



***Handbook For Integrating
Information Literacy
& Library Skills Into The
Culinary Arts Program***

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Section 1

A Physical & Virtual Tour of the Van Wagenen Library

FINDING YOUR WAY AROUND VAN WAGENEN LIBRARY

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

MAIN LEVEL

CIRCULATION (CHECK OUT) DESK

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

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

AV ROOM

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

REFERENCE DESK

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

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

REFERENCE AREA

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

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

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

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

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

GENERAL PERIODICAL INDEXES

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

- **OneFile** is accessible through **InfoTrac**. This index contains general and subject area magazines and journals. Some of the articles are full-text and can be printed out on any printer.
- **EBSCO'S MasterFILE Select** is an online database that is made available by the New York State Library. This database provides broad coverage to periodicals and contains some full-text which can be printed out on any printer.
- **Lexis-Nexis** contains business, medical, legal, and news information. This is a subscription database, provided through Van Wagenen Library acquisitions funds. Many of the articles are full-text and can be printed out on any printer.

SUBJECT PERIODICAL INDEXES

To find articles in a specific subject area, you often use a subject area index. If you were interested in education, you might use Education Index or ERIC. For articles on business management, you might choose Wilson Business Index. While the Library has no indexes devoted to the culinary arts, some of the general indexes are more useful in this area than others.

- **ECO** is an index to articles in scholarly journals available through **FirstSearch**. It covers several journals in the areas of food science, nutrition, and food culture. It is accessible from the Library's website (www.cobleskill.edu/library), choose Research a Subject/Find articles/Online databases. Select FirstSearch, type in your search terms, choose ECO as your database from the pull-down menu, and click Search.
- **EBSCO's MasterFILE Select** and **InfoTrac's OneFile**, also accessible from the Library's website, include a good selection of periodicals on the restaurant business, food service, and cookery.

THE MultiLIS CATALOG

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

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

PERIODICALS AREA

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

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

NEWSPAPERS

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

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

MICROFORM AREA

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

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

ONLINE TUTORIALS

There are 2 opportunities to make use of web-based tutorials:

- On the Library's Web Page, select Resource Guides/Information Literacy. This is a SUNY-wide tool which has been customized to represent our library holdings.
- There is also a good website created by L. Cohen at the University at Albany which focuses on Internet literacy (www.library.albany.edu/Internet).

UPPER LEVEL

RECORD COLLECTION

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

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

Note: These are examples of COMBINATION searches in MultiLIS.

CIRCULATING COLLECTION STACKS

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

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

Below is the outline of subject areas represented by the LC classification system:

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

Notice that **T** is assigned to Technology, this includes Cookery and many food-related areas. Since Technology is so broad, it is divided into more specific subjects by adding a second letter:

T	Technology (General)
TD	Environmental Technology (includes Sanitary Engineering)
TS	Manufactures (includes Manufacture of Food Products)
TX	Home Economics, Cookery

Numbers are then used to further divide a subject:

TX 391-402	Vegetable foods
TX 501-597	Food analysis, composition
TX 656-658	Cookery equipment, appliances, etc.
TX 715-725	Cookbooks, by ethnicity/style (American, French, Italian, etc.)
TX 747-748	Cookery (fish, seafood)
TX 761-799	Cookery (baking, confectionary)
TX 819	Cookery (condiments, sauces, etc.)
TX 901-946.5	Hospitality industry; Hotels, clubs, restaurants, etc.; Food service
TX 951	Bartenders' manuals and recipes

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

HOW TO READ A CALL NUMBER

Call numbers are read line by line. A call number starting with TD is shelved after all the T's and before call numbers starting with TX.

T	TD	TX
359	359	359
.C6	.C6	.C6

The second line of the call number is read as a whole number. A call number with 36 on the second line will shelve before one with 359 on the second line.

TX	TX
36	359
.C6	.C6

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

TX	TX
359	359
.C66	.C7

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

TX	TX
359	359
.C66	.C66
	1984

Examples of call numbers in correct shelf order:

T	TD	TD	TX	TX	TX	TX
359	365	365.5	359	359	558	558
.B4	.C6	.G3	.B8	.C635	.C38	.C4
1977			VT		1986	

JUVENILE (CHILDREN'S) COLLECTION

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

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

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

- The call numbers in the juvenile collection follow the same classification system as the main collection, except that call numbers begin with JUV for "JUVENILE". For example, adult cookbooks are in the regular TX section and cookbooks for children are in the JUV TX section. Children's fiction is in the JUV PZ section.
- Juvenile call numbers also differ from regular call numbers in that the JUV call number ends with the first three letters of the author's last name. There may be several books with the same call number, so you have to look for the exact book by its title as well as the call number.
- To find children's books about a particular topic, combine a SUBJECT KEYWORD (KE) search with the DOCUMENT TYPE (DT) of JUVENILE (or JUV*):

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

THE DATABASE: A CRITICAL CONCEPT IN INFORMATION SKILLS

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

What is a DATABASE?

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

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

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

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

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

FIELDS



AUTHOR	: Glezer, Maggie.
TITLE	: Artisan baking across America : the breads, the bakers, the best recipes / Maggie Glezer ; photographs by Ben Fink.
PUBLISHER	: New York : Artisan
DATE	: 2000
DESCRIPTION	: x, 236 p. : col. ill. ; 31 cm.
NOTES	: Includes index.
LCCN	: 99-56544
ISBN	: 1-579-65117-8
SUBJECTS	: Baking. Bakers and bakeries.

SEARCH STEPS FOR FINDING INFORMATION ON A TOPIC

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

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

STEP 1: DECIDE ON A TOPIC

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

HOW DO I FIND A TOPIC?

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

Bon Appétit	Gastronomica	The National Culinary Review
Culinary Trends	Gourmet	Restaurants & Institutions
Food Arts	Modern Baking	Taunton's Fine Cooking

STEP 2: FIND BACKGROUND INFORMATION IN SUBJECT ENCYCLOPEDIAS

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

BACKGROUND INFORMATION:

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

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

Some specialized encyclopedias in Culinary Arts (and their call numbers):

REF TX353.C255 2000 v1-2	The Cambridge world history of food
REF TX349.C567 1995	The concise encyclopedia of foods & nutrition
REF TP368.2.E62 2000 v1-4	Encyclopedia of food science and technology
REF TX349 .M613 1988	Larousse gastronomique

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

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

BROAD TOPIC:	FOOD INDUSTRY	NUTRITION	COOKERY
NARROW TOPIC: (one aspect of the broad topic)	Baking	Fast food	History of cooking in the U.S.
RESEARCH TOPIC: (often phrased as a question)	Can independent bakeshops compete with grocery store bakeries?	Should fast food chains be allowed in schools?	How did the Industrial Revolution change cooking in the U.S.?

STEP 3: EXPAND YOUR RESEARCH TO FIND BOOKS OR AV

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

Basic Searching on MultiLIS:

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

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

When you search MultiLIS, remember these points:

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

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

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

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

The MENU Bar

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

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

Searching by Author:

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

- AU= Heatter, Maida (person)
- OC= National Restaurant Association (organization)
- OC= U.S. Department of Agriculture (government agency)

To do an AUTHOR search:

1. Arrow to AU= on the menu to highlight it (or type AU= before your search term/s).
2. Type in the author's last name, and first name if known, in the search field. If you are not sure of the first name, either leave it off or type the initial, and then browse to find the correct name. For example, CHILD J gets you the following:

1: 1 rec. Child, James W., 1941-
2:* 5 rec. Child, Julia
3. You will usually be taken to a list of authors. Choose the one you are interested by typing the corresponding line number and pressing enter.

Searching by Title:

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

To do a TITLE search:

1. Make sure TI= is highlighted on the menu (or type TI= before your search term/s).
2. Type in the full title OR some key words in the title. For example, to search for the Dr. Seuss book, The Cat in the Hat, you could type in CAT HAT, CAT IN HAT, THE CAT IN THE HAT, HAT CAT, or any variation of the words in the title.

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

Searching by Subject Heading:

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

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

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

To do a SUBJECT HEADING search:

1. Highlight SH= Subject heading on the menu (or type SH= before your search term/s).
2. Then, type in the search term. For example, GASTRONOMY.
3. The next screen will be a list of subject headings using that term:

1:*	27 rec.	Gastronomy
2:*	321 rec.	RT Cookery
3:*	84 rec.	RT Food
4:*	15 rec.	RT Dinners and dining
5:*	45 rec.	BT Diet
6:*	1 rec.	NT Drinking behavior
7:*	9 rec.	NT Picnicking
8:*	6 rec.	NT Food presentation
9:	1 rec.	Gastronomy--Anecdotes
10:*	5 rec.	Gastronomy--History
11:*	1 rec.	Gastronomy--Periodicals
12:*	1 rec.	Gastronomy--Terminology

RT: Related Term (headings which are related to the topic)

BT: Broader Term (headings which are broader in scope)

NT: Narrower Term (headings which are narrower in scope)

4. Select the heading/s you want by typing in the appropriate number/s. When entering more than one number you should separate them with commas or type in a whole range using dashes, or use a combination, such as: 1 or 1,4,7 or 3-6 or 2,5-8
5. You will then be taken to a title list. To select a title, type the number for it and press enter.

Searching by Subject Keyword:

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

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

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

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

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

Example: (bread or pastry) and french

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

You can use NOT to keep things out of your results list. For example, if you only wanted books on bread and nothing on pastries, you could enter the following:

ke=bread not ke=pastry

TRUNCATION

By using the asterisk (*) you can search for all subject headings with the same word root. For example, if you type in COOK*, the computer will find headings with COOKIES, COOKS, COOKERY, COOKING SCHOOLS, etc.

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

Combination Searches:

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

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

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

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

KE=CHEESE AND DT=VIDEO*

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

KE=BAKING AND DT=JUVENILE or KE=BAK* AND DT=JUV*

POINTS TO REMEMBER

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

STEP 4: FIND PERIODICAL ARTICLES

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

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

Indexes To General Interest Periodicals

- The Library offers several indexes to general interest periodicals, including newspapers. Some examples: the Readers' Guide to Periodical Literature, a printed index; InfoTrac's OneFile, an online database; and others.
- InfoTrac and other online databases are accessed through the Library's website (www.cobleskill.edu/library). From the main page, select Research A Subject /Find Journal Articles/Online Databases.

How to use InfoTrac's OneFile:

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

1. From the Library's home page, go to Research A Subject /Find Journal Articles/Online Databases. Select InfoTrac OneFile to be taken to the search screen.
2. The default search for most InfoTrac indexes is KEYWORD. For our purposes, you'll want to change to SUBJECT. Select Subject Guide from the bar at the left.
3. Type your search terms into the box and click Search. Assuming your terms are used, you'll get a list of headings. A search using the term FOOD results in the following:

Food

[view](#) 1717 Newspaper references

[view](#) 11005 Periodical references or [narrow](#) by subdivision

[see also](#) Related Subjects

Food & Drink Expo '98

[view](#) 1 Periodical reference

Food & Drug Administration's Center for Veterinary Medicine

[view](#) 1 Periodical reference

Food & Hotel Africa 2002

[view](#) 1 Periodical reference

Food & Livestock Planning Inc.

[view](#) 1 Periodical reference

Food 1st Restaurant Corp.

[view](#) 1 Periodical reference

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

analysis

[view](#) 257 articles

[see also](#) flavor

[see also](#) food - composition

[see also](#) food - sensory evaluation

anecdotes, cartoons, satire, etc.

[view](#) 44 articles

biotechnology

[view](#) 558 articles

health aspects

[view](#) 326 articles

heat effects

[see](#) food - effect of heat on

history

[view](#) 37 articles

marketing

[view](#) 291 articles

nutritional aspects

view 1561 articles

see also fiber in human nutrition

odor

view 47 articles

see also food - sensory evaluation

safety and security measures

view 1201 articles

see also food adulteration and inspection

see also food handling

see also foodborne diseases

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

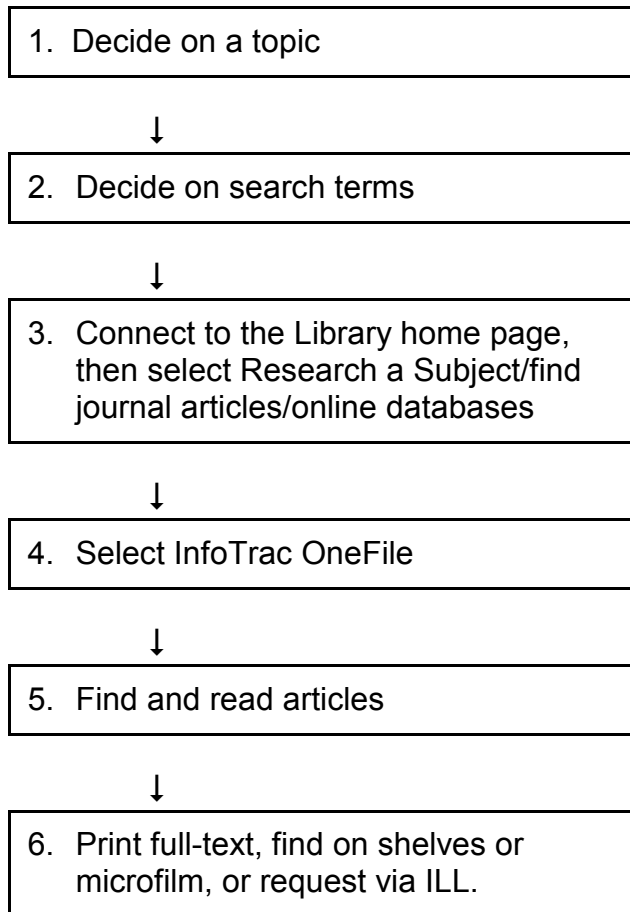
Pride and prejudice. (political aspects of food) Yvonne Durant.

Gourmet August 2001 v61 i8 p60(2)

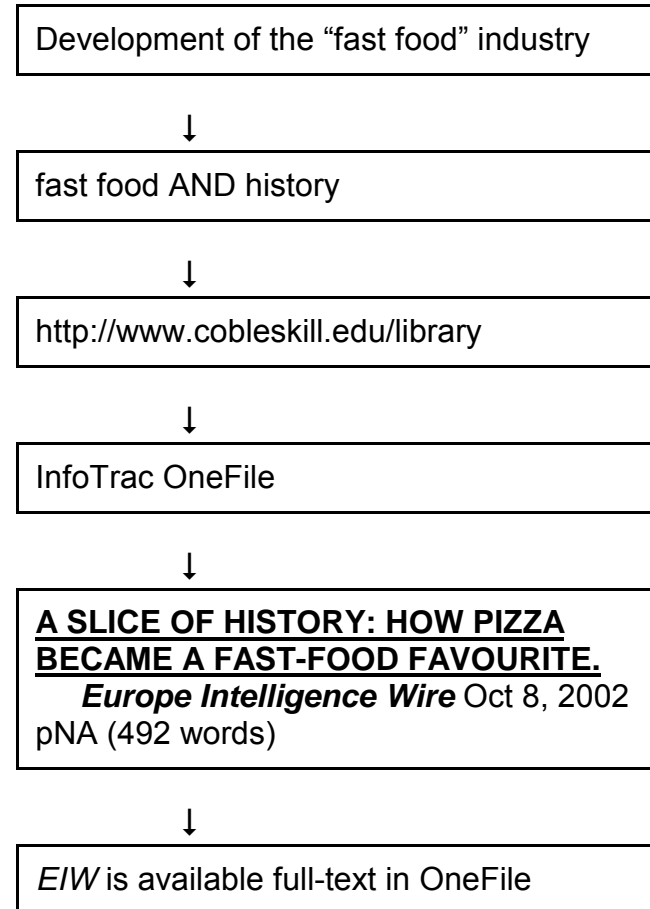
Abstract

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

Steps for Researching Your Topic on InfoTrac



Example:



Finding Periodicals In The Library

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

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

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

Here is the LIBRARY PERIODICAL LIST entry for Gourmet:

GOURMET

ISSN: 0017-2553

Holdings: v.11-32 (1951-1972) storage
v.34-38 (1974-1978) storage
v.39 - v.44 no.6 (1979-June 1984) print
v.45-current (1985-current) print

Current Issue: ON DISPLAY

HOLDINGS is telling you which years the Library owns and where to find them. In this case, the library has issues from 1951 (volume 11) to the present, with a few gaps, and they're kept in a couple of different places. STORAGE means those years are in a storage area and you should ask someone at Reference or Circulation to retrieve them for you. PRINT means that you'll find those years in the Periodicals Area. CURRENT ISSUE ON DISPLAY means that the most recent issues will be on the display racks.

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

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

STEP 5: FIND ARTICLES IN PROFESSIONAL JOURNALS IN THE FIELD OF CULINARY ARTS

JOURNALS VS. GENERAL PERIODICALS

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

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

The Library publishes subject lists of periodicals in many fields. These subject periodical lists are available at the Library and via the website (www.cobleskill.edu/library). The following is the list for Culinary Arts and Food Service. These are not all of the titles we have, only a selective list, but it can give you an idea of some of the things available.

CULINARY/ FOOD SERVICE

See Also:

Business Administration

Health & Nutrition

Travel & Tourism/Hospitality

PRINT PERIODICALS

Art Culinaire *

Bon Appetit

Cornell Hotel & Restaurant Administration Quarterly *

Culinary Trends

Taunton's Fine Cooking

Gourmet

Restaurants & Institutions*

* Title is also available electronically

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

EBSCO HOST – *MasterFILE Select*

- Food Review
- Good Housekeeping

GALE INFOTRAC – *InfoTrac OneFile*

- Food Ingredient News
- Food Management
- Food Processing
- Food Safety Issues
- Foodservice Equipment and Supplies
- Foodservice Director
- Food Trade Review
- Food Service Industry
- Nation's Restaurant News
- Restaurant Business
- Restaurant Hospitality
- The Food Institute Report
- Wine Handbook

LEXIS NEXIS – *News, Business*

OCLC FIRST SEARCH – *ECO*

- British Food Journal
- Nutrition & Food Science

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

Searching ECO Through FirstSearch

ECO indexes more than 3,000 journals. Subjects include food science, nutrition, food culture, and more. The index covers from 1995 to the present. The database is updated daily.

To search ECO:

1. First go to the Library's website (www.cobleskill.edu/library)
2. Select Research a Subject/Find Journal Articles/Online databases. When you get to the databases page, choose FirstSearch.
3. Type in your search terms and select ECO from the pull down menu, click Search.
4. You will get a list of records with brief information about each article.
5. Click on a title to see the full record for an article.

POINTS TO REMEMBER

- Indexes are the most efficient way to find journal, magazine, and newspaper articles by subject.
- The Library Periodical List (and MultiLIS) tells you if the Library owns a periodical and where issues are located.
- Journals, and other periodicals, may be located in several areas including the display area, periodical area, or the microform area.

A WORD ABOUT VANDALISM

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

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

If you need pictures for a class project, please ask a librarian for assistance.

PLEASE! DO NOT DESTROY LIBRARY PERIODICALS!

About Interlibrary Loan (ILL)

- Interlibrary Loan is a system whereby libraries borrow and lend materials to each other. This way we can get materials that you need when we don't own them.
- Books are usually loaned, while photocopies of periodical articles are usually sent for you to keep instead of loaning the whole issue of a periodical.
- It usually takes 1-2 weeks to obtain a book loan or photocopy. Ask at the Reference Desk for help with ILL requests.
- Many ILL requests can be completed online, either through the online database you are using or via SFX.
- It will sometimes be necessary to make an ILL request the old-fashioned way—on paper. Request forms are available at the Reference Desk.

About SFX

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

STEP 6: CITING YOUR SOURCES

Citing Sources Using APA Style

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

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

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

Citing Electronic Information Sources Using APA Style

Individual Work (Online book, single document)

Basic form:

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

Examples:

ACF certification testing procedures. (2003). Retrieved March 25, 2003, from <http://www.acfchefs.org/certify/crttest.html>

Scott, D. L. (2000). *Providing safe food for the homeless and destitute: An educational program for soup kitchen workers*. Retrieved March 25, 2003, from <http://www.nalusda.gov/fnic/foodborne/fseducation/CornellU1.htm>

Online Periodical Article

Basic form:

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

Examples:

Kotkin, C. (2003, February/March). Artisan bread—crafted by tradition, baked with devotion [Electronic version]. *The Wine News, 2003, February/March*. Retrieved March 25, 2003, from <http://www.thewinenews.com/index.html>

Fernandes, M. (2003). Pickled pleasures. *Delicious India, 2003*. Retrieved April 29, 2003 from <http://www.deliciousindia.com/Partners/Michael/pickles.htm>

Urbanski, A. (2003, March 1). The in-store safety imperative. *Progressive Grocer, 82, 27+*. Retrieved April 10, 2003, from MasterFILE Select database.

E-mail Discussion List

Basic form:

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

Example:

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

Newspaper Article

Basic form:

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

Examples:

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

Grewal, S. (2002, November 13). Prehistoric diet back in vogue. *Toronto Star*. Retrieved April 10, 2003, from Lexis-Nexis database.

E-Mail

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

Examples based on APA style:

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

(A. Rogan, personal communication, February 18, 2003)

Source:

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

ANNOTATING A BIBLIOGRAPHY

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

Books

Bodin, J. & Mitelman, B. (1983). *Mothers who work: Strategies for coping*. New York: Ballentine Books.

The author surveyed 442 working mothers and interviewed 25 more. Suggestions for long range changes of attitude are presented. The book communicated a strong sense of fellowship among working mothers who are experiencing stressful situations.

Chaback, E. & Fortunato, P. (1981). *The official kids' survival kit: How to do things on your own*. Boston: Little, Brown.

This is an alphabetical handbook giving practical advice to help in coping with everyday situations and routines as well as handling accidents and common medical emergencies.

Articles

Garbarino, J. (1981). Latchkey children: How much of a problem? *Education Digest*, 46(2), 14-16.

Discusses the reasons for leaving children alone to care for themselves and what the effects of being alone may have on these children. Offers some possible alternatives/solutions, such as flexible working hours for parents and after-school programs.

Scherer, M. (1982). Loneliness of the latchkey child. *Instructor*, 91(5), 38-41.

Stresses the need for teachers sensitivity in dealing with the latchkey parent as well as the latchkey child. Gives classroom experiences that could benefit children in isolated situations.

Audiovisual Items

Doe, J. (Producer). (1981). *Issues of working parents* [Videorecording]. Brooklyn NY: Human Services Development.

Presents problems and concerns of working parents such as children alone at home, conflicting demands for time, marital stress, and others.

Internet

King, M.L. (1963, August). *I have a dream*. Retrieved on April 10, 2003, from <http://rcnext.cso.uiuc.edu>

Full-text of Martin Luther King's famous speech given at the March on Washington.

LIBRARY TERMS TRANSLATED

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

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

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

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

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

Entry: Another term for citation.

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

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

Microform: Printed material on photographic film (sheets of fiche or microfilm on rolls) reduced to micro size. These require special readers, available in the Library.

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

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

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

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

USEFUL TERMS FOR SEARCHING DATABASES

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

- Baking
- Beverages
- Catering
- Confectionery
- Cookery
- Diet
- Food analysis
- Food in literature
- Food industry
- Food presentation
- Food safety
- Food service
- Food service employees
- Gastronomy
- Nutrition
- Quantity cookery
- Restaurant industry
- Restaurateurs
- Seafood
- Vegetarian cookery
- Wine service

TIPS FOR DATABASE SEARCHING

Truncation

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

Examples:

The root form librar* = library, libraries, librarian, librarians, librarianship

The root form child* = child, children, childhood, childlike, childcare, childish, etc.

The root form environment* = environment, environments, environmental, environmentalism, environmentalist, environmentalists

Boolean Operators

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

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

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

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

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

Not – Use “not” to restrict the computer from searching for certain words.

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

GUIDELINES FOR EFFECTIVE LIBRARY ASSIGNMENTS

Van Wagenen Library SUNY Cobleskill

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

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

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

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

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

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

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

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

Section 2

Research Assignments: Helpful Handouts & Template Examples for Adaptation

Reading and Comprehension

Instructions:

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

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |

Write down any ideas which seem to contrast:

_____	vs.	_____
_____	vs.	_____

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

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

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

Without looking at the article again, write a brief one or two sentence summary of the article. DO NOT use the words “The article was about...” “The author talks about...”, or any other similar phrase.

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

(Assign particular article—use reserve service as appropriate)

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

Reading and Comprehension

Instructions:

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

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

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

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

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

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

Reading, Comprehension and Critical Thinking

Instructions:

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

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

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

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

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

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

NEWSPAPER ARTICLE

Author: Amanda Hesser
Title: Keeping it simple, keeping it fast
Date: June 4, 2003
Source: The New York Times, section F, p3, column 1

INTERNET SOURCE

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

TIPS TO HELP YOU!!!

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

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

Italicize only titles of books, journals, and volumes.

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

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

Use issue number instead of month, if available.

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

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

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

Popular/General Periodicals (aka Magazines)

- Tend to have short articles (1-5 pages).
- Cover a variety of topic/subject areas (for example, The New Yorker, Newsweek, Time). In addition, some titles (Health, Sports Illustrated) may cover a single subject with an intention to inform and/or entertain.
- Have articles that do not contain a bibliography or cited reference page. The reader cannot check the author's information by tracking down and reading the original information sources.
- Are intended for a non-academic, non-specialized audience.
- Use conventional/conversational language, as opposed to specialized vocabulary.
- Contain articles written by journalists, rather than researchers or specialists in a given field.
- Contain extensive commercial advertising.
- Are issued frequently (that is, published weekly, biweekly or monthly).

Scholarly Periodicals (aka Journals)

- Often contain lengthy articles (five to fifty or more pages).
- Generally confine the subject matter to a single, very specific aspect of a subject (catering, baking, wines, service, vegetarianism).
- Contain articles with footnotes and/or a cited reference list. The cited references allow the reader to consult the same material that the author has used in the research.
- Are intended for an academic or scholarly audience.
- Use technical or specialized vocabulary.
- Publish articles written by academics, specialists or researchers in the field.
- Often include charts and tables; sometimes include photographs.

- Are often produced under the editorial supervision of a professional association (for example, the American Society for Nutritional Sciences).
- Contain little or no advertising.
- Issues published less frequently than magazines (for example, two to twelve times a year).
- Examples include: The Journal of Nutrition; Nutrition & Food Science; Journal of Retailing and Consumer Services.

Trade Periodicals (aka Professional Publications)

- Are intended for specialists in the field, their supervisors and managers.
- Written by both journalists and specialists.
- Have a variety of articles; some with citations, some without.
- Article length varies but most are relatively short.
- Contain charts, graphs and photographs.
- Publication frequency varies, usually monthly.
- Use technical and conversational language styles.
- Contain advertising focused on the target audience.
- Examples include: Restaurants & Institutions; Culinary Trends; Food Trade Review.

IS IT SCHOLARLY, POPULAR, OR TRADE? YOU DECIDE!

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

Bon Appétit, June 2003, v48, n6, p66(2) – Keeping your edge, by Dorie Greenspan – Author discusses importance of a well-honed knife and evaluates several sharpeners.

Scholarly	Popular	Trade	Don't Know

FoodService Director, July 2002, v15, issue 7, p99 – Transaction ease and speed: cashless payment – Reports on the popularity of card-based cashless payment systems among students in colleges and universities in the United States. Benefits of cashless systems to students and their parents; Cost factors of cashless systems; Several campus dining outlets that used the systems.

Scholarly	Popular	Trade	Don't Know

Gourmet, June 2003, vLXIII, n6, p74(3) – Light my fire, by Chris Schlesinger & John Willoughby – Authors discuss grilling tools and techniques for various foods. Includes recipes.

Scholarly	Popular	Trade	Don't Know

Gastronomica, Spring 2003, v3, n2, p71(7) – Colony in a cup, by Todd Shapera – Focuses on the history of coffee. Includes a discussion of First World consumerism, as well as political and economic disenfranchisement in developing countries.

Scholarly	Popular	Trade	Don't Know

Progressive Grocer, March 2003, v82, issue 4, p57(5) – Uncorking profit potential, by Richard Turcsik – Focuses on the plan of retailers to collaborate with brewers, vintners and distillers to develop programs that target households through cross-merchandising. Financial advantages of selling wine in supermarkets; Information on the marketing concept used by retailers; Details on wine brands that are in demand, as of March 2003.

Scholarly	Popular	Trade	Don't Know

RESEARCHING YOUR PAPER

NOTE: All sources should be in APA style

DEFINE YOUR RESEARCH TOPIC:

Source: _____

IDENTIFY REFERENCE BOOKS WITH BACKGROUND ARTICLES

Source: _____

Source: _____

Source: _____

How did you locate these titles? _____

RESEARCHING YOUR PAPER
IDENTIFY GENERAL PERIODICAL ARTICLES

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

1. Source: _____

Why might this be a useful article? _____

2. Source: _____

Why might this be a useful article? _____

3. Source: _____

Why might this be a useful article? _____

Find 3 articles using ArticleFirst in OCLC's FirstSearch OR EBSCO'S MasterFILE Select

NOTE: All sources should be in APA style

Which database did you use? _____

1. Source: _____

Why might this be a useful article? _____

2. Source: _____

Why might this be a useful article? _____

3. Source: _____

Why might this be a useful article? _____

**RESEARCHING YOUR PAPER
IDENTIFY POTENTIAL JOURNAL ARTICLES**

Find 3 JOURNAL articles using ECO on FirstSearch.

NOTE: All sources should be in APA style

1. Source: _____

Why might this be a useful article? _____

Does the Library subscribe to this journal? _____

2. Source: _____

Why might this be a useful article? _____

Does the Library subscribe to this journal? _____

3. Source: _____

Why might this be a useful article? _____

Does the Library subscribe to this journal? _____

What SUBJECT HEADINGS/SEARCH TERMS were most useful? _____

RESEARCHING YOUR PAPER

IDENTIFY POTENTIALLY USEFUL BOOKS IN OUR LIBRARY

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

1. _____

2. _____

3. _____

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

RESEARCHING YOUR PAPER

IDENTIFY POTENTIALLY USEFUL BOOKS IN OTHER LIBRARIES

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

1. _____

Why might this be a useful book? _____

2. _____

Why might this be a useful book? _____

3. _____

Why might this be a useful book? _____

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

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

1. _____

2. _____

3. _____

What Search Engine(s) did you use? _____

What SEARCH TERMS were most useful? _____

Why? _____

Evaluating Online Information Resources

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

Authority of Author

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

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

Type of Publication

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

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

Some common extensions:

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

Date of Publication

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

Intended Audience

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

Relevance of the Content

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

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

Authority of Author

Type of Publication

Date of Publication

Intended Audience

Relevance of the Content

Would you recommend this web site as a resource for a paper for this class? ____ Yes ____ No

Evaluator Name(s): _____

Evaluating Websites

Locate ____ websites. Evaluate based on the following:

Authority

Objectivity/Bias

Audience

Accuracy

Completeness/Coverage

Currency/Last Update

Technical Requirements

Ease of Navigation

ADA Compliance

Awards

Comparison to Others

URL Endings

Tildes (can indicate temporary nature of URL)

Read an entire issue of *Restaurants & Institutions*. Read an entire issue of *Bon Appétit*.

Answer the following:

Who is the audience?

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

Who writes the articles?

What is the extent of advertising in each?

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

Be prepared to discuss and defend your choices.

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

Finding Government Information Online

Knowledge of current government regulations and guidelines is essential for all types of food service operations. Agencies like the Department of Agriculture (USDA), the Occupational Safety and Health Administration (OSHA), and others establish various rules that food service workers, whether an owner or a line cook, must abide by. Can you find this kind of information quickly and efficiently? Is the information you find official, or just somebody's opinion?

First step, FirstGov

FirstGov is the U.S. government's official web portal. It is a great starting place for locating government information. Users can browse by topic, go straight to a specific agency, search for information at different levels of government, and more. For example, let's say that you've heard that a particular brand of ice cream is being recalled. How do you find out for sure?

- Go to www.firstgov.gov
- You can then go directly to the agency that deals with food recalls (if you know which one it is), or you can browse around until you find what you need (which will probably take more time than you care to spend). But, as a general rule, the quickest way to find what you're looking for is to use the search function.
- Enter your search terms and go. Try to be as specific as you can so you don't have to wade through a bunch of irrelevant hits.
- For our example, if you enter FOOD SAFETY, what you're seeking will be buried in with a lot of things that aren't what you want. If you try ICE CREAM RECALL, you get a much more usable result. If you know the company in question, such as Hood or Publix, enter that as well. HOOD ICE CREAM RECALL will yield a very targeted set of hits.
- Be careful of being too specific however. If you're having trouble finding what you need, take a step back. To continue our example, instead of HOOD MINT CHIP ICE CREAM RECALL, try taking out the flavor (it might not be the right one or it may be spelled differently).
- You can also search at the agency level. If you know the agency in question, use FirstGov to go to their site and then do your search. This will help cut down on irrelevant results.

Alternate Paths

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

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

Online Government Information

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

1. Sanitation practices

Citation: _____

How did you locate the information? _____

2. A particular foodborne bacteria

Citation: _____

How did you locate the information? _____

3. Holding temperatures for food

Citation: _____

How did you locate the information? _____

4. Food product recalls

Citation: _____

How did you locate the information? _____

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

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

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

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

Be prepared to discuss what you have learned.

Note to instructors:

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

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

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

Example:

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

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

Getting to Know a Company

Find profile information on the following company: _____

Who are their primary competitors? _____

What are their main product/service areas? _____

Identify the source(s) of your data:

Some possible resources to use

Accessible from the Library website (www.cobleskill.edu/library):

Business & Company Resource Center

LexisNexis

Hoover's

Reference books:

International directory of company histories (REF HD 2721 .I36 v1-43)

Business rankings annual (REF HG 4050 .B88 1999)

Encyclopedia of consumer brands (REF HF 5415.3 .E527 1997 v1-3)

Note to instructors:

In the past use of this assignment every student researched a different company.

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

RESEARCH ORGANIZER FOR CULINARY ARTS PAPER

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

Section 3

Additional Resources

Additional Resources

- *Bean, J.C. (1996). *Engaging ideas: The professor's guide to integrating writing, critical thinking and active learning in the classroom*. San Francisco: Jossey-Bass.
- *Bloom, B.S. (1956). *Taxonomy of educational objectives: The classification of educational goals*. New York: Longmans Green.
- Boyer Commission on Educating Undergraduates in the Research University. (2000). *Reinventing undergraduate education: A blueprint for America's research university*. Retrieved August 7, 2002 from <http://notes.cc.sunysb.edu/Pres/boyer.nsf/webform/contents>
- *Breivik, P.S. (1998). *Student learning in the information age*. Phoenix: American Council on Education/Oryx Press.
- Davis, J.R. & Davis, A. (1998). *Effective training strategies*. San Francisco: Berrett-Koehler Publishers, Inc.
- *Eisenberg, M.B. & Berkowitz, R.E. (2000). *Teaching information & technology skills: The Big6 in secondary schools*. Worthington: Linworth Publishing Inc.
- Jacobson, T. & Gatti, T.H. (2001). *Teaching information literacy concepts: Activities and frameworks from the field*. Pittsburg: Library Instruction Publications.
- Grassian, E.S. & Kaplowitz, J. (2001). *Information literacy instruction: Theory and practice*. New York: Neal-Schuman.
- Halpern, D.F., et al. (1994). *Changing college classrooms: New teaching and learning strategies for an increasingly complex world*. San Francisco: Jossey-Bass.
- Kernan, A. (1999). *In Plato's cave*. New Haven and London: Yale University Press.
- *List, C. (1993). *Introduction to library research*. New York: McGraw-Hill, Inc.
- *Palmer, P.J. (1998). *Courage to teach: Exploring the inner landscape of a teacher's life*. San Francisco: Jossey-Bass.

*Indicates book is in Van Wagenen Library.