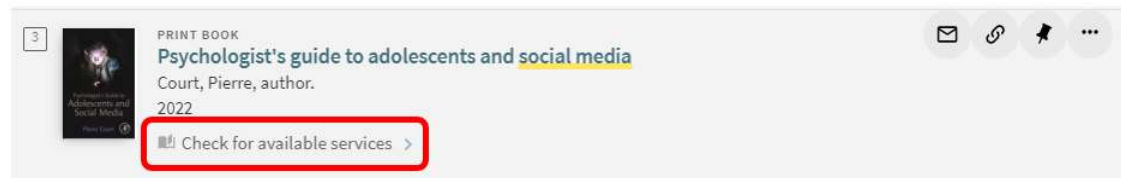
TIP: *If you see a refining limiter for Full Text online, we recommend using it - you will get access to the Full Text online materials much more quickly than print.*

4. Access the full text of a resource.

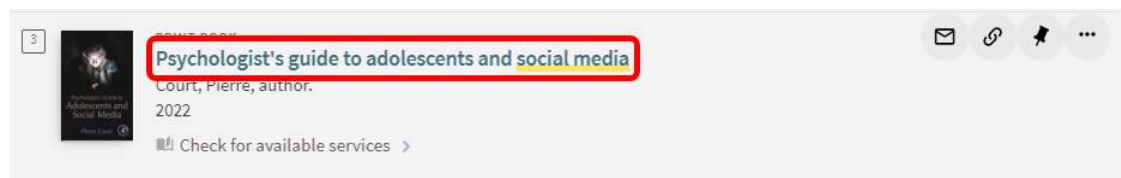
- If the resource is available online, you can access the full text by clicking on the green link that says "**Full text available**" or "**Online access**"



- If an item has orange or gray text reading "**Check holdings...**," or "**Check for available services**" it means CCC Library doesn't have it but you can get it through Summit. More on that in a bit.



5. Click the title of a resource to open the resource's library record.



- When you click on the title, the resource's record appears. The record tells you more about the item and how to access the full text for online resources. [See an example \(opens in new window\)](#).
- Sometimes there are multiple links - pick any you like, as they will all bring you to the same article or eBook.

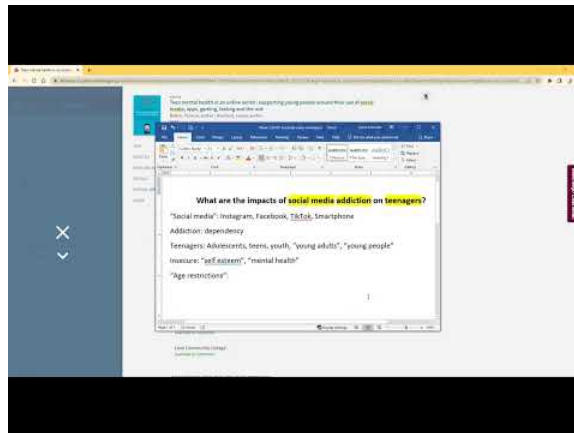
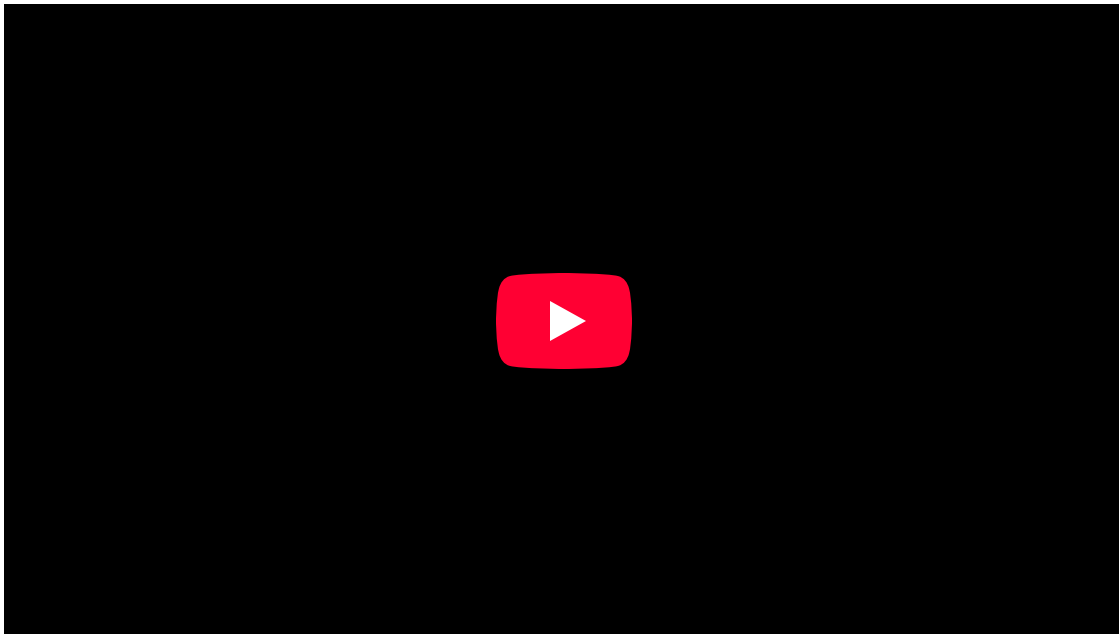
3.4: Searching in the Library Catalog is shared under a [not declared](#) license and was authored, remixed, and/or curated by Clackamas Community College Library.

3.4.1: Search Results and Keywords

As you're completing your first round of searching, it's important to know that your search results can help you improve your future search strategies. Remember, the research process is **iterative**, so you're going to repeat steps a few times along the way. Revisiting your keywords list and adjusting your search strategy are two steps you'll likely repeat more than once.

Just like you can add keywords after reviewing your existing knowledge and knowledge gaps, you can improve upon your list of keywords as you search. Chances are that when you're reviewing your search results, you'll come across some keywords that you didn't know or didn't think of during your first round of brainstorming. It's important to add these new keywords to your keywords list so you can find more results with your next search. If one author is using a keyword you didn't have in your keywords list, it's likely that other authors are as well!

Watch the video below to see librarian Justine do a catalog search with our example topic, and add to the existing list of keywords based on the results.



3.4.1: Search Results and Keywords is shared under a [CC BY-NC 4.0](https://creativecommons.org/licenses/by-nc/4.0/) license and was authored, remixed, and/or curated by Clackamas Community College Library.

3.5: Saving a Library Resource

When you find a good resource, you want to make sure you can access it later. You have a few options when it comes to saving and sharing a library resource:

Get the permalink

Permalinks are permanent, unbreakable links to library resources. Permalinks are also called persistent links, stable links, or permanent links. You must manually generate a permalink - **they are not the URL in your internet browser address bar**.

As you know, the link at the top of a browser window is called a URL, and is the web address for the page you are looking at. Bookmarking a URL is a common way of getting back to that same page in the future. However, the internet changes all the time - things are taken down, replaced, or altered. Because of these changes, URLs are not considered permanent.

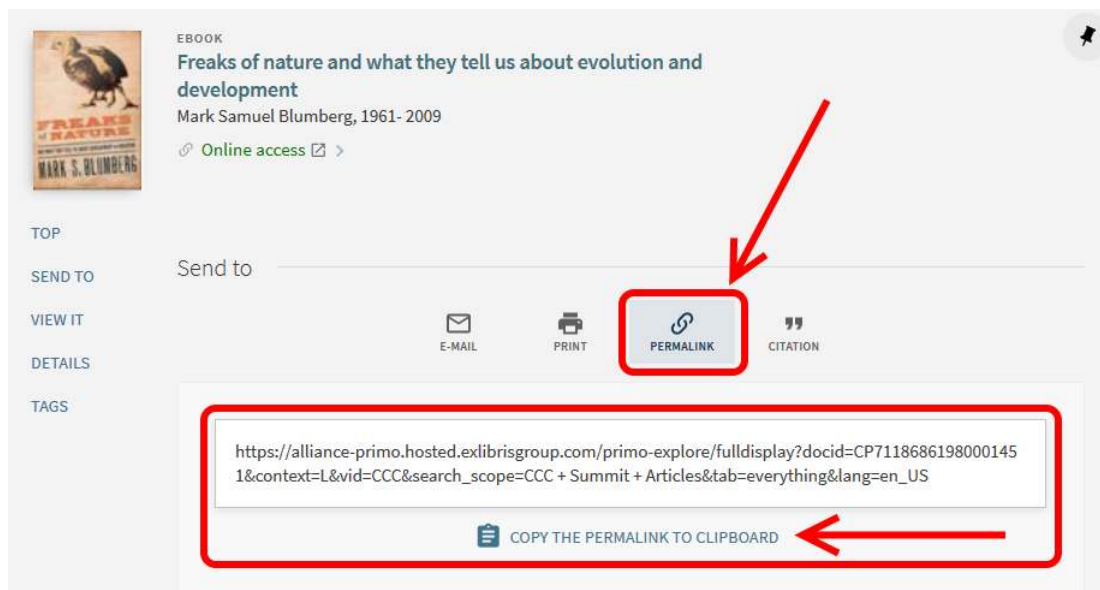
The URL in the address bar of your library catalog search is even less permanent. Remember how the library pays for you to access information that can't be found on the internet? You have to log in to CCC library to access that information, and the URL in your browser's address bar includes information about your specific logged-in session. When you close the browser and end that session, the URL from the address bar breaks and disappears forever.

This means that you can't rely on the URL in your address bar to get you back to a library resource. Instead, you need to find the unbreakable permalink so that you can find your way back to the same resource, share that resource with your classmates/instructor, and cite the resource properly.

Getting permalinks

To find a CCC Library catalog permalink:

1. Click on the title of the resource on your search results page.
2. Click the Permalink button  (located in the middle of the item's record under the heading *Send to*).
3. A box containing the permalink will appear.
4. Click  [COPY THE PERMALINK TO CLIPBOARD](#), and then immediately paste the URL into your assignment.



Pin the resource

Logging into the library website allows you to pin (save) resources to your favorites folder. Follow these steps to pin a resource:

1. Perform an awesome search.
2. Click *Sign in* and log in using your myClackamas email and password.

3. Find a resource you love; click on its title.

4. Click on the gray pin icon  (upper right) to add this item to your collection.



5. Access the resource easily, forever, by clicking on the pin icon (upper right) that appears next to your name whenever you are signed into the CCC Library website.



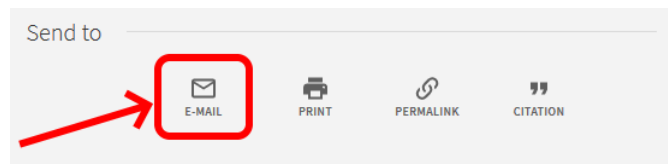
Email the resource

You can also email yourself (or someone else!) the resource's record. *Note: this option emails a link to the resource, not a PDF of the full text.*

1. Perform an awesome search.
2. Click *Sign in* and log in using your myClackamas email and password.

3. Find a resource you love; click on its title.

4. Click on "Email" from the menu of options under the heading *Send to* and put in the email address you'd like to email the resource to.



3.5: Saving a Library Resource is shared under a [CC BY-NC 4.0](#) license and was authored, remixed, and/or curated by Clackamas Community College Library.

3.6: Troubleshooting your search

If you have too many results:

- Use the second and third search boxes to add more keywords. More keywords = fewer results.
- Use limiters on the left hand side to limit what you see.
- Change your keywords to more specific terms

If you have too few results:

- Check your spelling (this is the number one issue).
- Erase unnecessary keywords from the search bar ("and, of, the" as well as unnecessary larger words). Fewer keywords = more results.
- Beware of punctuation! "Quotation marks around phrases" are great. Commas, periods, colons, and semicolons are bad - they confuse databases.
- Change your keywords to broader terms.
- Remove limiters you may have added earlier in the search.

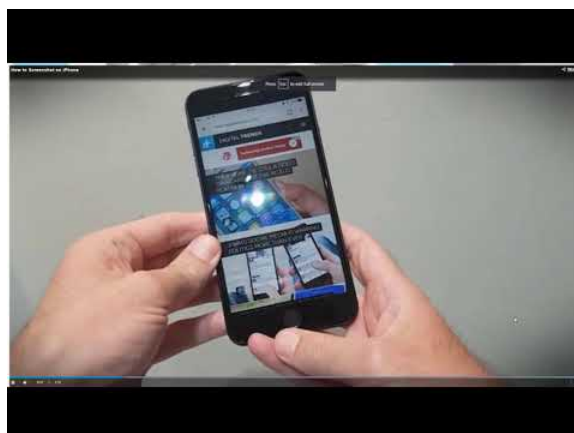
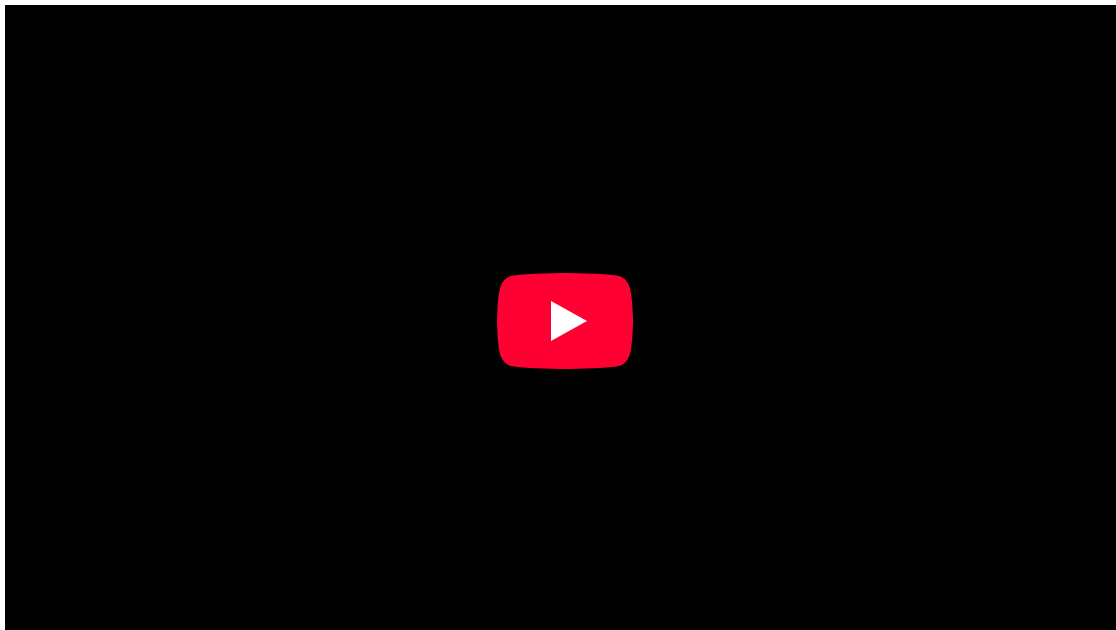
So how many results should you find?

Well, it really depends on what you are looking for. If you are searching for a specific book, one result is fine. But if you are looking for research on your topic, results lists with fewer than 5-10 results are frequently not big enough. However, you don't want too many - again your topic will dictate how many that is. Your patience will also play a factor, as you may tire of going through unrelated resources.

3.6: Troubleshooting your search is shared under a [CC BY-NC 4.0](https://creativecommons.org/licenses/by-nc/4.0/) license and was authored, remixed, and/or curated by Clackamas Community College Library.

3.7: How to take a screenshot

Your upcoming homework assignments will require you to submit a screenshot of your search for your instructor's grading purposes. If you don't know how to take a screenshot, please watch the video below (1:37).



3.7: How to take a screenshot is shared under a [CC BY-NC 4.0](#) license and was authored, remixed, and/or curated by Clackamas Community College Library.

CHAPTER OVERVIEW

4: Basic Evaluation and Intro to Citations

- 4.1: Introduction to Citing Your Sources
- 4.2: Since we are talking about plagiarism...
- 4.3: Citations IRL (in real life)
- 4.4: MLA and APA
- 4.5: Where to get citation help
- 4.6: Evaluating your sources
- 4.7: Citations and credibility

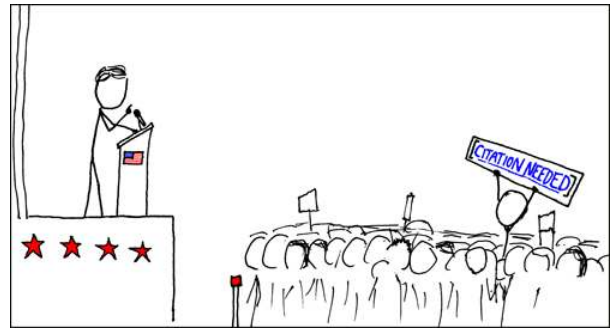
4: Basic Evaluation and Intro to Citations is shared under a [CC BY-NC 4.0](#) license and was authored, remixed, and/or curated by Clackamas Community College Library.

4.1: Introduction to Citing Your Sources

What is Citing?

Citing is the practice of giving credit to the information sources from which you've taken ideas, paraphrased, quoted, or otherwise used in some way in your paper or presentation.

You see writers citing *all the time* in your daily life: when you're reading an [article\(opens in new window\)](#) and it links to [another article\(opens in new window\)](#) it references, or to a [recent study\(opens in new window\)](#) or a [news article\(opens in new window\)](#) on the topic. That's citing. In college, we follow formalized conventions (called citation styles) for referencing other information, but the idea is the same: give credit where credit is due and help your readers find the information you discuss.



Why Cite?

In this week's assignment, you'll be asked to explain why citing is important (in your own words). There are five primary reasons to cite your sources. Citing your sources:

1. Allows your reader to continue learning about your topic by making it easy to follow up with your cited sources.
2. Strengthens your credibility and argument, because your readers can easily verify the claims you've made.
3. Is an opportunity for you to show how your work builds upon research and ideas that have come before it. Citing existing ideas and research allows you and your reader to recognize connections between your work and established knowledge, and understand how your ideas fit into the larger conversation about the topic.
4. Makes you a great member of society. Attributing your sources is socially-responsible use of information - you have an obligation to give credit where credit is due. It is the right thing to do. It is respectful of others' work and efforts. It sets a beautiful example!
5. Is expected of you as a member of Clackamas Community College. Citing your sources acknowledges the work of others – this acknowledgement is a foundational piece of academic inquiry, learning, and ethically joining the academic conversation. Citing your sources is one aspect of student conduct expected of you and it helps you to avoid plagiarism.



Related to this last point, as a student at Clackamas, you agree to the *Student Freedom, Rights & Responsibilities* as laid out in the [Student Handbook\(opens in new window\)](#).

All members of the CCC scholarly community are asked to “support the college’s mission and help achieve its educational purpose” by conducting themselves in ways expected by American institutes of higher education (Clackamas Community College 159).

One expectation is that you will demonstrate academic integrity by avoiding plagiarism.

Image credit: [Wikimedia Commons\(opens in new window\)](#)

4.1: Introduction to Citing Your Sources is shared under a [CC BY-NC 4.0](#) license and was authored, remixed, and/or curated by Clackamas Community College Library.

4.2: Since we are talking about plagiarism...

Definition: Plagiarism

Plagiarism is presenting someone else's work or ideas as your own without giving them credit.

Plagiarism isn't always deliberate - the majority of students who plagiarize do so accidentally! It can happen by accident if you improperly acknowledge the source from which you take an idea.

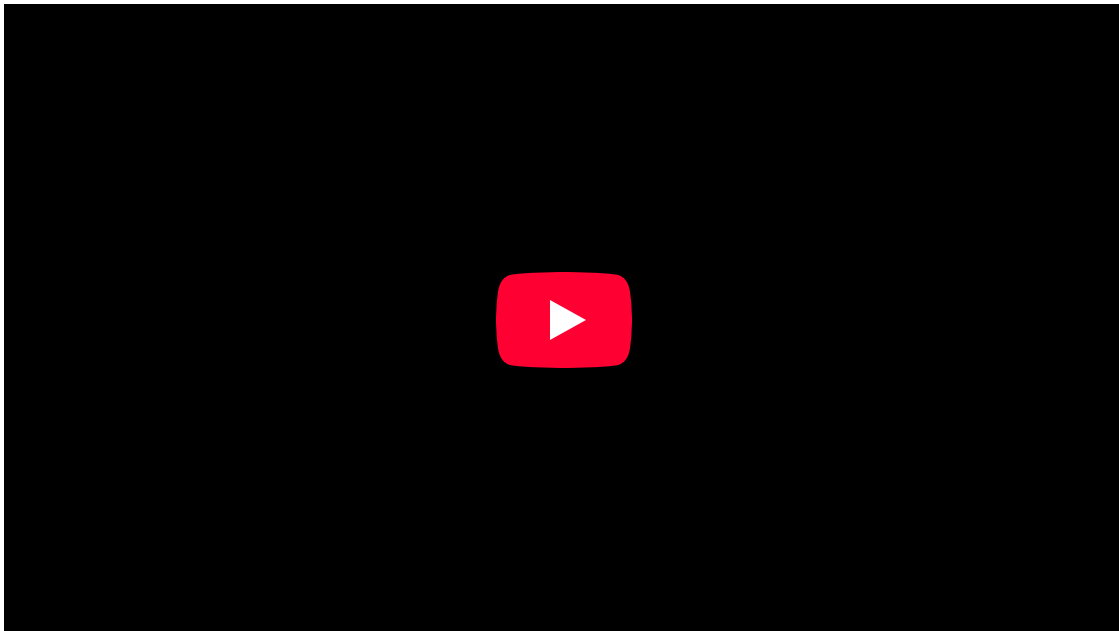
Plagiarism takes many forms. Examples include:

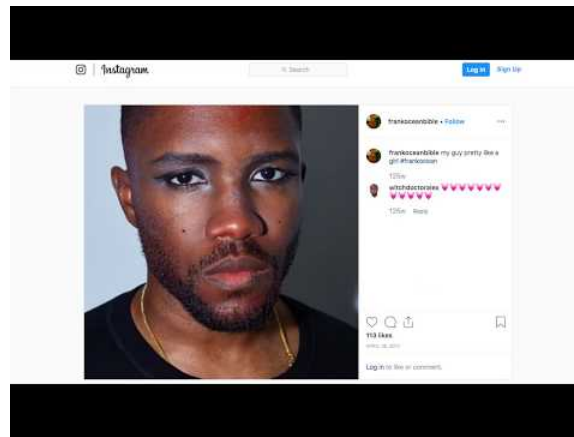
- not citing where you got information;
- using someone else's words without proper quotation marks and citation;
- paraphrasing someone's article without giving them credit;
- flat out copying and pasting text from somewhere else into your assignment. This could be text from the description, from the abstract, from the article itself, or from the author's biography

Plagiarism is taken very seriously by CCC and your instructors. While plagiarism isn't against the law, it is a form of academic dishonesty and will result in disciplinary action. The consequences of plagiarism range from failing an assignment, to failing a class, or even, in extreme cases, being asked to leave CCC entirely. Don't freak out though - the issue is serious, but it is also something you can learn to avoid. We are all here to learn - if you make a mistake and plagiarize, we expect you to learn from it and not do it again. Know better to do better! :-)

Credit Where Credit is Due

Watch the following video for more information on why citing is important:





When engaging with a new resource, one of the first things to notice is how they give credit to their sources. Here are a few things to start thinking about:

- What are the sources of information used in this resource? Where did the creator get their facts from?
- How does the resource give credit to those sources of information? A link? A mention? A formal citation? None at all?
- Is there any information that seems to be lacking credit? Did the creator include a piece of information but not tell the reader where it came from?
- If information is lacking credit, do you think that is a problem for this resource? What does that say about the creator's reputation as an author?

4.2: [Since we are talking about plagiarism...](#) is shared under a [CC BY-NC 4.0](#) license and was authored, remixed, and/or curated by Clackamas Community College Library.

4.3: Citations IRL (in real life)

Speaking of avoiding plagiarism and attributing where you get information from, have you ever thought about how this practice happens every day around you? It does!

In real life, you're not going to include a formal citation in an email to your cousin. However, you might link to a news article backing up a claim you make in that email. We call these informal citations, or "blog style" citations.

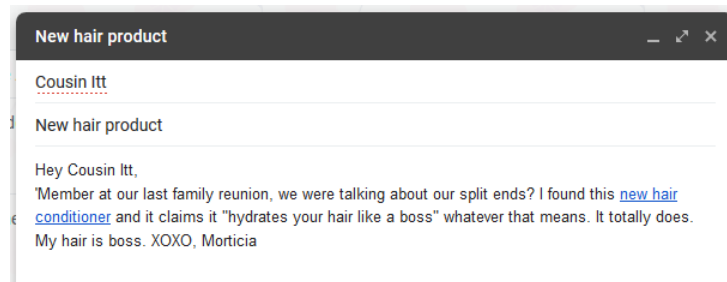


Image created and shared by CCC Library

Really, something as simple as a link to an article in an email is an informal citation.

Informal citations allow everyone to cite their sources in less formal forms of writing, like blog posts, emails, news articles, and webpages. Informal citations are how everyday creators of information acknowledge ownership, attribute quotes, check facts, and learn more. The beauty of informal citations is that they force you to think about *how* your sources fit, and actually say *why* you're sharing them. (Those are skills that you also need in order to write more formal research papers!!)

You see informal citations all the time. Some examples:

Examples of informal citations found online

News Informal Citation	Infographic informal citation	Webpage image informal citation
""Forever 21 is a powerful retail brand with incredible consumer reach and a wealth of untapped potential," Jamie Salter, CEO of ABG, said in a statement(opens in new window). Forever 21 currently has 593 stores globally." Source: NPR(opens in new window) Explanation: In the text of their news article, NPR is citing and linking readers to where CEO Salter said the quote.	 Screenshot source: Reddit(opens in new window) Explanation: Redditor matts41 cited their data-gathering methodology in the image.	 Screenshot source: LIB101 Week 4 splashpage Explanation: CCC librarians are citing the source of the image by including a link to the source.

The main takeaway - citing your sources is important no matter how or where you are sharing information.

Tips for informally citing sources

1. Informal citations work well for short papers with a small number of sources and **no formal citation requirement**, reflection papers, and/or Moodle forum posts.
 - o Check with your instructor first to make sure they don't expect a Works Cited (MLA) or References (APA) page.

- Make sure you provide enough information for the source so that it can be found in a Google search.
- 2. [Google docs - How to turn text into a link without showing the URL\(opens in new window\)](#)
- 3. [Word docs - How to turn text into a link without showing the URL\(opens in new window\)](#)
- 4. [Moodle forums - How to turn text into a link without showing the URL\(opens in new window\)](#)

Formal citations are often expected in college when you incorporate sources into your academic work. Let's begin our exploration of two formal citation styles used at Clackamas CC - Modern Language Association (MLA) style and American Psychological Association (APA) style.

4.3: Citations IRL (in real life) is shared under a [CC BY-NC 4.0](#) license and was authored, remixed, and/or curated by Clackamas Community College Library.

4.4: MLA and APA

Citation Styles

There are multiple citation styles to pick from when you write a paper. Courses at CCC generally use one of two different citation styles: **MLA** and **APA**.

- **MLA** means Modern Language Association.
- **APA** means American Psychological Association.

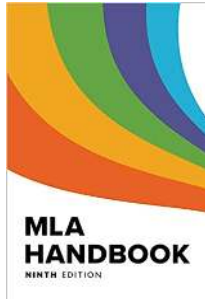
These are the two professional groups whose citation rules we use at Clackamas Community College. (There are multiple citation styles used at other colleges and universities; CCC sticks with these two.)

Citations that conform to guidelines from organizations like the MLA and APA are formal citations. MLA 9th edition citation style, and APA 7th edition citation style require that you follow very specific formatting rules when creating citations.

The style you use will be determined by the subject of your course. **MLA** is the right choice for arts and humanities courses, like English. **APA** is the right choice for social science or science courses, like Psychology. In college, formally citing a source means including two parts of a citation - a short in-text citation, and a more complete Works Cited (MLA) or References (APA) citation.

You get to decide which citation style you want to work with in this class. To help make your choice, consider what kinds of classes you intend to take in the future.

Citation style choices

MLA 9th Edition	APA 7th Edition
Generally, the humanities lean towards MLA (English, Fine Arts, History). Check with your instructor.  Image credit: Modern Language Association	Generally, the sciences lean towards APA (Psychology, Business, Nursing, Education, Criminal Justice). Check with your instructor.  Image credit: American Psychological Association

MLA vs. APA

Below are two different resource types (a peer-reviewed article and an eBook), and their two corresponding MLA and APA citations. Can you spot differences? Can you tell what elements of information make up each citation?

Source 1: Peer-reviewed article (from CCC Library)

[Influence of Manatees' Diving on Their Risk of Collision with Watercraft](#)(opens in new window)

✓ Peer-reviewed article citation examples 4.4.1

MLA 9th Edition

Edwards, Holly H., et al. "Influence of Manatees' Diving on Their Risk of Collision with Watercraft." *PLoS ONE*, vol. 11, no. 4, Apr. 2016, pp. 1–15. *Academic*

Search Complete, <https://doi.org/10.1371/journal.pone.0151450>.

APA 7th Edition

Edwards, H. H., Martin, J., Deutsch, C. J., Muller, R. G., Koslovsky, S. M., Smith, A. J., & Barlas, M. E. (2016). Influence of manatees' diving on their risk of

collision with watercraft. *PLoS ONE*, 11(4), 1–15. <https://doi.org/10.1371/journal.pone.0151450>(opens in new window)

Source 2: eBook (electronic book from CCC Library)

[Dungeon & Dragons and Philosophy: Read and Gain Advantage on all Wisdom Checks](#)(opens in new window)

✓ eBook citation examples 4.4.2

MLA 9th Edition

Robichaud, Christopher. *Dungeons & Dragons and Philosophy: Read and Gain Advantage on all Wisdom Checks*. Wiley Blackwell, 2014. *ProQuest Ebook*

Central, ebookcentral.proquest.com/lib/clackamas/detail.action?docID=1730036.

APA 7th Edition

Robichaud, C. (2014). *Dungeons and dragons and philosophy: Read and gain advantage on all wisdom checks*. Wiley Blackwell.

4.4: [MLA and APA](#) is shared under a [CC BY-NC 4.0](#) license and was authored, remixed, and/or curated by Clackamas Community College Library.

4.5: Where to get citation help

Because we aren't going into detail on creating citations in LIB101, it's important that you know where you can get help. Here are some options, in no particular order!

If you like to work with someone one-on-one:

1. [CCC Library – Make a Zoom Appointment with a Librarian](#)(opens in new window). CCC librarians can help you with any step in the research process, including citations! We can help you get started, give expert advice, and even double check your work.
2. [CCC Writing Center](#)(opens in new window). The writing center is a great resource for all things writing. The folks there can go over your work and even help with citations! Make sure you make an appointment – the Writing Center is quite popular!

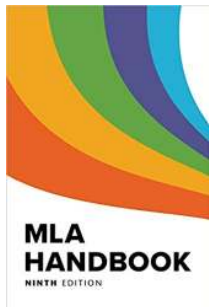
If you like to take matters into your own hands:

1. [CCC Library Citation Guide](#)(opens in new window). CCC library has lots of online guides to help you out with research. This guide is all about citations. In this guide you'll find links to APA and MLA resources, Microsoft Word and Google Doc templates, and a how-to on finding pre-made citations.

For a more in-depth look at citations:

LIB101 will introduce you to the basics of citing sources. You will learn how to find pre-made citations and know where to get help with building your MLA or APA citations correctly, which is a fundamental skill in avoiding plagiarism.

You will *not* learn document formatting, discipline-specific writing styles, and writing techniques to avoid plagiarism, like paraphrasing and using signal phrases. For in-depth writing instruction related to avoiding plagiarism and citing sources, you have two options at CCC:

WR121: English Composition	WR128: Introduction to APA Style and Documentation
 Image credit: Modern Language Association Course description: Introduces the academic essay. Students learn to use a writing process, from brainstorming to polishing, as they develop original responses to challenging articles and academic essays. The class emphasizes information literacy: how to find and evaluate source material, as well as integrate and cite it. Prerequisites: WRD-098 or placement in WR-121.	 Image credit: American Psychological Association Course description: Introduces American Psychological Association (APA) style and documentation, including document format, in-text citation, and References page. Includes style and documentation for narrative and academic papers. Students will work with provided sources. Recommended for pre-nursing and nursing students, allied health students, and STEM and social science students. Prerequisites: WR-121 with a C or better.

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4.6: Evaluating your sources

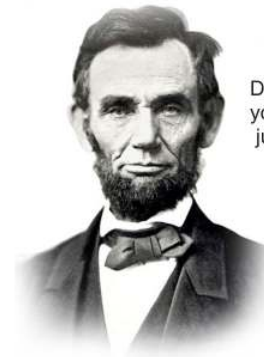
What is a "good" source?

Great question. A "good" source is both **credible** and **relevant**.

Relevancy means the source helps you answer your questions, learn widely about your topic, and think about your topic in new ways.

Credibility, when applied to an information source, means trustworthy. Trustworthiness is tricky to determine. Some evaluative questions to keep in mind include:

- Is this information deliberately biased, and is the creator transparent about that bias?
- Who created it? Are they an expert? Do they need to be?
- When was it published? What is the publication, and does that publication have a good reputation?
- Why was it published: to inform, persuade, entertain, etc.?
- Does it cite its sources? Does that matter for your intended use of the information?



Don't believe everything you read on the Internet just because there is a picture with a quote next to it.

Abraham Lincoln
CCC graduate '55

Ultimately it is up to **you** to determine — using research and your own critical judgment and The CRAP Test — whether a source is credible or not. And **"credible" can mean something and look different to everyone**. Your instructors expect you to use credible, authoritative information in your projects and papers, so be upfront and clear about why you trust the information you choose to use.

CCC Librarians are here to help you with this question, too. ♥

Evaluate information using the CRAP test

Evaluating information is especially important when completing projects and assignments in college (and at work!) because you will be evaluated on the quality of sources you use. The CRAP Test is a helpful tool to use when deciding if a source is "good." CRAP stands for **Currency**, **Reliability**, **Authority** and **Purpose**.

When you evaluate a source, consider these four concepts by asking yourself a few questions about each.

Currency

- When was the item originally written or created?
- How recently has the item been updated?
- Is the information current enough for your topic?

Reliability

- How important is it for you that this information is accurate?
- Are there Works Cited or References, [informal citations \(opens in new window\)](#), or links to outside sources? Are sources included for data, quotations, and images?
- Was the item reviewed by experts or people with relevant experience?
- Does this information have any characteristics of [misinformation](#), [disinformation](#), or [fake news](#)?
- Does the information seem accurate based on your existing knowledge of the subject?

Authority

- Who is the creator or author? What does it mean if you cannot identify the creator or author?
- What are their credentials? Can you find any information about the author's background, education, and/or experience?
- Who is the publisher, sponsor, or hosting website? Are they reputable? What is the publisher's interest (if any) in sharing this information? What is on their "About Us" page?

Purpose / Point of View

- Does the information help you answer your questions, learn widely about your topic, and / or think about your topic in new ways?

- Is the information fact or opinion?
- Can you identify bias in the article? Does the information amplify certain viewpoints or experiences? Does the information omit or misconstrue certain viewpoints or experiences?
- Is this information meant to educate you, persuade you, sell you something, and / or appeal to your emotions or values? If so, are these intentions clearly stated?
- Who is the intended audience for this information? How might the audience impact what is shared and how (e.g., does this resource require in-depth knowledge to understand)? Is this information intended for you and your information needs?

*Optional: **Pro-level CRAP Testing***

If you want to dig deeper into The CRAP Test, choose a source and [work through this guided CRAP Test exercise](#)(opens in new window) (GDoc).

Image adapted from public domain photo: [Wikimedia Commons](#)

CRAP Test adapted from Beestrup, M., & Orenic, K. (2008). The CRAP Text. Available from <http://commons.emich.edu>

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4.7: Citations and credibility

How do citations relate to credibility? In many ways!

In chapter 1 we learned that citing is important, in part, because it strengthens your credibility. This is because citations make it easy for your reader to verify claims you make within your paper or presentation.

As with anything you write, this is true for any resource you read as well. Whether a resource uses formal citations, informal citations, or no citations at all will greatly impact its credibility and the likelihood that you should use it as a source.

Remember the first bullet point under Reliability in our CRAP list: Is there a works cited or references list? Or links to outside sources? A resource that cites its sources will be more reliable than a resource that doesn't!

Here's something to think about: Which would you trust the most: a website with no citations, a blog post with informal citations, or an article with a long list of formal citations?

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CHAPTER OVERVIEW

5: Intermediate Searching - Databases

5.1: Chapter 5 Vocabulary

5.2: Popular and scholarly sources

5.3: Databases 101

5.4: Popular sources are good for background information

5.5: Searching for popular sources

5.5.1: Permalinks in Gale databases

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5.6.1: Refining your search results

5.6.2: Troubleshooting your search

5.6.3: Permalinks in Academic Search Complete

5.6.4: Other research pro tips

5.7: Summit and Interlibrary Loan

5: [Intermediate Searching - Databases](#) is shared under a [CC BY-NC 4.0](#) license and was authored, remixed, and/or curated by Clackamas Community College Library.

5.1: Chapter 5 Vocabulary

You are familiar with *library **catalog** jargon*; now you get to learn some *library **database** jargon* that will help you this week. *NEW* terms are listed above terms you've already learned.

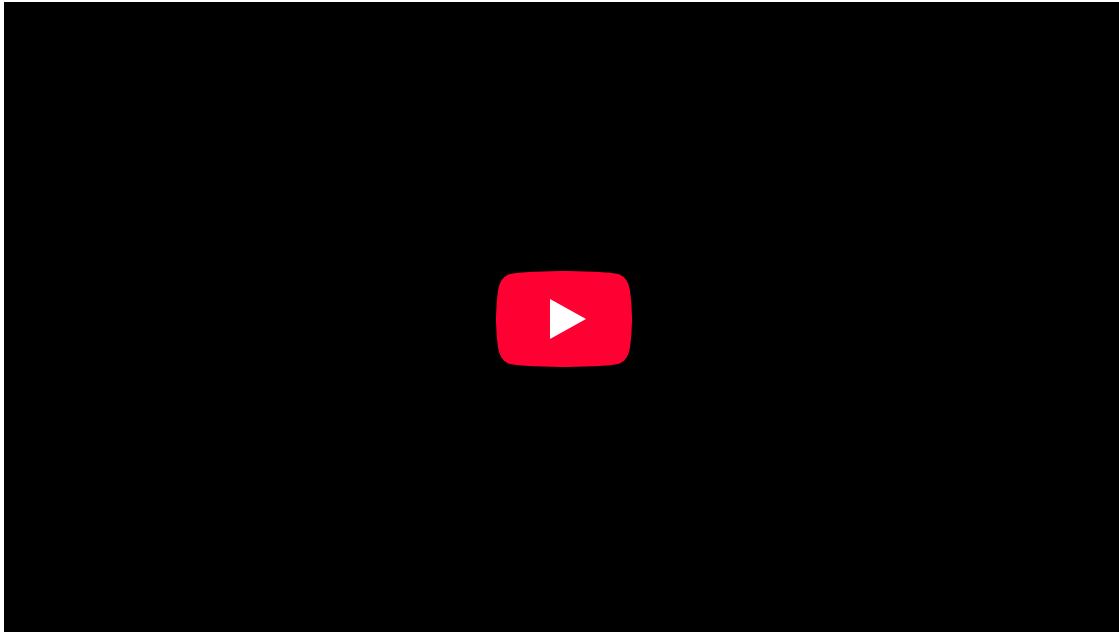
If you need to print the vocab: [Click here to open a PDF of this week's vocab](#)(opens in new window)

5.1: Chapter 5 Vocabulary is shared under a [CC BY-NC 4.0](#) license and was authored, remixed, and/or curated by Clackamas Community College Library.

5.2: Popular and scholarly sources

Articles will make up the bulk of your college research, so this week's work is important! There are many types of articles, and they generally fit into two categories: **popular** and **scholarly**.

This video (4 minutes) introduces you to the primary differences of popular and scholarly articles: who writes them (authorship) and who they are written for (audience).



Popular sources are generally written for a broad, general audience.

- No specialized knowledge is required to understand them.
- They're called "popular" because they're accessible for all readers (not necessarily because everyone *likes* them).
- The bulk of the information we interact with in the media everyday falls into the popular category.
- Authors are writers, but not necessarily content experts. Articles are typically written by journalists or magazine staff writers.
- Articles don't typically provide in-depth coverage of topics.

Practicing with popular sources in Week 5: You will find a popular resource in Gale eBooks/Gale Virtual Reference Library or Opposing Viewpoints.

Scholarly sources are written for experts, researchers, and students.

- Specialized knowledge is often required to understand them. Content is complex, nuanced, and in-depth. Specialized or discipline-specific language is used.
- Scholarly sources are long and share good, meaty information.
- Authors are experts in their fields: researchers conducting primary research, practitioners, professors and scholars.
- Author credentials are either provided in the article or easy to access. Credentials could include work experience, lived experience, and education.
- Scholarly sources add value to your learning process as they often provide original research and in-depth analysis at a level popular articles cannot match.
- Scholarly sources teach you and spur your thinking.

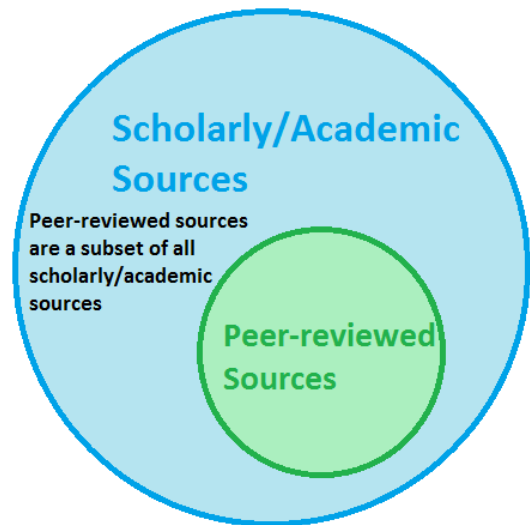
Practicing with scholarly sources in Week 5: You will find a scholarly resource in Academic Search Complete.

Peer-reviewed articles are ONE type of scholarly source.

But peer-reviewed articles are definitely **not** the only type of scholarly sources for you to use. Peer-reviewed articles are just one sub-set of scholarly publishing. They happen to fall on the far end of the scholarly continuum.

Other types of scholarly sources include:

- Books and eBooks
- Documentaries and educational films
- Websites
- Government reports
- [White papers](#)(opens in new window)
- Blogs
- Dissertations
- In-depth journalism reports
- Film, book, art critiques or analyses



You decide if a source is scholarly or popular.

Like the video said, the "scholarly" distinction is on a continuum. Scholarly is going to mean something different for all of you! There is no one definition, form, or expectation.

Use your CRAP information evaluation skills to determine where on the scholarly-popular continuum your sources fall.

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5.3: Databases 101

This week we delve into finding articles by using the library databases including how and why you would want to use these sources.

What is a library database?

Definition: Library database

A library database is a searchable collection of information including journal articles, eBooks, streaming videos, and newspapers. Databases include both popular and scholarly information.

How is a library database different from the CCC Library Catalog?

Databases vs. Library Catalog

Databases	CCC Library Catalog
1. Include resources for specialized topics and disciplines (e.g., business, nursing, or criminal justice). Can also include every topic/discipline. 2. Share specific information types (e.g., peer-reviewed articles, streaming videos, eBooks). 3. Host the full text themselves when full text is available. 4. Require you to log in with Clackamas username and password to use it. 5. Offer hundreds of thousands of resources.	1. Includes resources for every topic and discipline. 2. Shares all resource types. 3. Links you to other places to get the full text of resources. 4. Does not require you to log in with Clackamas username and password to use it. 5. Offers millions of resources.

When to use a library database

I recommend searching in a CCC Library database when you are searching for:

- peer-reviewed articles
- background information on a topic
- full-text of articles and eBooks
- a specific type of resource (e.g., eBook, streaming video)
- information published from the perspective of a specific discipline (e.g., psychology, nursing)

Accessing library databases

1. Visit [CCC Library's homepage](#)(opens in new window).
2. Select *Articles and A-Z databases* under the heading "Research tools."
3. You will then find a long list of all of our databases. (There are over 100!)

Logging into a database from off-campus

1. Visit [CCC Library's homepage](#)(opens in new window).
2. Select *Articles and A-Z databases* under the heading "Research tools."
3. Select a database (e.g., *Academic OneFile*).
4. Log in using your **full myClackamas email address and password**.
5. Select *Submit*.
6. Success!

Trouble logging in? Call 503-594-6323 or 503-594-6042 for help.

Choosing a discipline-specific database

- Open CCC Library's [A-Z Database list](#)(opens in new window).
- Under the "All Subjects" dropdown menu, choose a subject.
- Select a subject-specific database from the resulting list.

- *Pro tip:* Choose the subject of your topic, not your class.

A-Z Databases

Find the best library databases for your research.

All Subjects ▼	All Database Types ▼	All Vendors / Providers
All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z #		

Take a look to see what databases are recommended for the subject related to your topic. For your assignment you will be searching *Academic Search Complete*, but it is good to know other, more specific databases are available.

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5.4: Popular sources are good for background information

What is background information?

Where do you go when you need to learn a little bit about a topic to better understand it? "*Wikipedia*" says most of us!

Most instructors won't allow you to use *Wikipedia* in your research as they worry about the credibility and accuracy of an open source encyclopedia. (Open source means it is free and anyone can contribute to it.) Worry not - CCC Library has more credible alternatives!

CCC Library offers two background information databases: *Gale eBooks* / *Gale Virtual Reference Library* and *Opposing Viewpoints*.

In this week's assignment, you'll be learning a bit more about the topic you've chosen to research this term. You'll find background information about your topic in *Gale eBooks* / *Gale Virtual Reference Library* (GVRL).

Where should I do background research?

Gale eBooks vs. Opposing Viewpoints

Gale eBooks / Gale Virtual Reference Library (GVRL)(opens in new window)	Opposing Viewpoints (OV)(opens in new window)
Information Type: Encyclopedia Useful for: Background information about many topics. Credibility: Authorship is vetted by encyclopedia publishers. We can assume authors, even if not named, are qualified to write on the topic and the articles has been reviewed before being published. Source cited: Usually not, but the assumption is if the information is published in the reputable encyclopedia, sources have been consulted and the author is knowledgeable. Popular or scholarly? Popular. But - some GVRL articles are so well-researched they straddle the line between popular and scholarly. You can usually trust the contents for college-level work.	Information Type: Pro/con topic overviews Useful for: Background information and pro/con arguments about controversial topics. Credibility: Viewpoint essays are opinion-based, and not always fact-based opinions. Scholarly articles are credible and written by experts. Source cited: It depends. Viewpoint essays are primarily author's opinions; citations and basis in fact many vary. Sources in scholarly articles are cited. Popular or scholarly? Popular. Be wary of viewpoint essays based purely on opinion with no cited sources or facts. Scholarly. OV includes well-researched academic articles written by experts.

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5.5: Searching for popular sources

Searching in GVRL or Opposing Viewpoints

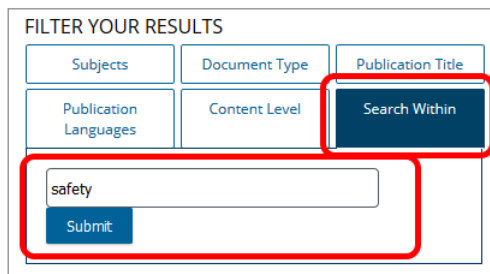
Searching is easy in these popular source databases: you can construct a search using **one or two keywords**.

No need to get fancy. Why?

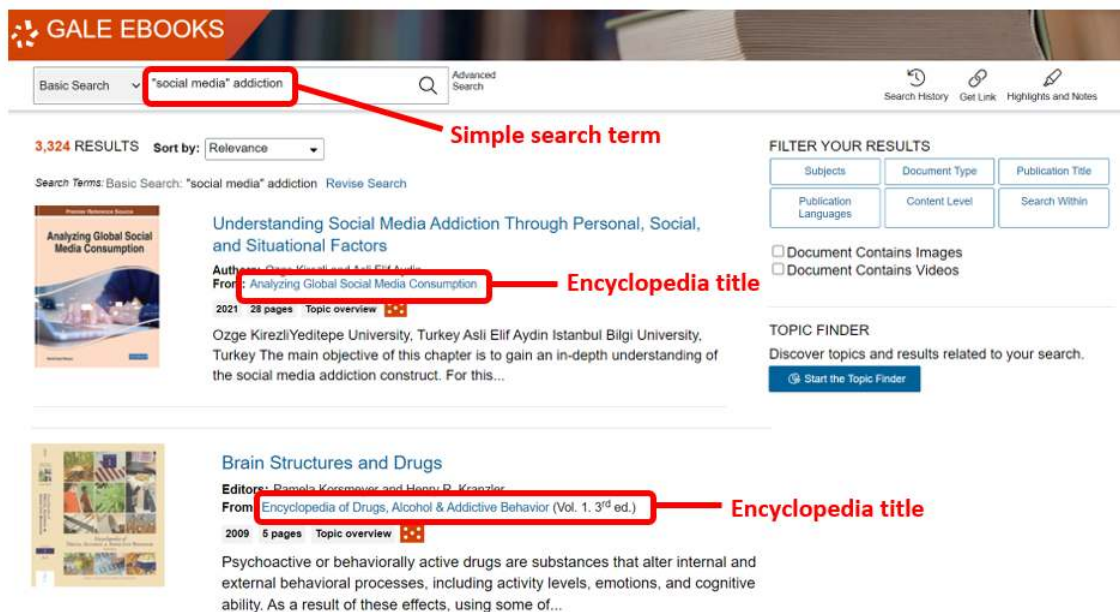
- Because you are looking for background information - not specific information.
- You want to find an article giving a broad overview of the whole topic.

Tips:

- Use one word or phrase (e.g., "bicycle commuting")
- Start BIG and BROAD (e.g., search with "bicycle commuting"; do not search with "bicycle commuting in Portland when it rains")
- Lots of results? Use the "search within" refining feature:

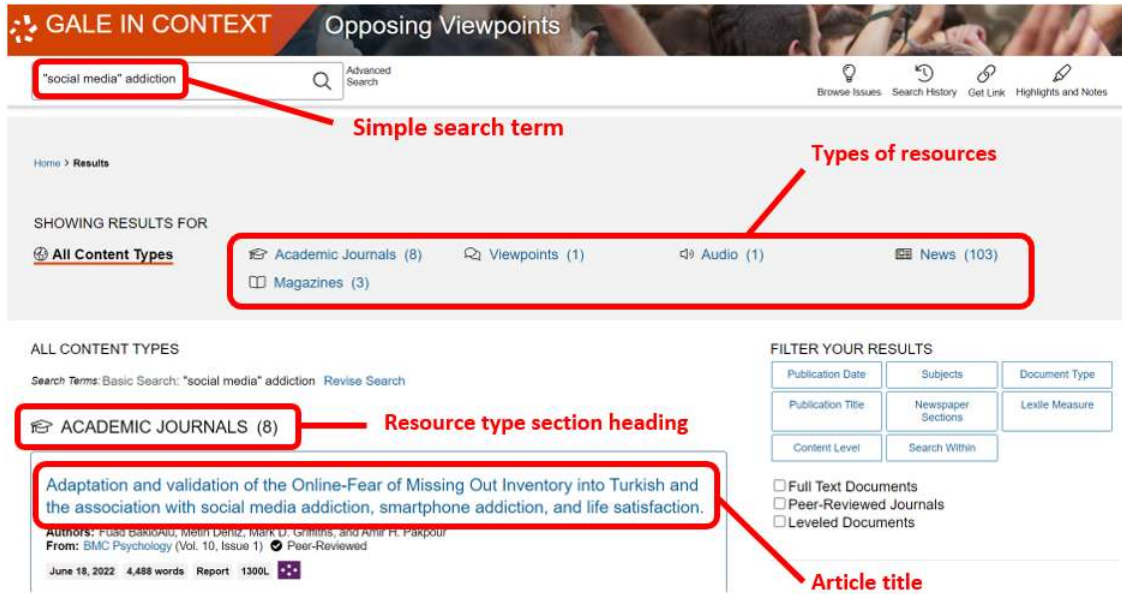


"Reading" Gale EBooks/GVRL's search interface



Notice that each Gale EBooks/GVRL encyclopedia is written from the perspective of a different discipline: one is about social media consumption; the other is about addictive behavior. The encyclopedia title is just one thing to consider when choosing which article to use. Some articles are very short, so they may not be as useful because they are lacking information you need; others are older and you may want more current information.

"Reading" *Opposing Viewpoints* search interface



The screenshot shows the Gale In Context Opposing Viewpoints search interface. The search bar at the top contains the text "social media" addiction, which is highlighted with a red box and labeled "Simple search term". Below the search bar, the results are displayed for "All Content Types". A red box highlights the "Types of resources" section, which includes links to Academic Journals (8), Viewpoints (1), Audio (1), News (103), and Magazines (3). Below this, the "Resource type section heading" is highlighted with a red box, showing "ACADEMIC JOURNALS (8)". The article title "Adaptation and validation of the Online-Fear of Missing Out Inventory into Turkish and the association with social media addiction, smartphone addiction, and life satisfaction." is highlighted with a red box and labeled "Article title". The article is by Fırat Bakırcıoğlu, Melih Deniz, Mark U. Griffiths, and Amir H. Pakpour, from BMC Psychology (Vol. 10, Issue 1), Peer-Reviewed, dated June 18, 2022, 4,488 words, Report, 1300L. The "FILTER YOUR RESULTS" section on the right includes filters for Publication Date, Subjects, Document Type, Publication Title, Newspaper Sections, Lexile Measure, Content Level, and Search Within. There are also checkboxes for Full Text Documents, Peer-Reviewed Journals, and Leveled Documents.

Opposing Viewpoints offers viewpoint essays, which are often fact-based opinion pieces exploring one side of a controversial topic. Authors of these essays come from a variety of backgrounds and sources are not always cited within the essays. Some essays are pure personal opinion! BUT - these essays are a great starting point for learning more about multiple perspectives of issues. Opposing Viewpoints also includes more traditional types of sources, like newspaper and academic journal articles.

5.5: Searching for popular sources is shared under a [CC BY-NC 4.0](https://creativecommons.org/licenses/by-nc/4.0/) license and was authored, remixed, and/or curated by Clackamas Community College Library.

5.5.1: Permalinks in Gale databases

Why care about permalinks?

Using a database permalink is important for two reasons. 1) you may need to include it in your citation, and 2) it is a great way to ensure you are able to find the same article again. Remember that the URL at the top of the page will not work for anything you need to sign into. Because you need to sign into the library system in order to search *GVRL*, *Opposing Viewpoints*, and all of the databases, you need to find the permalink.

Getting a permalink to database article in Gale

1. Select the link to an article you like.
2. Click the "Get Link" icon at the top of the page.



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5.6: Searching for scholarly sources

Refresher: What is iterative searching?

Definition: Iterative

An iterative process is one that repeats itself. Iteration is the repetition of a process in order to generate multiple outcomes. Each repetition of the process is a single iteration. When researching, each unique search is an iteration.

You were first introduced to the idea of iterative searching in Chapter 2.

Iterative searching is a process of continuous improvement that involves searching, reflecting, making choices and revisions, and searching again. The goal of iterative searching is to improve the relevancy of your search results in each iteration, and to learn along the way what strategies work best for you.

Why be iterative?

- Because you are learning. Working iteratively offers you opportunities to learn and reflect.
- Because doing something once doesn't necessarily mean you've done it as well as you could. With continued effort, you will make choices and changes depending on which strategies you identify as useful, and you'll do even better.
- Because the database you're using has tools to help you find better information. Without searching iteratively, you won't be able to take advantage of these tools.

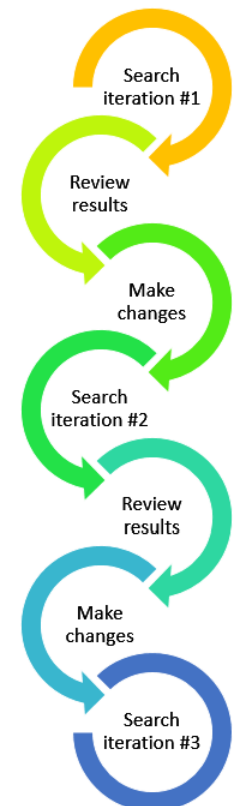
Searching in *Academic Search Complete*

Searching is complex in scholarly databases. In addition to being iterative, the most effective searches utilize keywords, quotation marks, and refining and limiting tools.

Trying and experimenting is a core part of your assignment this week - trying, revising, changing, and editing as you learn how to search iteratively and database refining and limiting tools.

Image created and shared by CCC Library.

Iterative Searching

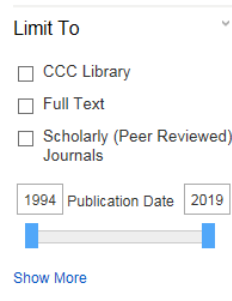


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5.6.1: Refining your search results

Refining doesn't always mean "make smaller" - **refining actually means "make better."** Most academic databases have options that let you limit and refine your search results. Be on the lookout for:

- **Limiting options.** Limit your search results to:
 - items available for check-out in CCC Library,
 - items available in Full Text online,
 - items published in peer-reviewed journals,
 - items published before or after certain dates.



A screenshot of a search filter interface. At the top is a dropdown menu labeled "Limit To" with a downward arrow. Below it are three checkboxes: "CCC Library", "Full Text", and "Scholarly (Peer Reviewed) Journals". Under these is a "Publication Date" section with two input boxes containing "1994" and "2019", and a horizontal slider bar with blue endpoints. At the bottom is a blue link labeled "Show More".

- **Refining options.** Refine your search results by:
 - Source type - like books, articles, videos.

 Screenshot of Source Type checkboxes

- **Subject term** - the words that an article has been tagged with because the article is mostly about those subjects.

 screenshot of Subject: Thesaurus Term checkboxes

...and more!

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5.6.2: Troubleshooting your search

How to Troubleshoot Your Search

Too many results?

Try these techniques to get fewer search results.

1. Adjust your keywords.
2. Limit to peer-reviewed journals.
3. Limit by date.
4. Limit by subject.
5. Limit to items with full-text availability.
6. Change the search box dropdown menu to "Abstract" or "Subject."

Too few results?

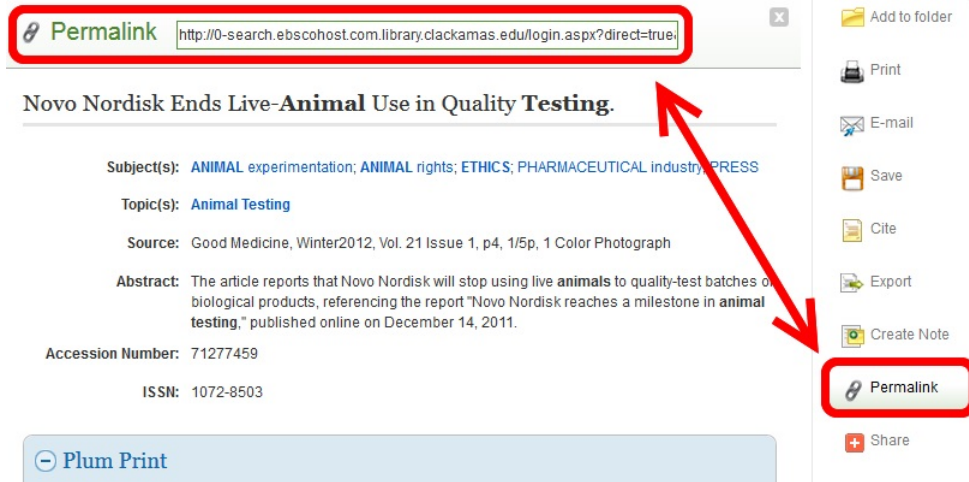
Try these techniques to get additional search results.

1. Verify that you spelled everything correctly.
2. Erase unnecessary keywords.
3. Try different keywords.
4. Remove any limits you may have added to an earlier search.
5. Change the search box dropdown menu to "All Text" or "Entire Document."

5.6.2: Troubleshooting your search is shared under a [CC BY-NC 4.0](https://creativecommons.org/licenses/by-nc/4.0/) license and was authored, remixed, and/or curated by Clackamas Community College Library.

5.6.3: Permalinks in Academic Search Complete

1. Select the title of an item listed on your search results page.
2. Click  Permalink (located in the item's record in the far right-hand column).
3. A box containing the permalink will appear at the top of the webpage.
4. Highlight, copy, and paste the URL into your assignment.



The screenshot shows a search result for the article "Novo Nordisk Ends Live-Animal Use in Quality Testing." At the top, a red box highlights a permalink field containing the URL: `http://0-search.ebscohost.com.library.clackamas.edu/login.aspx?direct=true`. Below the title, the article details are listed: Subject(s): ANIMAL experimentation; ANIMAL rights; ETHICS; PHARMACEUTICAL industry; PRESS; Topic(s): Animal Testing; Source: Good Medicine, Winter2012, Vol. 21 Issue 1, p4, 1/5p, 1 Color Photograph; Abstract: The article reports that Novo Nordisk will stop using live animals to quality-test batches of biological products, referencing the report "Novo Nordisk reaches a milestone in animal testing," published online on December 14, 2011; Accession Number: 71277459; ISSN: 1072-8503. On the right sidebar, a red box highlights the "Permalink" button, which is accompanied by a red arrow pointing from the article title to it. Other buttons in the sidebar include "Add to folder", "Print", "E-mail", "Save", "Cite", "Export", "Create Note", and "Share". At the bottom left, there is a "Plum Print" button.

Jump to...

Jump to...

[Week 5 Written Assignment - Intermediate Searching - Databases](#) ►

5.6.3: Permalinks in Academic Search Complete is shared under a [CC BY-NC 4.0](#) license and was authored, remixed, and/or curated by Clackamas Community College Library.

5.6.4: Other research pro tips

Email articles to yourself

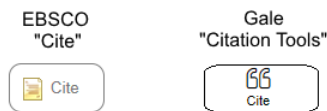
- In CCC Library databases, there is always an icon or link for you to email the article to yourself.
 - In EBSCO databases, the "E-mail" icon is in a right-hand toolbar after you open an article.
 - In Gale databases, the "Send to" icon is at the top of the page after you open an article. You can send articles to your email, Google Drive, or Microsoft OneDrive.

Pro tip: Send yourself a few more articles than you will need for your assignment so that you aren't settling for the first one. It is rarely the best one.



Save time - get premade citations

- In CCC Library databases, there is always an option to "get citation" or "cite" an item.



Note! Always check pre-made citations for formatting accuracy.

Get Full Text

Find articles that you can read right now by checking the "Full Text" box on your search results page. (Some databases, including *Academic Search Complete*, will have listings for articles that CCC Library does not have the full article available to read.)

How to tell if full text is available: Look for icons!



PDFs are image-based copies of how the article appeared in the print version of the journal, complete with original page numbers and in-line graphics. HTML articles are translated into web-friendly text, so page numbers are not included.

If you find an article that you want and cannot get the immediate full text, remember CCC Library has your back: [use Interlibrary Loan \(ILL\)](#)!(opens in new window)

5.6.4: Other research pro tips is shared under a [CC BY-NC 4.0](#) license and was authored, remixed, and/or curated by Clackamas Community College Library.

5.7: Summit and Interlibrary Loan

Summit

By now you may be wondering what "Summit" is, as it has been mentioned several times. CCC Library shares our catalog with 38 other Summit libraries from all over the Pacific Northwest, and you can borrow items from them. Neat, huh? Requesting a book is as easy as clicking a button - and there are millions of items to choose from!

This also means that you will see many items in our catalog that aren't at CCC. If you open the record and it is unavailable (because it is out or because we don't own it) you will see a link to request it through Summit.

[Request from Summit \(2-5 days\)](#) 

Once you select the *Request from Summit* link, a box will appear. You don't need to fill out any more information, but if you are not signed in yet, you will be asked to do so. [Learn more about Summit](#)(opens in new window).

Summit items usually take between 2-5 days to arrive and you can choose your pick-up location, either at CCC Library (Oregon City) or Harmony East Front Desk (Harmony).

Details of title you requested:

Pickup Location: *

Not Needed After:

Comment:

CANCEL

- Oregon City Campus
- Dye Learning Center Library
- Harmony Campus
- Harmony East

Interlibrary Loan (ILL)

CCC Library's catalog does not have access to articles from the 37 Summit libraries' collections, but they are listed in the catalog. To request a **free** article that CCC Library does not have access to, you will use [Interlibrary Loan \(ILL\)](#).(opens in new window) Articles will be emailed to you in 1-4 days.

ILL can also be used to request books that are unavailable at CCC or through Summit. These items take 7-10 days to arrive.

Pro tip: *If you have found an article on Google Scholar, but they want you to pay money - stop! Put an ILL request for the article instead. No need to pay for something you can get for free!*

Both ILL and Summit items take time to arrive, so give your self plenty of time to research!

5.7: Summit and Interlibrary Loan is shared under a [CC BY-NC 4.0](#) license and was authored, remixed, and/or curated by Clackamas Community College Library.

CHAPTER OVERVIEW

6: Intermediate Evaluation and Premade Citations

[6.1: Choose your citation adventure...](#)

[6.2: Pre-made MLA citations](#)

[6.2.1: Correcting pre-made MLA citations](#)

[6.3: Pre-made APA citations](#)

[6.3.1: Correcting pre-made APA citations](#)

[6.4: Creating hanging indents](#)

[6.5: Evaluation- Digging Deeper](#)

[6.5.1: Peer-reviewed and scholarly articles](#)

[6.5.2: Scholarly publishing - an imperfect system](#)

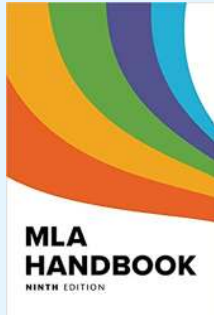
[6: Intermediate Evaluation and Premade Citations](#) is shared under a [CC BY-NC 4.0](#) license and was authored, remixed, and/or curated by Clackamas Community College Library.

6.1: Choose your citation adventure...

This chapter focuses on the formatting of your Works Cited or References citations. You only need to read about your chosen citation style. Click on the appropriate citation style to choose your path for this chapter.

I choose:

Citation Style Options



[MLA 9th Edition](#)



[APA 7th Edition](#)

6.1: Choose your citation adventure... is shared under a [CC BY-NC 4.0](#) license and was authored, remixed, and/or curated by Clackamas Community College Library.

6.2: Pre-made MLA citations

MLA citations are tricky!

My goal for you in LIB101 is to understand how to get help with creating citations. Citations are tricky and it's better to ask for help than to struggle!

To save you a little bit of time, I'm going to let you in on a research pro tip....

CCC Library catalog and databases create MLA citations for you.

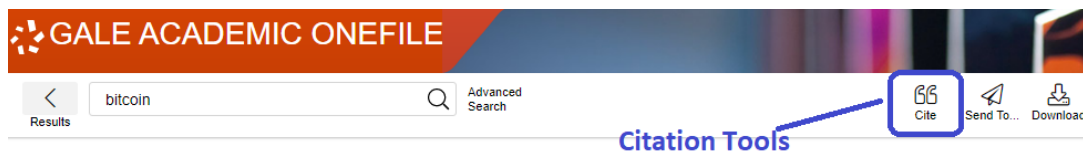
Save yourself time by getting pre-made MLA citations.

Disclaimer: Pre-made citations are auto-generated by the databases. They aren't perfect. Information might be missing, formatting may be off, they may not reflect the most current style guide standards. ☹️ It is up to you to **check and correct** pre-made citations for information and formatting accuracy. You will not learn that level of detail in LIB101, however. You can learn how to really tweak and fix MLA citations in WR121/WR122.

Get pre-made citations

Gale databases([opens in new window](#)) (Gale Virtual Reference Library / Gale eBooks, Opposing Viewpoints)

1. Complete a search.
2. Select the title of a resource to view the abstract, citation, and full text.
3. Click *Cite* in the toolbar menu on the right side of the page.
4. Select the MLA tab at the top of the pop-up window.
 - **Heads up! MLA was updated from MLA 8 to MLA 9 in 2021, make sure you select the correct version!**
5. Copy and paste the citation into your Works Cited list. **Make sure you correct any errors!**



A TAX ON THE CLONES: THE STRANGE CASE OF BITCO



Author: Eric D. Chason
Date: Sept. 22, 2019



From: Virginia Tax Review (Vol. 39, Issue 1.)
Publisher: Virginia Tax Review



Document T
Length: 15.5
Lexile Meas

EBSCO databases([opens in new window](#)) (like Academic Search Complete)

1. Complete a search.
2. Select the title of a resource to view the abstract, citation, and full text.
3. Click *Cite* in the toolbar menu on the right side of the page.
 - ■ **Heads up! MLA was updated from MLA 8 to MLA 9 in 2021, make sure you select the correct version!**
4. Copy and paste the citation that appears at the top of the page into your Works Cited list. **Make sure you correct any errors!**

Secure Multiparty Computations on **Bitcoin**.

Authors: Andrychowicz, Marcin¹ arcin.andrychowicz@crypto.edu.pl
 Dziembowski, Stefan¹ stefan.dziembowski@crypto.edu.pl
 Malinowski, Daniel¹ daniel.malinowski@crypto.edu.pl
 Mazurek, Lukasz¹ lukasz.mazurek@crypto.edu.pl

Source: Communications of the ACM, Apr 2016, Vol. 59, Issue 4, p76-84, 9p, 2 Diagrams.

Document Type: Article

Subject Terms: *LOTTERIES -- Management
 *BITCOIN
 *MULTIPLE comparisons (Statistics)
 *COMPUTATIONAL complexity
 *FAIRNESS

NAICS/Industry: 713290 Other Gambling Industries

Tools

- Add to folder
- Print
- E-mail
- Save
- Cite**
- Export
- Create Note

Library catalog(opens in new window)

1. Complete a search
2. Select the title of a resource to view the record page.
3. Click *Citation* in the toolbar in the center of the page.
4. Select the MLA tab to the right of the citation.
 - **Heads up! MLA was updated from MLA 8 to MLA 9 in 2021, make sure you select the correct version!**
5. Copy and paste the citation into your Works Cited list. **Make sure you correct any errors!**

PRINT BOOK

Psychologist's guide to adolescents and social media

Court, Pierre, author.
 2022

Check for available services >

TOP

SEND TO

HOW TO GET IT

DETAILS

LINKS

Send to

E-MAIL PRINT PERMALINK **CITATION**

Want to report an issue? [Submit report](#)

6.2: Pre-made MLA citations is shared under a CC BY-NC 4.0 license and was authored, remixed, and/or curated by Clackamas Community College Library.

6.2.1: Correcting pre-made MLA citations

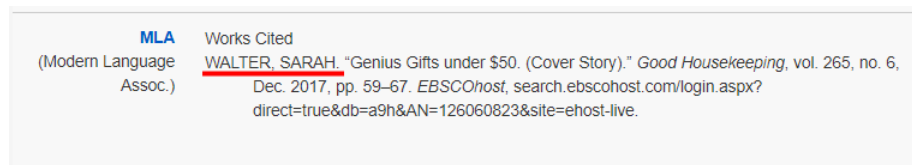
Retrieving a pre-made citation from a library database can **save you time** and give you a great head start in creating your Works Cited page. However, pre-made citations should never be considered accurate "as is." There may be mistakes due to the fact that a human doesn't review the citations! Think of pre-made citations as rough drafts that you need to polish and make correct.

To review the pre-made citation, it will be helpful to open the CCC Library citation guide.

- [MLA citation guide\(opens in new window\)](#). On that page you can find helpful [citation examples\(opens in new window\)](#).

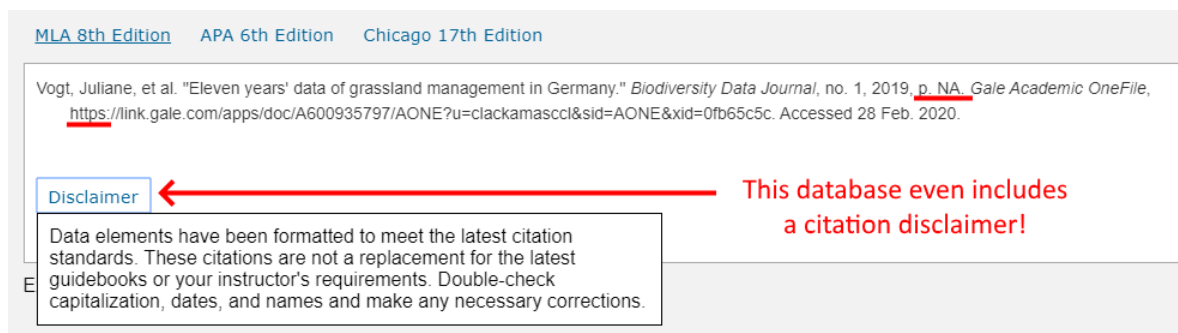
Then, follow these steps when correcting a citation:

1. **Look at each element** - Is each element present, accurate and in the right place? Sometimes an editor is incorrectly attributed as an author, or available information is missing. I have seen author names misspelled and titles that are incomplete. Add information that you need to.
2. **Look at the capitalization** - MLA capitalizes the first letter of all the major words in an article, book, and journal title (excluding words like or, and, the). But MLA never includes an element in ALL CAPS. Having the author name or the title in all caps or incorrectly capitalized is one of the most frequent errors I see in uncorrected citations.



What's wrong: This MLA citation has the author's name in all capital letters. OOPS. You also wouldn't include (Cover Story) in the article title.

3. **Look at the punctuation** - Sometimes there are periods between elements, and sometimes there are commas. Make sure the right one is in the right place.
4. **Look at the formatting** - Make sure that the right elements have "quotation marks" or *italics* if necessary. MLA expects citations to be double spaced with a hanging indent (where the first line is **not** indented, all following lines **are** indented). You should also make sure that everything is in the same font and doesn't have highlighting or bolding left over from where you copied the citation from.
5. **Check one more time.** This is probably the most crucial step. Citations are one of the most detail-oriented, fussy things that you will do in your education and it is easy to miss something on the first or second pass.



What's wrong. Do not include information when there is not information to include (such as missing page numbers), and MLA doesn't include https:// in the URL.

Ready to move on? Let's talk about **hanging indents**!

6.2.1: Correcting pre-made MLA citations is shared under a [CC BY-NC 4.0](#) license and was authored, remixed, and/or curated by Clackamas Community College Library.

6.3: Pre-made APA citations

My goal for you in LIB101 is to understand how to get help with creating citations. Citations are tricky and it's better to ask for help than to struggle!

To save you a little bit of time, I'm going to let you in on a research pro tip....

CCC Library catalog and databases create APA citations for you.

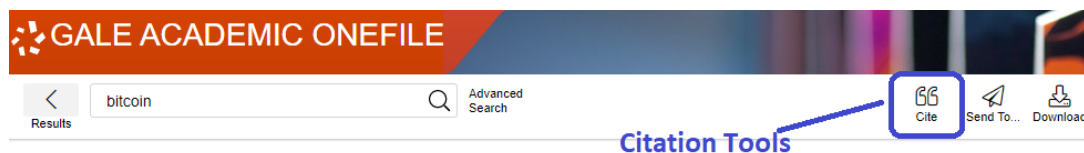
Save yourself time by getting pre-made APA citations.

Disclaimer: Pre-made citations are auto-generated by the databases. They aren't perfect. Information might be missing, formatting may be off, they may not reflect the most current style guide standards. 🙄 It is up to you to **check and correct** pre-made citations for information and formatting accuracy. You will not learn that level of detail in LIB101, however. You can learn how to really tweak and fix APA citations in WR128.

Get pre-made citations

Gale databases(opens in new window) (Gale Virtual Reference Library / Gale eBooks, Opposing Viewpoints)

1. Complete a search.
2. Select the title of a resource to view the abstract, citation, and full text.
3. Click *Cite* in the toolbar menu on the right side of the page.
4. Select the APA tab at the top of the pop-up window.
5. Copy and paste the citation onto your References page. ***Make sure you correct any errors!***



A TAX ON THE CLONES: THE STRANGE CASE OF BITCO



Author: Eric D. Chason
Date: Sept. 22, 2019



From: Virginia Tax Review (Vol. 39, Issue 1.)
Publisher: Virginia Tax Review



Document T
Length: 15.9
Lexile Meas

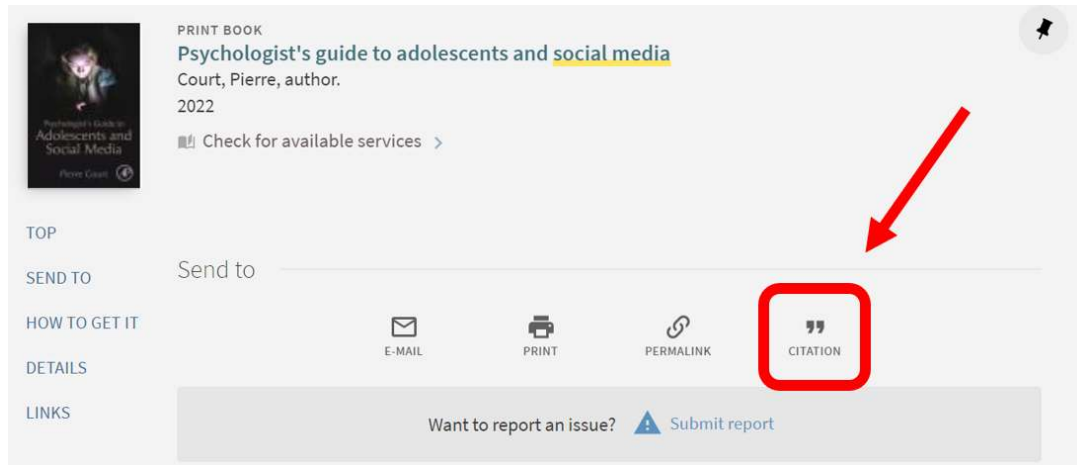
EBSCO databases(opens in new window) (Academic Search Complete)

1. Complete a search.
2. Select the title of a resource to view the abstract, citation, and full text.
3. Click *Cite* in the toolbar menu on the right side of the page.
4. Scroll to find the APA citation.
5. Copy and paste the citation onto your References page. ***Make sure you correct any errors!***



[Library catalog\(opens in new window\)](#)

1. Complete a search
2. Select the title of a resource to view the record page.
3. Click *Citation* in the toolbar in the center of the page.
4. Select the APA tab to the right of the citation.
5. Copy and paste the citation into your References page. ***Make sure you correct any errors!***



6.3: Pre-made APA citations is shared under a [CC BY-NC 4.0](#) license and was authored, remixed, and/or curated by Clackamas Community College Library.

6.3.1: Correcting pre-made APA citations

Retrieving a pre-made citation from a library database can **save you time** and give you a great head start in creating your References page. However, pre-made citations should never be considered accurate "as is." There may be mistakes due to the fact that a human doesn't review the citations! Think of pre-made citations as rough drafts that you need to polish and make correct.

To review the pre-made citation, it will be helpful to open the CCC Library citation guide.

- **APA 7th edition citation guide**(opens in new window). On that page you can find helpful **citation examples**(opens in new window).

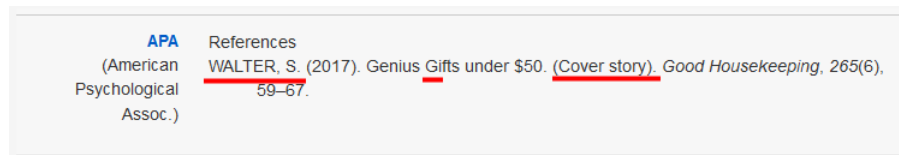
Then, follow these steps when correcting a citation:

1. **Look at each element** - Is each element present, accurate and in the right place? Sometimes an editor is incorrectly attributed as an author, or available information is missing. I have seen author names misspelled and titles that are incomplete. Add information that you need to.



What's wrong: This APA citation is missing an author and source information, both retrievable in the actual full text of the article. Also, the capitalization is incorrect.

2. **Look at the capitalization** - APA capitalizes only the first letter of the first word of an article or book title. APA does not include elements that are in ALL CAPS. Having the author name or a title in all caps or incorrectly capitalized is one of the most frequent errors I see in uncorrected citations.



What's wrong: This APA citation has the author's name in all capital letters and the article titles has incorrect capitalization. OOPS. You also wouldn't include (Cover Story) in the article title.

3. **Look at the punctuation** - Sometimes there are periods between elements, and sometimes there are commas. Make sure the right one is in the right place.
4. **Look at the formatting** - Make sure that the right pieces have quotation marks or italics if necessary. APA expects citations to be double spaced with a hanging indent (where the first line is **not** indented, all following lines **are** indented). You should also make sure that everything is in the same font and doesn't have highlighting or bolding left over from where you copied the citation from.
5. **Check one more time**. This is probably the most crucial step. Citations are one of the most detail-oriented, fussy things that you will do in your education and it is easy to miss something on the first or second pass.

MLA 8th Edition [APA 7th Edition](#) [Chicago 17th Edition](#)

Vogt, J., Klaus, V. H., Both, S., Fürstenau, C., Gockel, S., Gossner, M. M., Heinze, J., Hemp, A., Hölzel, N., Jung, K., Kleinebecker, T., Lauterbach, R., Lorenzen, K., Ostrowski, A., Otto, N., Prati, D., Renner, S., Schumacher, U., Seibold, S., ...Weisser, W. W. (2019). Eleven years' data of grassland management in Germany. *Biodiversity Data Journal*, (1), NA. <https://link-gale-com.ccclibrary.idm.oclc.org/apps/doc/A600935797/AONE?u=clackamascc&sid=AONE&id=0fb65c5c>

Disclaimer

This database even includes a citation disclaimer!

Data elements have been formatted to meet the latest citation standards. These citations are not a replacement for the latest guidebooks or your instructor's requirements. Double-check capitalization, dates, and names and make any necessary corrections.

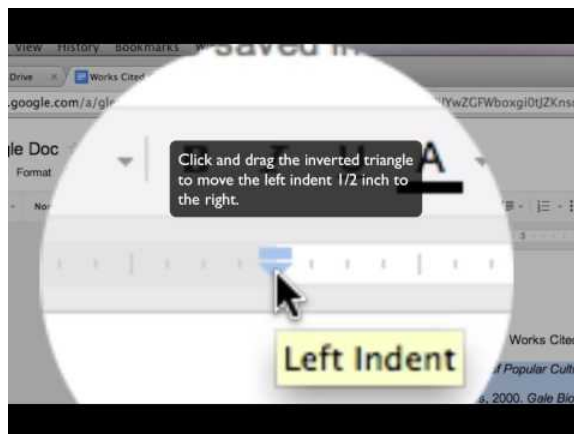
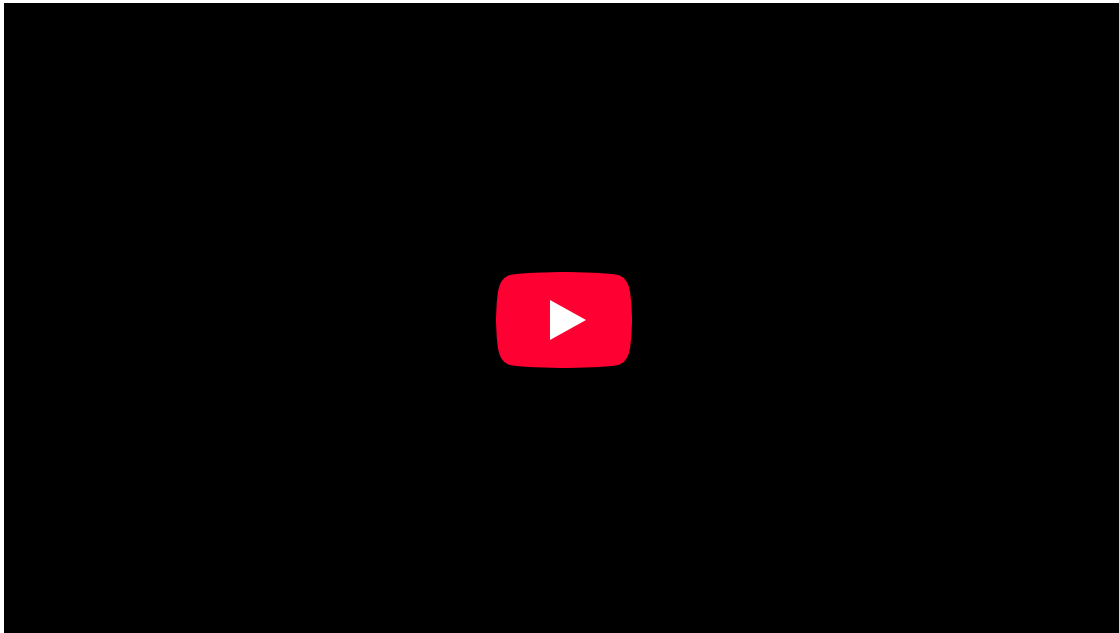
What's wrong. Do not include information when there is not information to include (such as missing page numbers).

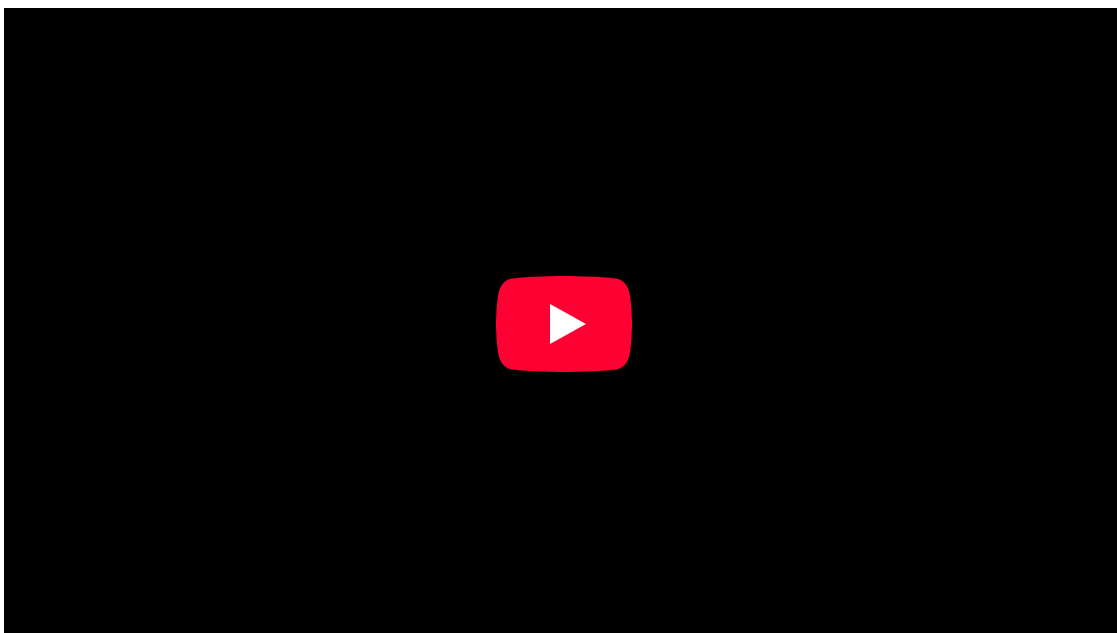
Ready to move on? Let's talk about **hanging indents**!

6.3.1: [Correcting pre-made APA citations](#) is shared under a [CC BY-NC 4.0](#) license and was authored, remixed, and/or curated by Clackamas Community College Library.

6.4: Creating hanging indents

Works Cited pages require hanging indents, meaning the first line of the paragraph needs to "hang" out farther to the left than the rest of the lines. Here are videos on how to create hanging indents in Google Docs and Word. Remember: hanging indents are the same in APA and MLA!





6.4: Creating hanging indents is shared under a [CC BY-NC 4.0](https://creativecommons.org/licenses/by-nc/4.0/) license and was authored, remixed, and/or curated by Clackamas Community College Library.

6.5: Evaluation- Digging Deeper

In this part of the reading, we are going to look at some other important considerations to help you build on your evaluation skills and make even better choices about what resources to use! And remember, this isn't just for school. It's important to evaluate your resources when you share them on social media or use them for your own personal needs like exploring career options, seeking medical advice, or figuring out which donut shop in Oregon is the best.

Evaluation recap...or re-CRAP!

During Week 4 you learned about using The CRAP Test to evaluate articles, books, and other resources for their credibility. As a quick reminder, CRAP stands for **C**urrency, **R**eliability, **A**uthority, **P**urpose / **P**oint of View, and The CRAP Test gives you a series of questions to consider when determining if your resource is credible. If you need a refresher, please review that chapter (chapter 4).

Give me another R!

Credibility isn't the only thing we need to consider when picking a resource. Another important aspect is **Relevance**. Relevance relates to how well the resource addresses your research topic or how useful it is in answering your questions. Here are some questions to consider when thinking about relevance:

- Is the resource about your topic? Or does it only mention your topic superficially?
- Does the information help you answer questions you have about your topic?
- Does it provide information you need to accurately communicate about your topic to someone else?
- Does the resource spur you to think about your topic in new ways?

6.5: Evaluation- Digging Deeper is shared under a [CC BY-NC 4.0](https://creativecommons.org/licenses/by-nc/4.0/) license and was authored, remixed, and/or curated by Clackamas Community College Library.

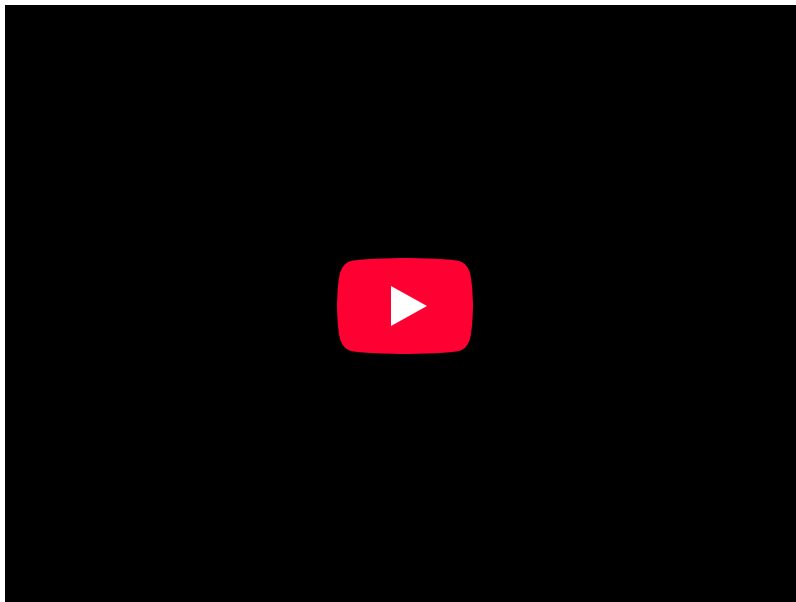
6.5.1: Peer-reviewed and scholarly articles

What is “peer review” anyway?

Scholarly articles and other scholarly works are written for academic or professional audiences. Scholarly works almost always have identifiable authors - but those authors are *not* necessarily experts. Scholarly works typically cite their sources, are edited, and are published by academic publishers.

Peer-reviewed articles are scholarly articles, written by experts, that have undergone an extremely rigorous editing and fact-checking process. It goes like this: a researcher has a new article she wants to publish in a scholarly journal. Before the journal will accept her research they want to guarantee it is credible, can be replicated, and will substantively add to the existing body of knowledge in the discipline. The journal sends the article to a panel of other researchers and experts who read her article and review her research methods and findings. Hence *peer* (the researcher's colleagues) *review* (verify the research is valid). After the panel suggests revisions, the author makes changes, and the panel eventually approves the article which gets published in a scholarly journal (and lives inside the library database where it waits for a student to discover it).

Here is an example of a peer-reviewed journal's [criteria for publication and process of peer review](#)(opens in new window). Pretty intense!



Many scholarly articles are peer-reviewed, although it is possible that they are not. Some instructors ask for "scholarly" or "academic" articles and mean "peer-reviewed articles," while others don't have as strict of a definition. It is always best for you to clarify with your instructor what their definition is, as different teachers have different standards. For this class, I would like a

scholarly article but am not concerned about whether it is peer-reviewed or not. However, you will need to know if it is peer-reviewed or not.

A helpful process for discerning the genre of an article you've discovered is to ask a few key questions about it:

- **Who is the intended audience (researchers, students, general audience)?**
- **Does the article require in-depth knowledge? Are there references?**
- **Who is the author?**
- **Who is the publisher?**

More about peer-reviewed articles

Whereas popular sources are meant for a general audience, peer-reviewed sources are written by researchers/scholars for researchers/students. They are usually not published freely on the web, rather, they can only be found in library databases. Some core characteristics of peer-reviewed articles are:

- Information is organized into sections: Abstract, introduction, literature review, methods, results, discussion, and references.
- Long and in-depth; 10-20+ pages is normal.
- A references or works cited page.
- Often has multiple authors, all of whom are experts in their fields.
- Few, if any, images or advertisements (graphs and tables may be present).
- Specialized, field-specific language.

How to read peer-reviewed articles

Peer-reviewed articles can be complex and difficult for students to read and interpret. CCC Library has a [short, useful guide](#)(opens in new window) with tips to aid in the effective skimming of a peer-reviewed article to determine whether it is truly relevant to your topic. Far too often, students merely select a peer-reviewed article that contains one of their keywords in the title and assume it works without reading or comprehending the article at all. Follow these rules of thumb so that you learn not just *how* to find one that sounds relevant, but how to *read and understand* the article so you are truly engaged with scholarly literature.

- **Read the abstract!** The abstract is a summary of what the piece is about. It's the first indicator of relevance to your topic.
- **Read relevant sections**, such as the introduction or discussion, before diving into the whole article. If after reading these you feel it fits your topic, read the whole thing.
- **Read the references/works cited!** A super-smart way to shortcut your research is to mine the citations used in articles you really like. Chances are, the articles the author used will also help your research.
- [Here is an example of a peer-reviewed article about... well, scholarly articles.](#)(opens in new window)
- [And here is an example of a peer-reviewed article about clowns.](#)(opens in new window)
- [And one on chewing gum.](#)(opens in new window)

Peer-reviewed articles are published with the intent of sharing new research and information from specialized fields with researchers, professionals, and students. The process of peer review helps to ensure that each published article is unique, accurate, credible, and objective. Peer-reviewed articles can be published in print journals, online journals, and academic and research organizations' websites.

6.5.1: Peer-reviewed and scholarly articles is shared under a [CC BY-NC 4.0](#) license and was authored, remixed, and/or curated by Clackamas Community College Library.

6.5.2: Scholarly publishing - an imperfect system

The process of creating and sharing scholarly and peer-reviewed work is intense, but it isn't without its flaws.

Mistakes are made

Peer-reviewed articles are not infallible. Mistakes are made, and misinformation is shared, even with all of that peer review and triple-checking and credibility of publishers. Check out this *New York Times* article about hoax peer-reviewed articles that got published. Remember, peer-reviewed journals are imperfect, and critical thinking on your part is always needed when evaluating information!

[Hoaxers Slip Breastaurants and Dog-Park Sex Into Journals](#)(opens in new window)

Voices are excluded

Have you every thought about:

- Who has a voice in American academia? **And whose voices are dismissed?**
- What knowledge is considered valuable enough to share? **And what knowledge is dismissed?**
- Who has easy access to information? **And who is barred from accessing information?**

Below is an infographic introducing the idea that the structure currently in place for producing and accessing scholarly information is exclusive to a fault. The existing structure is built to exclude certain voices and ideas that do not meet a very specific, strict set of expectations and protocols. What are you thoughts on this perspective? Where do you think *you* fit into this scholarly information structure? And where are you excluded?

SCHOLARLY INFORMATION: WHO IS MISSING?



PAUSE.

Understanding the content - the **WHAT** - of scholarly information is challenging and can take up all our energy and brainspace. I challenge you to pause and critically consider the **WHO** of the scholarly information source, in addition to the **WHAT**.

WHAT - CONTENT

The **WHAT** of scholarly research is the actual facts / research / interpretations shared by the author(s) / researcher(s).



WHO - AUTHOR ... AND READER

The **WHO** might seem obvious, but it isn't! There is a lot of invisible stuff happening and not happening here.

- In order to have the **privilege of publishing** in a scholarly setting and having a voice, most authors have to have followed a strict path through academia, meet strict discipline-specific expectations, and followed strict research protocols.
- In order to have the privilege of **accessing scholarly information**, the information consumer has to be associated with an academic or professional organization, or have wealth.

WHAT IS INVISIBLE OR MISSING?



Scholarly information often leaves little to no space for:

- **Opportunity to engage** if you're not a part of the established system or have academic credentials.
- **Experiential knowledge**. Otherwise known as lived experience; stuff that's happened in daily life. Credentials and knowledge gained through experience.
- **Cultural and spiritual knowledge**. Cultural traditions and wisdom passed down in our communities. Credentials and knowledge gained through cultural and spiritual traditions.
- **Marginalized communities** whose experiential, cultural, and spiritual knowledge is often dismissed as not "legitimate" and therefore not respected in many scholarly settings.
- **"The public"** is not a part of the established scholarly information production system.
- **Access to information** if you're not a part of the established system or have money.

This is an incomplete list!



WHY DOES THIS MATTER?

"Research can be a powerful means to build political power. **But when communities are denied access to research, and their voices are left out of that process, they can be silenced and disenfranchised, thus perpetuating systemic inequity and injustice.**" [DataCenter](#)

And you, as a learner, are being kept from discovering creative and critical perspectives and experiences, and holistic learning opportunities.

WHAT CAN YOU DO ABOUT IT?



- **Acknowledge the problem.**
- **Seek information and perspectives elsewhere.** The world doesn't begin and end with scholarly information!
- **Talk to a librarian about your topic and your interests.** Ask for help identifying sources outside the scholarly publishing system.
- **Ask questions.** It's hard to know the right words, [here's a start](#).

Made by Jane L. for LJA's Critical Information Literacy course, April 2020. CC BY.

Check out the [Datacenter](#)(opens in new window) for more information. And don't forget to [ask questions - here's a start](#)(opens in new window)!

6.5.2: Scholarly publishing - an imperfect system is shared under a [CC BY-NC 4.0](#) license and was authored, remixed, and/or curated by Clackamas Community College Library.

CHAPTER OVERVIEW

7: Advanced Searching - Google

[7.1: Searching with Google](#)

[7.2: Keeping an open mind](#)

[7.3: Google Scholar](#)

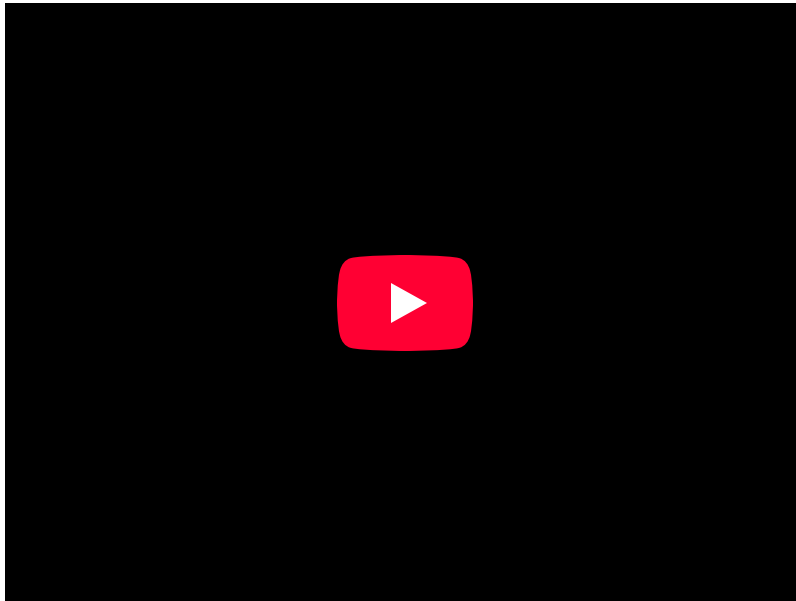
[7.4: Iterative Searching](#)

[7.5: Knowing When You're "Done"](#)

7: [Advanced Searching - Google](#) is shared under a [CC BY-NC 4.0](#) license and was authored, remixed, and/or curated by Clackamas Community College Library.

7.1: Searching with Google

Before you learn how to up your Google searching game, let's learn a little bit about what happens behind the scenes when you're searching, and how to "read" your Google search results page. Watch *The Internet: How Search Works* (5m12s).



Keywords

Just like with a catalog and database search, you should search with keywords in Google. The more keywords you put into Google, the more results you'll get. You don't want to add unnecessary keywords (*is, the, to, for, on...*) to your search, because they'll clog up your results and make it harder to find what you're looking for.

Google like a librarian

We all use it - now let's learn to use it better! Upping your Googling skills will save you time and make it easier to identify better sources of information. Tips and tricks are explained below.

1. Use **quotation marks** around your phrases to search for the words as a phrase, instead of separately.



"social media" addiction teenagers



2. Use **intitle:** to see results that have your keywords in the title.



addiction teenagers intitle:"social media"



3. Use **site:.** to only see results that end in the domain (.gov, .edu, .org) you specify. Universities (.edu) and the US government (.gov) are some of our biggest producers of research, and are great places to find good information. [Why do domains matter?](#)



"social media" addiction teenagers site:.gov



4. Use **- (a hyphen or minus sign)** in front of words to exclude them from your search results.



"social media" addiction teenagers -smartphone



5. Use **filetype:** to retrieve specific types of files (instead of websites). This works for finding most file types, but PDF is the most common choice for this trick.



"social media" addiction teenagers filetype:pdf



6. Use **several strategies** at once for very specific results.



addiction teenagers intitle:"social media" site:.gov



A word on website domains

Website domain suffixes can help you evaluate the purpose, audience, and initial credibility of a website.

- Some domains such as **.com**, **.org**, and **.net** can be purchased and used by any individual or organization.
- **.edu** is reserved for colleges and universities, meaning only folks who work at or attend the institution can publish to the website. .edu sites are usually more credible sources for information (though students can be assigned .edu addresses to for personal use, so use caution when citing).
- **.gov** denotes a government website. .gov sites are usually more credible sources for information.
- **.org** is often used by non-profit organizations (which may have an agenda of persuasion rather than education) but also can be purchased by for-profit corporations and individuals. Smart to check out the "About Us" pages when on a .org - or any - website.

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7.2: Keeping an open mind

In fact, this is a well known issue called "confirmation bias." We tend to believe things that confirm our beliefs while we tend to not believe things that don't confirm our beliefs, even when provided with credible facts.

Definition: Confirmation bias

Confirmation bias is the tendency to search for, interpret, favor, and recall information in a way that confirms or supports one's prior beliefs or values.

Watch *Defining Confirmation Bias* (2m34s). Video by [Facing History & Ourselves](#)(opens in new window).



Consider this as well - Google is making it even harder to find information that may go against previously held beliefs. Watch *Beware: Online Filter Bubbles* (8m37s). Video featuring Eli Pariser by [TED 2011](#)(opens in new window).



Eli Pariser

Beware online "filter bubbles"

And it isn't just Google! Instagram, Twitter, Facebook, TikTok all recommend accounts to follow based on what you are already following. We are living in a time where it is easy to live in an echo chamber.

So - what can we do about it?

- Read a diverse set of news sources. Do you tend to get all your news from one outlet? Try diversifying where you get your news.
- Read beyond the headline. Do you read the the entire article or just react to the sensationalized headline meant to grab your attention?
- As you read, identify whether the writer's views, beliefs and assumptions similar to or different from your own. How does the text make you feel? What can you learn from the text?
- Talk with people who have different views to find out why they believe what they do. Worry less about convincing each other and more about learning why they believe what they do.

This content has been borrowed and adapted from the University of Connecticut <https://guides.lib.uconn.edu/interrogating/bias>

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7.3: Google Scholar

Google Scholar([opens in new window](#)) (scholar.google.com) is a more targeted Google search engine designed to search scholarly literature - articles, books, abstracts, legal opinions, and dissertations and theses. Only resources published by academic publishers, professional associations, colleges and universities, and other online repositories are searched.



- **Pro:** Easy searching of a huge amount of information – it's Google! All of the usual Google search features that you just learned about are available.
- **Con:** Free full text isn't always available immediately.

Get article full text

A word of caution: don't pay for articles from the Internet. Google Scholar will help you find interesting articles and to get the full text, Google Scholar will link you to the publishers' websites. Depending on the publisher's terms for sharing that article, you will hit a paywall and be asked to sign in to the publisher's website. **Your CCC username and password will not work here.** When logging in doesn't work, it will redirect you to a pay-per-view screen, charging anywhere from \$20 to \$3,000 (\$3,000 is my personal record for highest fee requested for one article view from a vendor) to read it. **Don't pay it.** Instead, copy and paste the article title into [CCC Library Search](#)([opens in new window](#)) and see if you can access it free from us. If you get a gray "No Full Text" link on the article in CCC Library Search, you have the option to order it for free through Summit or Interlibrary Loan.

Cite resources

Get premade MLA and APA citations from Google Scholar.

1. Select the " " icon below an article or book title.
2. Copy and paste the MLA or APA citation.
3. Proofread and edit the citation as needed.

[PDF] Adolescent **social media addiction** (revisited)

[MD Griffiths, D Kuss - Education and Health, 2017 - irep.ntu.ac.uk](#)

... , 2016), suggesting that **social media** and social ... **addiction** because the context of excessive social networking is critical in defining someone as an **addict**, and habitual use by **teenagers** ...

☆ Save **Cite** Cited by 105 Related articles

Evaluate source credibility

Use Google's *Cited by* function to find who has used this item in their own scholarly research. The higher the *Cited by* number, the more trusted and widely-known the resource (but newer items will have fewer cites, because they're new). Bonus: selecting this link will find related, recent resources on your topic.

[PDF] Adolescent **social media addiction** (revisited)

[MD Griffiths, D Kuss - Education and Health, 2017 - irep.ntu.ac.uk](#)

... , 2016), suggesting that **social media** and social ... **addiction** because the context of excessive social networking is critical in defining someone as an **addict**, and habitual use by **teenagers** ...

☆ Save **Cite** **Cited by 105** Related articles

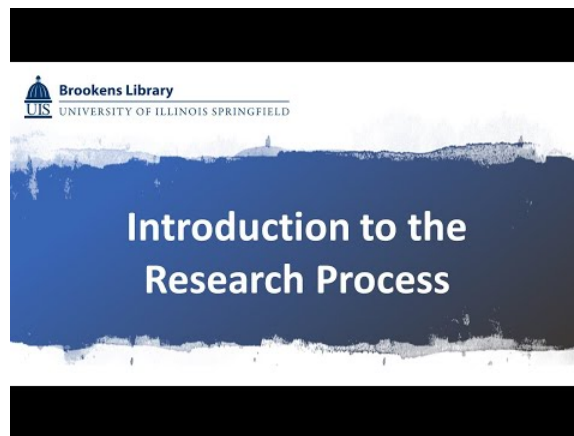
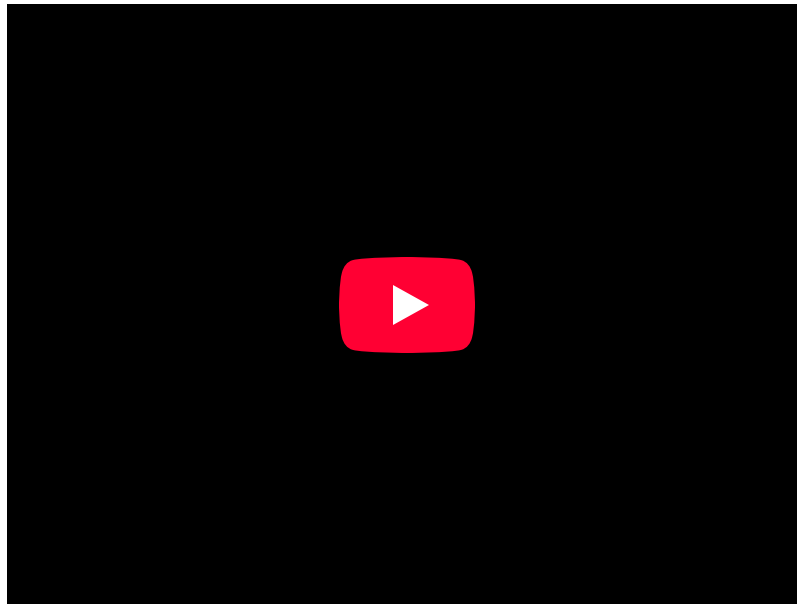
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7.4: Iterative Searching

As you are searching, you will find that you hit a lot of dead ends. Sometimes it will feel like you fell down a rabbit hole, chasing articles that feel further and further away from your topic. In the end it can feel like a whole research session is a failure, especially if you don't have a concrete set of resources to show for your hard work.

In the research world, this time "wasted" isn't considered a failure at all. In fact, it is thought of as an important part of the process because each time you discover something doesn't work, you have learned something.

Remember this video from week 2? (Note: I highly recommend you re-watch it!)



In the video, the research process is described as **iterative**, meaning that you repeat steps of the process as you work toward a **final result**. Iterative searching is the same idea - you search one way, find a resource, learn something, revisit and revise your search, find something different, learn something, and repeat until you feel like you're "done" with your research.

Good searching for resources isn't something you do once, in one search tool. You do it iteratively, searching with different strategies and in different locations and at different times as you move through the research process.

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7.5: Knowing When You're "Done"

How do you know when you're "done" researching? Or when you've found "enough" information?

It depends. :-)

Honestly, there isn't a cut and dry answer. It is truly up to you. Here are a couple of questions to ask yourself as you are considering stopping your research:

- Are you stopping because you are frustrated with the process, or because you have found the information you need? If it is the former, take a break and try again with a different search strategy. Ask for help from a librarian!
- Are you finding sources that clarify your argument or complicate it? Be wary of complicating your topic, especially later in the research process. Look for clarity.
- Are you finding the same information in all of the sources you find? Are the studies citing the exact same ones? If so, you probably have exhausted the research pool and it is time to move on to writing.
- Are you running out of time to finish the assignment? Realistically, sometimes you need to cut your losses and move forward with writing using the sources you already have. This doesn't excuse you from having quality research, but a paper with only a few well researched sources is better than none at all.
- Do you feel like you can meet the expectations of your assignment and your instructor with the resources you have? If so, proceed!

If you have met some of these criteria, then yes, move on from research.

When NOT to move on:

- You are frustrated or bored.
- You don't know where to find relevant information.
- The first source you see has a reference to your topic in the title.
- You haven't found what you need yet.

Moving on is sometimes one of the most important steps of research. BUT it can be a bit deceptive! Sometimes, while you are writing, you realize that you need more information on a certain piece of your argument. So, you have to go back to the research stage - iterative searching! This is one reason why we encourage people to start their papers early. It isn't that you can't crank out a paper the night before it is due - it is just that you aren't likely to have a well researched paper.

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CHAPTER OVERVIEW

8: Advanced Evaluation

8.1: Misinformation, Disinformation, and Fake News- How to Spot Them

8.2: How to Fact Check

8.3: Expertise and authorship

8.4: Types of (free) web resources

8.5: Last thoughts on evaluation

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8.1: Misinformation, Disinformation, and Fake News- How to Spot Them

Sorting through the vast amount of information created and shared online is challenging even for experts. In this section you'll learn about terms including and related to "fake news" and skills to avoid both reading and sharing it.

These are important information evaluation skills that you'll use for the rest of your life. The more aware you are of what false information is and how it spreads, the better you will be at avoiding it yourself - and helping your friends and family do the same.

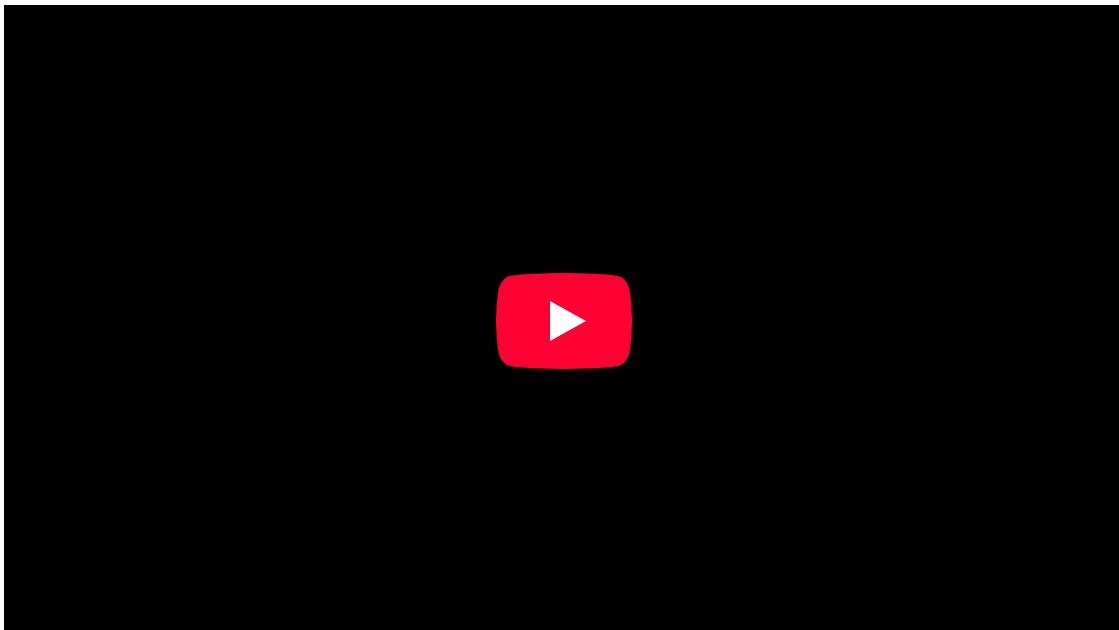
Misinformation, disinformation, and fake news: What's the difference?

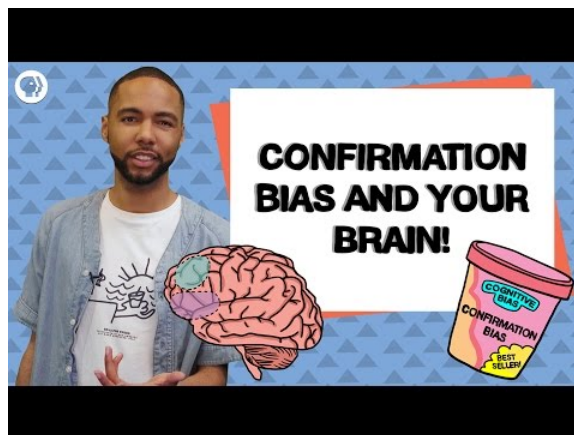
Misinformation vs. Disinformation vs. Fake News

Term	Definition	Source
misinformation	"false information that is spread, regardless of whether there is intent to mislead"	Dictionary.com(opens in new window)
disinformation	"deliberately misleading or biased information; manipulated narrative or facts; propaganda"	Dictionary.com(opens in new window)
fake news	"purposefully crafted, sensational, emotionally charged, misleading or totally fabricated information that mimics the form of mainstream news"	Fake news: understanding media and misinformation in the digital age(opens in new window) (back cover)
deepfake	"an image or recording that has been convincingly altered and manipulated to misrepresent someone as doing or saying something that was not actually done or said"	Merriam-Webster.com(opens in new window)

Why care about fake news?

Fake news is effective. Our brains can easily make us believe that fake news is real news through something called "confirmation bias." You learned a bit about confirmation bias in last week's reading. Watch this video by *Above The Noise* (5m20s) to learn more.





What makes a news story fake?

1. It can't be verified

A fake news article may or may not have links in it tracing its sources. If the article does have links, they may not lead to articles outside of the site's domain or may not contain information pertinent to the article topic.

2. Fake news appeals to emotion

Fake news plays on the reader's feelings - it makes the reader angry or happy or scared. By appealing to emotions, the authors are hoping to prevent the reader from fact-checking.

3. Authors usually aren't experts

Authors are unidentifiable or lack credentials, are paid to invoke an action and direct traffic to the story, usually through sensational or off-topic claims, or use inflammatory language.

4. It can't be found anywhere else

The main idea of the fake news article is not reported by any other news outlets. Credible information is often reported on and verified by multiple sources.

5. Fake news comes from fake sites

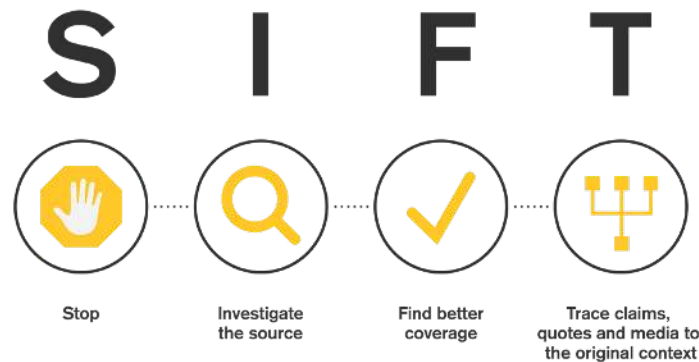
Did your article come from abcnews.com.co? Or mercola.com? Realnewsrightnow.com? These and a host of other URLs are fake news sites.

8.1: Misinformation, Disinformation, and Fake News- How to Spot Them is shared under a CC BY-NC 4.0 license and was authored, remixed, and/or curated by Clackamas Community College Library.

8.2: How to Fact Check

Can't figure out if what you've heard is true? In addition to The CRAP Test, there is another tool specifically built to help you spot misinformation: SIFT.

SIFT



S - Stop

- When you open a new resource, **stop** and ask yourself whether you know and trust the source of the information. If you don't, follow the steps in I, F, and T to get a sense of what you're reading. Don't read or share it until you know what it is.
- As you continue evaluating, if you feel yourself getting overwhelmed by your factchecking efforts, **stop!** Take a second to remind yourself what your goal is. Adjust your strategy if it isn't working.

I - Investigate the Source

- As a researcher, you need to know the context information you're about to consume, *before* you read it. Take some time to **investigate** before you read the resource. Why **investigate**? You would want to know if a resource on the dietary benefits of milk was published by the dairy industry. Just like you'd want to know if a resource about economics was written by an award-winning economist.
- Some good ways to **investigate**:
 - Google the author's name.
 - Google the publisher's name.
 - Read the "about us" section on the source's website (check for bias!).
 - Look at the URL. If it seems like it's meant to trick you, **investigate** further.

F - Find Better Coverage

- What claims does the resource make? Can you **find** other trusted sources of information that make the same claims?
- See if you can **find** more trusted, more in-depth, or more varied resources that back up the claims you see in the first resource.
- If you see something that seems sensational, too good to be true, or really scary (it's the end of the world!), be skeptical. Try to **find trusted coverage** of these sensational claims, they're probably not true.

T - Trace Claims, Quotes and Media Back to the Original Context

- Just like in a game of telephone, the more removed information is from its original source, the more it can change. See if you can **trace** claims back to their source to verify that the information hasn't changed.
- Some good ways to **trace** back to the original source:
 - Check the References/Works Cited page in the resource.
 - Click on links provided in the resource.
 - Google the claim and try to find where it originated.

Use Fact-Checking websites

CCC Librarians' favorites include:

- [FactCheck.org\(opens in new window\)](#)
A product of the Annenberg Public Policy Center, this site is terrific for checking up on political claims.
- [Politifact\(opens in new window\)](#)
The Pulitzer Prize-winning Politifact researches the claims of politicians and checks their accuracy.
- [Snopes.com\(opens in new window\)](#)
One of the oldest debunking sites on the Internet, Snopes.com focuses on urban legends, news stories and memes (and cites their sources).
- [AllSides\(opens in new window\)](#)
This site provides articles and an assessment of their bias, from left to right.
- [The Washington Post Fact-Checker\(opens in new window\)](#)
While focused primarily on political facts, it covers specific claims in-depth and with plenty of cross-referencing.

Image credit: Mike Caulfield's [Check, Please! Starter Course\(opens in new window\)](#)

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8.3: Expertise and authorship

By now you understand that a "good" source is credible, and that one of the things that makes something credible is having a credible author. You likely also understand that a credible author is someone who is an expert in the field that they are writing about. But how do you define "expertise"?

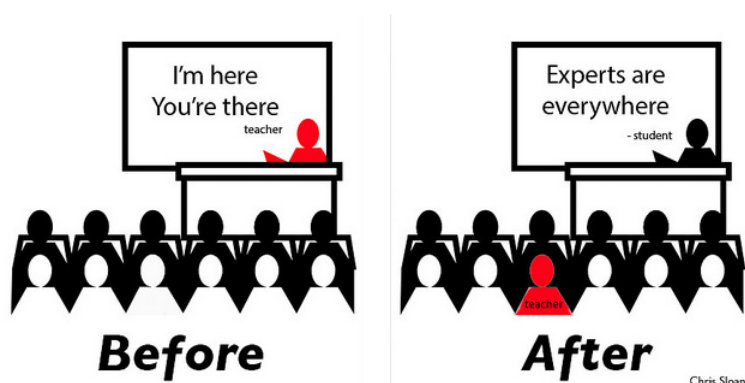
Take a moment and think of three or four people you might consider "experts." Now think about *why* you decided those people were experts.

Expertise is subjective, meaning based on personal feelings, opinions, or experiences. In short, expertise is left up to the eye of the beholder. Here are some examples:

For many people, one of the defining factors is education level. You definitely want a lawyer who went to an accredited law school and passed the bar. Similarly, you assume a doctor gives expert advice because they have a degree in medicine, passed the right exams, and are board-certified. You might even think that a doctor who has been practicing for 20 years is a better doctor, or more of an expert, than someone who just graduated. So that is an expert, right?

But what if expertise could be defined several different ways? Isn't a star athlete or prima ballerina an expert in their field? They may not have a formal degree, but are likely to be highly trained.

Skim this [article by Fernand Gobet and Morgan Ereku on defining expertise](#) (opens in new window) which challenges the idea that years of experience or education are the only ways to obtain expertise on a topic. Ultimately, it concludes that an expert is "somebody who obtains results that are vastly superior to those obtained by the majority of the population." This may be a great definition when talking about experts, but it doesn't help too much in defining who is an expert we can trust and who isn't.



Often the key is context. What it takes to be an expert or authority on a topic really depends on the topic! If you want an expert on dancing, you are likely going to seek out an experienced, professional dancer. If you want medical advice, you are likely going to seek out a doctor (or google your symptoms, freak out, then seek a doctor who will tell you that it is a sore throat, not cancer). You would likely not ask the doctor to be an expert on the latest dance moves (unless they were moonlighting as a ballroom champion). Neither would you quote a lawyer on how hot air balloons work.

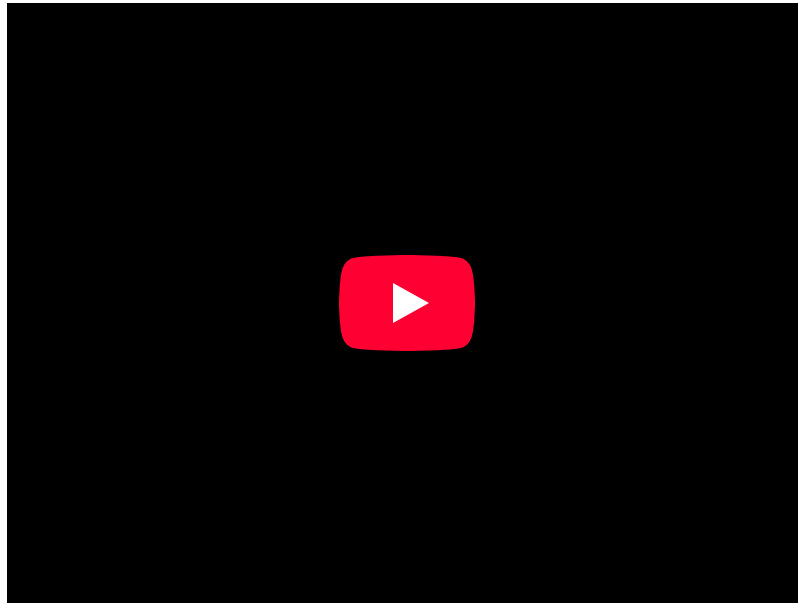
I (your instructor) bring expertise about critical thinking and academic research to our classroom. You bring expertise to our classroom, too, about other topics and disciplines.

"The fool doth think he is wise, but the wise man knows himself to be a fool."

- William Shakespeare

Overconfidence isn't expertise. Sometimes, people will believe themselves to be experts when they don't actually have the expertise that the general public would want in order to think of them as an authority on the subject. They may or may not have good research, but they may not have the expertise to tell the difference. A good example might be a mother who believes that they are an expert on a medical condition that their child has, when in reality they are experts on their own child's experience. They may actually gain the knowledge and expertise of an authority through educating themselves intensely, but proximity alone does not give expertise.

Check out this video from McMaster Libraries on authority & expertise.



Different ideas/beliefs doesn't mean lack of expertise in others. Another issue is that sometimes people disagree about whether or not someone is an expert. Sometimes people dismiss the expertise of people presenting ideas that are contrary to their current beliefs, simply because it doesn't match up with what they think it should be. People also tend to accept information without question that lines up with their way of thinking. This is called **confirmation bias** ([opens in new window](#)) and is something everyone does, even when aware of the phenomenon.

Always remember that as a researcher you are looking for facts, not information that agrees with your opinion! Of course, your opinion might align with the facts, but practice removing your opinion from the equation when you research.

Take a few minutes and think about your topic. How would you define an expert in that field? What sorts of credentials, experience, ability, or education would you want your experts to have? Do you have an opinion on your topic? Can you separate your opinion from your research?

Image credit: [Chris Sloan](#)([opens in new window](#))

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8.4: Types of (free) web resources

One cool thing about the internet is that it has helped equalize the publishing playing field. Anyone with an internet connection can publish information - no printing press, agent, editor, or advertiser needed! The free (i.e., non-password or paywalled) internet is an accessible publishing platform for voices that previously did not have a platform to be heard.

Why might a voice not be heard? Many reasons. Lack of money, lack of "formal" education, lack of access to publishing channels, lack of perceived "legitimacy," fear, oppression, and/or disenfranchisement are a few broad reasons that come to mind. The accessibility and anonymity of the internet lessen those barriers to having a voice. Of course, the internet helps amplify already-dominant voices, too!

The internet has introduced new types of resources to the publishing [lexicon\(opens in new window\)](#). Below is a non-comprehensive list. (Help build this list - let me know what types of web resources are missing!)

Types of Web Resources

Type	Definition	Characteristics	Example
Blog	A website similar to a diary or journal . Entries, called posts, are published regularly; visitors can leave comments.	- Anyone can create one on any topic - Authors can be individuals, groups of people, and/or anonymous	- Clackamas Community College Blog(opens in new window) (CCC's blog) - Cake Wrecks(opens in new window) (time suck blog)
Government publication	Publications authored, sponsored, and/or funded by United State's federal and local governments . There are <i>tons</i> of types of government docs, including data and statistics, reports, court decisions, statutes, treaties, white papers, and historical primary sources.	- Author is somehow connected with a level of US government - Domain will end with .gov; state-level domains can include or.us (Oregon), wa.us (Washington)	- Clackamas County's website(opens in new window) - Oregon forest fire statistics(opens in new window) (Oregon Department of Forestry)
Infographic	Visual representations of information, data or knowledge. Infographics use images and graphics to make complex information easy to understand. They do not usually contain a lot of text.	- Graphics and images - Minimal text - Good ones cite their sources!	- Media Bias(opens in new window) - Behind the Internet Curtain(opens in new window) - Battle of the Bonds(opens in new window) (James Bond)
Message board / internet forum	Website where users can have online conversations and interactions , essentially. Visitors can post questions, comments, or other content about any topic under the sun. Users can reply to other users' postings.	- Authors can be anonymous - May or may not need to join the message community to post/comment	- Reddit(opens in new window) - Craigslislist(opens in new window) - Quora(opens in new window)

Type	Definition	Characteristics	Example
Online newspaper / magazine/ journal articles	Remember print newspapers and magazines? (Me neither.) It's worth noting that the "traditional" rules of publishing still mostly exist for this genre of web resource. Open access (opens in new window) online publishers are working to eliminate those traditional barriers. <3	- Authors are often staff or somehow publisher-affiliated - Not really free... you either get tons of advertising or encounter soft paywalls(opens in new window)	- Oregon City News(opens in new window) (newspaper) - Catster(opens in new window) (magazine) - Dancecult: Journal of Electric Dance Music Culture(opens in new window) (journal)
Podcast	iPod + broadcast = podcast. Basically, podcasts are online audio (and video) stories about every topic and theme imaginable. Podcasts can be one-offs or episodic; you can "subscribe" to them like you might a magazine; visitors can leave comments.	- Anyone can create one on any topic - On demand; playable anytime and downloadable	- Welcome to Night Vale(opens in new window) - Code Switch(opens in new window)
Tweet	A post made on the social media platform Twitter.	- Authors can be anonymous, celebrities, presidents, or bots! - 280 characters or less	- Thoughts of Dog(opens in new window) - Clackamas Community College(opens in new window)
Webpage	Most of us use "webpage" as a catch-all name for a lot of online content that doesn't resemble a "traditional" format of published content. Technically, a webpage is a single HTML (opens in new window) page on a website. Multiple webpages make up a website.	- Contains lots of information (text, pictures, videos, links, files) - Every page has a unique URL (web address)	- A webpage about quokkas(opens in new window) (part of a zoo's website)
Wiki	A website that allows collaborative editing of its content. Access and editing can be open or restricted.	- Contributors can be anonymous - Editing can be done without special software or programming knowledge	- Wikipedia(opens in new window) - Wikileaks(opens in new window) - Wookieepedia(opens in new window)

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8.5: Last thoughts on evaluation

Strategies for evaluating information are both obvious and not so obvious.

Obvious: Factors that are relatively easy to identify are obvious and people often remember to look for them. The CRAP Test criteria is obvious to find: who is the author, what are their credentials, when was this published, and by whom? These are criteria that, with practice, you learn to look for quickly.

Less obvious: And you don't stop there - you evaluate each criterion. Say you know the name of the publisher, so you investigate and find out about the group that sponsored the research. You find the group's super-politically-one-sided and biased funding source, so now what? Does what you found out about the funding source make you trust the think tank's information more or less?

What *isn't* as obvious is how much importance and weight you assign to the criteria.

Not so obvious: Identifying what is missing is not obvious, and is *hard*. (Maybe impossible, because we don't know what we don't know!) Try asking yourself these questions to help with the *not so obvious*:

- Whose voices might we not be hearing and why?
- What background context is missing?
- What information was omitted and for what reasons?
- For my topic and for me, do the omissions matter?
- Are my biases getting in the way of what I decide to trust?

These are the kinds of questions you can ask yourself as you interact with information. There probably won't be a cut and dry answer to them, either. On the same topic, my answers might be different than your answers.

What is important is that you and I ask them, and appreciate the value in asking them. We all have unique experiences and lenses through which we see the world, and asking questions (like "*what's missing?*" or "*could I interpret this another way?*") is imperative to accessing a more accurate, holistic view of the world. That is critical thinking, and when applied to the world of information, it is the foundation of information literacy.

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9: Reflection

This chapter is dedicated to looking backwards and reflecting upon the content in previous chapters and your experience interacting with it. Reflection isn't just something that teachers ask you to do for fun (though it can be an enjoyable thing to write as well as read). It is an important piece of learning. Taking a moment to think about what you have learned helps make a lesson "stick." It gives space to the crucial step of figuring out why and how you will use this knowledge. Reflection helps make pathways to other things you know, as well as identify what you don't know yet. If you think about it reflection is part of the iterative process - it the the moment you assess what it is that you did, decide how you could change it, and make connections that may not have existed before.

This chapter doesn't have any new information for you to learn. Instead, you will be re-reading **your own work**. Take a moment to look back at some of the work you have done and ask yourself these questions:

1. Look at the first list of keywords you created for your research topic. How did your keywords list change leading up to your final searches? Why do you think that happened?
2. Think about the resources you found while searching. How did you evaluate them? Would you make the same assessment of the resource today using CRAP? What have you learned about evaluations since your first CRAP test?
3. How have your definitions of resource credibility and usefulness continued to evolve?
4. Take a look at your most recent searches. Notice how many skills it took to succeed!! You checked facts, you evaluated, you reflected! Pat yourself on the back.

Here is a glorious list of the many videos, articles, and links to resources that you encountered during LIB101. Bookmark or download this resource list for future use!

[Week 9 - LIB101 Resources List - Google doc\(opens in new window\)](#)



Image credit: [Prateek Katyal](#)

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