

***Handbook for Integrating
Information Literacy/Library Skills
Into The
Early Childhood Program***

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The least of the work of learning is done in classrooms.

Thomas Merton (1915-1958)
Author, monk, mystic, social activist

The sheer abundance of information will not in itself create a more informed citizenry without a complementary cluster of abilities necessary to use information effectively.

American Library Association, 2002

The future belongs to those who prepare for it today.

Malcolm X (1925-1965)
Social activist

A real voyage of discovery consists not of seeking new landscapes but of seeing through new eyes.

Marcel Proust (1871-1922)
French novelist

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FINDING YOUR WAY AROUND VAN WAGENEN LIBRARY

For every student who has to do any type of library research, it is very important to know where things are in the Library.

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 is the AV room. Equipment to view or listen to audio-visual 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. 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 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.

- Reference books concerning education will be in the REF L section.
- Reference books on child welfare and child development will be in the REF HV section.
- Reference books on the family and marriage will be in the REF HQ section.
- Reference books on Children's Literature will be in the REF PN section.

GENERAL INDEXES TO POPULAR MAGAZINES AND NEWSPAPERS

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 Home Page (www.cobleskill.edu/library). The most popular general indexes are found under the heading Find Articles/Online databases.

- **Expanded Academic ASAP** and **OneFile** are accessible through **InfoTrac**. These indexes contain general and subject area magazines and journals, accessible from any networked computer. Some of the articles are full-text and can be printed out on any printer.
- **EBSCO'S MasterFILE** 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 and news information. This is a subscription database, provided through Van Wagenen Library acquisitions funds.
- **Dialog@Carl** indexes a number of periodicals, many in full text. Your search can be facilitated by using the topical headings on the left hand side of the search page. You can also select specific titles to search. (This database is made available by the New York State Library)

INDEXES TO EDUCATION JOURNALS

To find articles in a specific subject area, such as education, you would use a subject area index. If your topic involves education, you should use Education Abstracts or ERIC.

- **Education Abstracts** is an index to articles in professional journals in education and is available through **FirstSearch** from the Library Home Page (www.cobleskill.edu/library) then select Research a Subject/Find articles/Online databases).
- **ERIC** is a massive database of resources related to education. You can search ERIC through FirstSearch or through its own web site, **AskERIC** (<http://ericir.sunsite.syr.edu/>).

THE MultiLIS CATALOG

The card catalog 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 public terminals on the right at the back of the main floor and on the upper level of the Library.
- You can search MultiLIS by author, title, subject, and even combine 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 available, in a slightly different form, from the Library web page, choose Research A Subject/Find Books/Library Catalog.

PERIODICALS AREA

Past the Reference Area to the right is the Periodicals Area. Periodicals and journals may be kept in a variety of different locations in the Library. Not all periodicals and journals are in paper form – some subscriptions are only for the microfilm edition.

- The current issues of many periodicals and journals are in the display area, but not all of them. Some current issues are shelved immediately with the older issues.
- Older issues of SOME 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.
- Periodical titles are in MultiLIS and in the Periodical List.
- Ask a librarian if you need assistance locating them.

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 be on microfilm.
- Some newspapers are available online (www.cobleskill.edu/library), choose Research A Subject/Web Subject Guide/News.
- Some newspapers can be searched through the Library's online databases.

MICROFORM AREA

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

- Magazines 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.
- Readers and reader/printers are used to read the microfilm or microfiche or make paper copies. Directions are on and next to the machines.

TUTORIALS

There are 2 opportunities to make use of web tutorials:

- On the Library's Web Page, select Resource Guides and then chose Information Literacy. This is a SUNY-wide tool which will be customized to represent our library holdings.
- Web site created by L. Cohen at the University at Albany on the Internet is located at: <http://www.library.albany.edu/Internet>.

UPPER LEVEL

RECORD COLLECTION

The record collection is to the right at the top of the stairs. In the Z section you will find records suitable for use with children and for instructional activities. You can search the MultiLIS catalog for recordings by artist, title, or subject. You can also do a search combining that DOCUMENT TYPE and a SUBJECT KEYWORD such as GAMES:

DT=SOUND RECORDING AND KE=GAMES
DT=SOUND* AND SH=FOLK SONGS

Note: These are examples of combination searches in MultiLIS.

CIRCULATING COLLECTION STACKS

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

- The Library of Congress (LC or LCC) classification system – 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 numbers.
- Below is the outline of subject areas represented by the classification system:

A	General Works	M	Music
B	Philosophy, Religion	N	Art
BF	Psychology	P	Languages, Literature
C	History (general)	PS	American Literature
D	History (non-America)	PZ	Fiction
E, F	History (Americas)	Q	Science
G	Geography	QA	Math, Computers
GR	Folklore	QH	Biology
GV	Recreation, Sports	R	Medicine
H	Social Science	S	Agriculture
HM-HX	Sociology	T	Technology
J, K	Political Science, Law	TX	Cookery
L	Education	U, V	Military, Naval Science

Notice that **L** is assigned to Education. Since Education is so broad, it is divided into more specific subjects by adding a second letter:

L Education (General)

- LA History of education
- LB Theory and practice of education
- LC Special aspects of education

Numbers are then used to further divide a subject:

- LB 51-885 Systems of individual educators and writers
- LB 1025-1050 Teaching (Principles and practice)
- LB 1051-1091 Educational psychology
- LB 1101-1139 Child Study
- LB 1140 Preschool education
- LB 1141-1489 Kindergarten
- LB 1501-1547 Primary education
- LB 1555-1602 Elementary education
- LB 1603-1695 Secondary education
- LB 1705-2286 Education and training of teachers

- 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 LA is shelved after all the L's and before call numbers starting with LB.

L	LA	LB
2	2	2
.C6	.C6	.C6

The second line of the call number is read as a whole number. A call number with 6 on the second line will shelve before one with 142 on the second line.

LA	LA
6	142
.C6	.C6

Any numbers on the third line are treated as decimal numbers. A call number with .C66 will come before one with .C7.

LA	LA
6	6
.C66	.C7

Items with numbers in the fourth line shelve after identical call numbers without the fourth line.

LA	LA
6	6
.C66	.C66
	1984

Examples of call numbers in correct shelf order:

LB	LB	LB	LC	LC	LC	LC
1028	1028	1028.3	268	268	268	268
.B4	.C6	.G3	.B8	.C635	.D4	.D4
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) with the DOCUMENT TYPE (DT) of PICTURE:

KE=HORSES AND DT=PICTURE

KE=TRUCKS AND DT=PICTURE

- 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 information stored in 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 be searched.

This is a sample record from MultiLIS to illustrate the various FIELDS that can be searched:

FIELDS

AUTHOR : McAfee, Iralie.
Leong, Deborah.
TITLE : Assessing and guiding young children's development and learning /
Oraie McAfee, Deborah Leong
PUBLISHER : Boston: Allyn and Bacon
DATE : c1994
DESCRIPTION : xv, 319 p. : ill. ; 28 cm.
NOTES : Includes bibliographical references (p. 285-303) and indexes.
LCCN : 93-19943
ISBN : 0-205-14018-1
SUBJECTS : Early childhood education – United States – Evaluation.
School children – United States – Rating of.
Classroom management – United States

1 item(s):

SUNY – Cobleskill Library – BOOK – UPSTAIRS STACKS

CALL NUMBER LB 139.25 .M412 1994 Available

SEARCH STEPS FOR FINDING INFORMATION ON A TOPIC

Doing library 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 of library research.

STEP 1: DECIDE ON A TOPIC

Any time you have to do library 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 research.

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 education journals will probably be about the current "hot topics" in the field – controversial issues, new teaching techniques and methods, problems which need solutions, etc. Another good place to find topics is to read Education Week. Below is a partial list of periodicals and journals relevant to early childhood education.

Childhood Education	Child Care Information Exchange
Children Today	Instructor
Day Care and Early Education	Zero to Three
Education Digest	Young Children
International Journal of Early Childhood Education	Teaching PreK–8

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 Education:

REF LB 15 .E47	Encyclopedia of Education
REF LB 15 .E48 1982	Encyclopedia of Educational Research
REF LC 4007 .E53 1987	Encyclopedia of Special Education
REF LB 1139.25 .E53 1992	Encyclopedia of Early Childhood Education

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. Next are some examples of going from a broad topic to a narrower research topic.

BROAD TOPIC:	ABORTION	HEAD START	FAMILY DAY CARE
NARROW TOPIC: (one aspect of the broad topic)	ABORTION PILL	GOVERNMENT SUPPORT	CERTIFICATION
RESEARCH TOPIC: (often phrased as a question)	Should RU486 be legalized in the U.S.?	Should the U.S. government extend Head Start to younger children?	Should family day care providers be required to have a child care certificate?

STEP 3: EXPAND YOUR RESEARCH TO FIND BOOKS OR AV

Books and audio-visual 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 most of the materials (including books, juvenile, audio-visuals, and picture file items) held by the Van Wagenen Library.

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 title you need)
- KE = Subject keyword (Search for keywords in subject headings – 1 word only)
- SH = Subject heading (Search using a Library of Congress Subject Heading)
- 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 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 "disability*" 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

- <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:

- Exit
- 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 the MultiLIS Catalog by Author

Author searches are for individual authors. If you are looking for an item published by an organization or government agency, you would select a different search type:

AU= Collins, John (person)
OC= National Education Association (organization)
OC= U.S. Department of Education (government agency)

How to Do an Author Search

- 1) Type in the author's last name and first name or initial in the search field and arrow to AU=; note that the selection is highlighted.
- 2) If you are not sure of the first name, type the initial and then browse to find the correct name. For example: MONTESSORI M.

Search request: MONTESSORI M

1: (15 rec.) Montessori, Maria, 1870-1952

Searching the MultiLIS Catalog 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) Type in the full title OR the key words in the title.
- 2) If more than one item has that title, select the title or titles you want by typing in the corresponding line number.

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.

When you are not successful in finding anything on your topic using a Subject Heading search or a 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, then examine the subject headings assigned to the item. This way you can quickly find out the subject headings you should be using.

Searching the MultiLIS Catalog by Subject Heading

To search for materials ABOUT a topic, do a SUBJECT HEADING search.

MultiLIS uses 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 get a NO RECORD for the subject heading you use, you might try checking the Library of Congress List of Subject Headings (LCSH), the set of red books kept near the MultiLIS terminals on the main floor. These books should provide the correct heading to use. The LCSH can be difficult to use, so please do not hesitate to ask a librarian for assistance.

To Do a SUBJECT HEADING SEARCH:

- 1) Highlight SH= Subject heading on the menu.
- 2) Then, type in the subject heading: READING DISABILITY
- 3) The next screen will be a list of subject headings with those terms in the heading:

Search request: READING DISABILITY

1:*	(10 rec.)	Reading disability
2:*	(40 rec.)	BT Learning disabilities
3:*	(1 rec.)	NT Dyslexia
4:*		NT Reading – Remedial teaching
5:	(1 rec.)	Reading disability – Indexes
6:	(1 rec.)	Reading disability – Abstracts
7:	(1 rec.)	Reading disability – Case studies
8:	(2 rec.)	Reading disability – Addresses, essays, lectures

UF= Used For (terms which are NOT accepted headings)

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

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

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

- 4) Select the headings you want by typing in their numbers, separated by commas, or type in the whole range:

1 or 1, 3-6

- 5) To select a title, enter the number for it.

Searching the MultiLIS Catalog by SUBJECT KEYWORD

A SUBJECT KEYWORD (KE) search is especially useful if you want to do a search combining subject terms.

By using the asterisk * you can search for all subject headings with the same word root. For example, if you type in CHILD*, the computer will find headings with CHILD CARE, CHILD ABUSE, CHILDBIRTH, CHILDREN, CHILDHOOD, PARENT AND CHILD, etc.

Some examples: parent* and school*
Preschool* and activit*

USING AND'S & OR'S

When you do a SUBJECT KEYWORD search you MUST combine each word with the word "AND" or "OR".

AND narrows 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 OR together EDUCATION OR SCHOOL OR CURRICULUM, since these terms are similar. Then you could AND that search with another term such as PRESCHOOL

Example: (education or school* or curricul*) and preschool*

NOTE: ALWAYS PUT PARENTHESES AROUND SIMILAR OPERATIONS. Notice in the example above, the similar terms were OR'd together with parentheses, then AND'd with preschool*.

Combination Searches on MultiLIS

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 juvenile books about a particular topic or for finding videos about a topic by using the DOCUMENT TYPE (DT) search.

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

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

A Combination search for a video about reading might look like this:

KE=READING AND DT=VIDEO*

A Combination search for children's books about dogs might look like this:

KE=DOGS AND DT=JUVENILE or KE=DOG* 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 to get you started with MultiLIS if you have any problems or you are not sure how to begin.

STEP 4: FIND PERIODICAL OR NEWSPAPER ARTICLES

For some topics, books and AV may not provide specific enough or current enough information. In these cases, periodical or newspaper articles will provide the most current information on a topic.

- The most up-to-date information on a subject appears in general periodicals or newspapers.
- Indexes provide a way to look up the subjects of individual periodical articles.
- Indexes often allow you to find articles on specific aspects of a topic.
- Articles in periodicals and newspapers which the Library does not own or have access to can be ordered 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 and newspapers: the Readers' Guide to Periodical Literature – a printed index, and InfoTrac which contains Expanded Academic ASAP and OneFile.
- InfoTrac is accessed through the Library Home Page on the World Wide Web (<http://www.cobleskill.edu/library>). Select Research A Subject /Find Articles/Online Databases.
- These indexes would primarily be useful for finding articles written for parents or the general public, but NOT articles written for teachers or child care professionals, although Expanded Academic ASAP does cover some education and early childhood journals.
- In general, for research in education, you need to use Education Abstracts or ERIC.

How to use **InfoTrac**:

- 1) The main menu allows you to choose the Expanded Academic ASAP, InfoTrac OneFile, Literature Resource Center, Associations Unlimited or Investment Plus.
- 2) Once you select an index, you will see a line on which to type your subject terms.
- 3) If your terms are used in a heading, the next screen will be the subject guide which shows the number of heading subdivisions and related subjects. Select subdivisions and browse them.

Subjects containing the words: day care centers

Day Care Centers

[View](#) 1268 Newspaper references

[View](#) 1800 Periodical references or [Narrow](#) by subdivision

[See also](#) Related Subjects

Day Care Centers for Adults

[See](#) Adult Day Care Centers

Day Care Centers for Mentally Handicapped Children

[View](#) 1 Periodical reference

Day Care Centers for Sick Children

[View](#) 6 Newspaper references

[View](#) 28 Periodical references or [Narrow](#) by subdivision

Day Care Centers for the Aged

[View](#) 1 Newspaper reference

[View](#) 11 Periodical references

[See also](#) Related Subjects

Example of an InfoTrac search result:

4) The subdivisions of the topic Day Care Centers look like this:

activity programs

[View 3 articles](#)

cases

[View 3 articles](#)

employment

[View 1 article](#)

evaluation

[View 6 articles](#)

health aspects

[View 14 articles](#)

laws, regulations, etc.

[View 2 articles](#)

management

[View 10 articles](#)

moral and ethical aspects

[View 1 article](#)

psychological aspects

[View 2 articles](#)

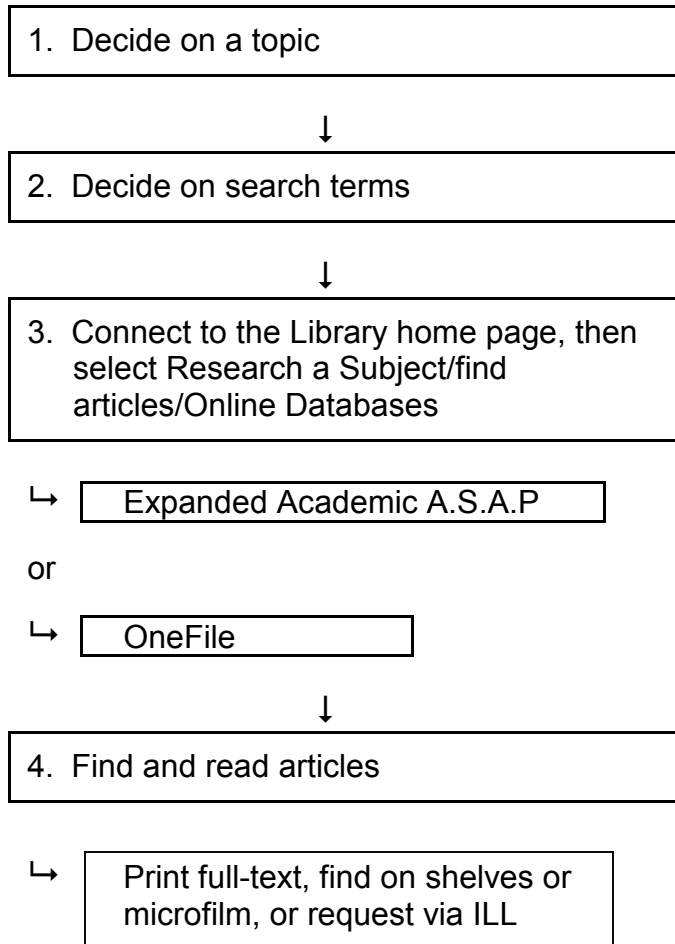
5) Once you select a heading, the citations to the articles will appear, most recent articles at the top of the list. For example:

Tribal child care innovations. (Special Native American Section) Suzanne Krohn, Maxine Charter, Tammy Beniak, Judy Anderson, Gerard Sordleet. ***Children Today***

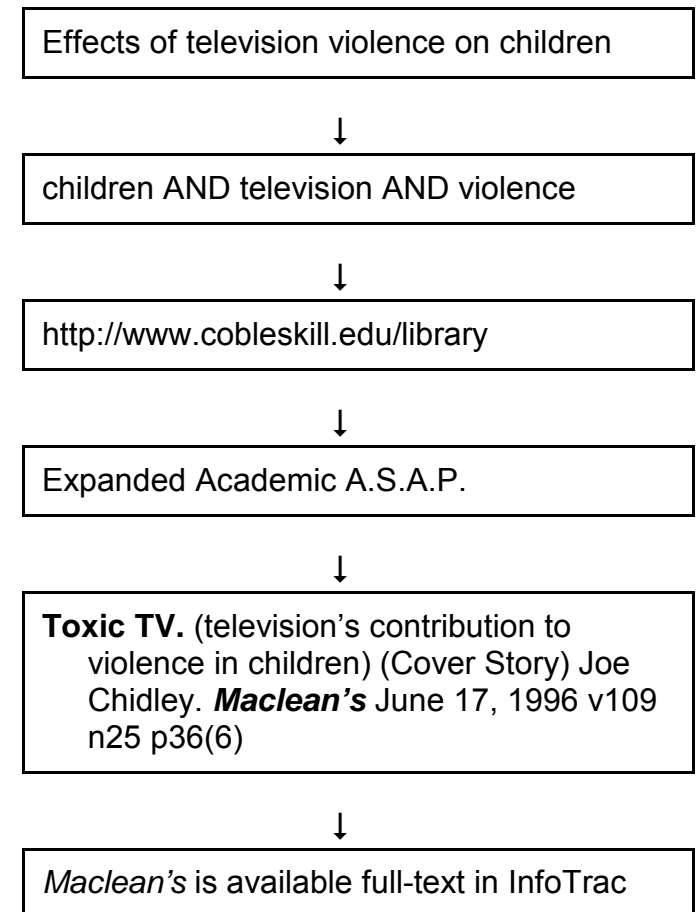
Winter-Spring 1993 v22 n4 p35(3)

[View text and retrieval choices](#)

Steps for Researching Your Topic on InfoTrac



Example:



FINDING MAGAZINES AND JOURNALS IN THE LIBRARY

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

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

The Library does not own every periodical or journal listed in each index. Use the PERIODICALS LIST to find periodicals and journals in the Library.

Here is the LIBRARY PERIODICALS LIST entry for Education Digest:

EDUCATION DIGEST

LIBRARY HAS: 1959 TO DATE: V.25-
1959-65.....V.25-30.....MICROFILM
1965-82.....V.31-47.....PERIODICALS AREA
1981 TO DATE...V.47-.....MICROFILM
RECENT ISSUES-SINCE LAST MICROFILM.....PERIODICALS AREA
CURRENT ISSUE.....ON DISPLAY
MICROFILM ARRIVES YEARLY
INDEXED IN EI, INFO, RG

“LIBRARY HAS 1959 TO DATE: V. 25-“ means the Library owns all issues from volume 25, 1959 to the present.

“1959-65.....V.25-30.....MICROFILM” means the years 1959 through 1965, volumes 25-30, are on microfilm.

“1965-82.....V.31-47.....PERIODICALS AREA” means the years 1965 through 1982, volumes 31-47 are paper copies kept in the periodicals area.

“1981 TO DATE.....V.47-.....MICROFILM” means that the Library has microfilm copies of Education Digest from volume 47, 1981 to the present.

“RECENT ISSUES-SINCE LAST MICROFILM.....PERIODICALS AREA” means that recent issues are shelved in the periodicals area.

“CURRENT ISSUE.....ON DISPLAY” means that the most current issue of Education Digest received by the Library is located on and under the display racks.

MICROFILM ARRIVES YEARLY means that the microfilm arrives yearly, so there is some lag until the microfilm arrives.

“INDEXED IN: EI, AI, RG” Indexes which list articles in this periodical. Abbreviations are listed on the first page:

EI = Education Index/Abstracts

AI = Academic Index

RG = Readers' Guide to Periodical Literature

NOTE: NOT EVERY CURRENT ISSUE OF EVERY PERIODICAL AND JOURNAL IS ON THE DISPLAY RACK. MANY CURRENT ISSUES ARE SHELVED IN THE PERIODICALS AREA WITH PAST ISSUES OF THE PERIODICAL OR JOURNAL.

STEP 5: FIND ARTICLES IN PROFESSIONAL JOURNALS IN THE FIELD OF EDUCATION

JOURNALS VS. PERIODICALS

You probably have noticed the title of this section has the word “journals” in it. Journals are different from periodicals 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 for magazines.

PERIODICALS

Written for public

Written by journalists, reporters

Indexed in general indexes such as
Readers' Guide, InfoTrac

VS

JOURNALS

Written for professionals

Written by experts

Indexed in subject indexes such as
Education Abstracts or ERIC

The Education Abstracts is an index specifically to professional journals in education. The Library has access to the Education Abstracts through FirstSearch. While the Library does not subscribe to ALL of the journals indexed by the Education Abstracts, we can get most articles from journals we don't own through Interlibrary Loan.

The Library publishes subject lists of periodicals and journals in many fields. Next is a list of specialized periodicals and journals in Early Childhood. These are not all of the journals we have – only a selective list, but it can give you an idea of some of the titles available.

**A WORD ABOUT
VANDALISM**

MANY OF THE PERIODICALS AND JOURNALS FOR EARLY CHILDHOOD ARE VANDALIZED, MEANING ARTICLES OR PICTURES ARE RIPPED OR CUT OUT. DOING SO DEPRIVES OTHER PEOPLE OF THE IMPORTANT INFORMATION IN THAT ARTICLE.

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 STUDENTS' ADVISOR AND THE DEAN OF EARLY CHILDHOOD WILL BE NOTIFIED. THE STUDENT WILL BE CALLED TO APPEAR BEFORE THE EARLY CHILDHOOD ETHICS COMMITTEE.

IF YOU NEED PICTURES FOR A CLASS PROJECT, PLEASE ASK A LIBRARIAN FOR ASSISTANCE.

PLEASE! DO NOT DESTROY LIBRARY PERIODICALS.

SEARCHING EDUCATION ABSTRACTS THROUGH FirstSEARCH

Education Abstracts indexes more than 400 journals and yearbooks. Subjects include administration, teaching methods and curriculum, literacy, government funding, and more. The index covers from June 1983 to the present. The company began providing abstracts in August 1994. The database is updated monthly.

To search Education Abstracts, first go to the Library Home Page (<http://www.cobleskill.edu/library>)

Select Research a Subject

Then choose Find Articles/Online database then FirstSearch and select Education Abstracts.

When you do a search, you will get a Results page with brief information about each article:

Click on a title to see the full record:

SEARCHING ERIC

ERIC is a national, government-supported system designed to collect, index, abstract, and disseminate educational literature. Since 1966, the ERIC Clearinghouses have collected and indexed 800,000 program descriptions, research reports, curriculum guides, teaching guides, instructional materials, standards and guidelines, bibliographies, books, and journal articles in all areas of education.

ERIC is probably the most important database you can search for materials on early childhood topics. Remember, however, that most of the materials you find through ERIC must be obtained through Interlibrary Loan, which takes about 2 weeks.

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

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

IDENTIFIERS (id:/id=) are key words that are not yet used as descriptors (usually meaning that they are new terms in the profession). (id=developmentally appropriate; id=project head start).

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

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

POLICYMAKERS	STUDENTS
ADMINISTRATORS	PARENTS
TEACHERS	COMMUNITY
COUNSELORS	SUPPORT STAFF

Or PUBLICATION TYPE by using codes: (pt:052)

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

This feature is useful for limiting your search to journal articles!

ERIC often assigns an “EDUCATIONAL LEVEL” DESCRIPTOR to items. This allows you to narrow a search to a specific educational level. They are:

DE=EARLY CHILDHOOD EDUCATION
DE=PRESCHOOL EDUCATION
DE=PRIMARY EDUCATION

ERIC also assigns optional “AGE LEVEL” DESCRIPTORS:

DE=INFANTS (birth – 24 months)
DE=YOUNG CHILDREN (birth – 8 years)
DE=CHILDREN (birth – 12 years)
DE=TODDLERS (1 – 3 years)
DE=PRESCHOOL CHILDREN (2 – 5 years)

These features allow you to restrict your search only to materials dealing with a particular age group or instructional level!

INTERPRETING AN ERIC RECORD

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

ERIC RECORD FOR A JOURNAL ARTICLE:

Ownership: Check the catalogs in your library.

ERIC NO: EJ533605

EJ = ERIC JOURNAL ED = ERIC DOCUMENT..

AUTHOR: Foltz-Gray, Dorothy

TITLE: The Bully Trap: Young Tormentors and Their Victims Find Ways
Out of Anger and Isolation

Year: 1996

SOURCE: Teaching Tolerance (v5 n2 p18-23 Fall 1996)

PUB TYPE: Program description; **Journal article**

Source is a journal
Publication type indicates

journal

LANGUAGE: English

ABSTRACT: Explores nonpunitive ways to deal with bullies and their victims in school settings. Appropriate consequences for the bully and role play training for bullies, victims, and other children are among the possible solutions. Parent participation can be very important, but any approach must begin with establishing the child’s trust. (SLD)

MAJOR DESC: Classroom Techniques; Conflict Resolution; Discipline;
Interpersonal Relationship; Parent Participation

MINOR DESC: Aggression; Anger; Elementary Secondary Education; Role
Playing

IDENTIFIERS: Bullying

ERIC RECORD FOR A BOOK:

ERIC NO: **ED397166**

ED = ERIC DOCUMENT Available from ERIC

AVAILABILITY: EDRS Price – MF01/PC10 Plus Postage

AUTHOR: Besag, Valerie E.

TITLE: Bullies and Victims in Schools. A Guide to Understanding and Management

Year: 1989

PUB TYPE: **BOOK;** Nonclassroom material

LANGUAGE: English

ABSTRACT: Bullying in schools is a widespread phenomenon that has been largely ignored by professional investigators. It is often a covert problem, but once it is put into the context of social interaction, schools are able to respond to it in productive ways. A multifactorial response is best, and prevention is far better than crisis management. One of the most effective preventive measures is team response by all teachers to ensure a two-fold response. Bullying must stop and firm action must be taken to ensure the safety of the victim. Then the social behavior of the bully and the victim must be analyzed and changed. Part 1 explores how to understand bullying, considering bullies, victims, family factors, and social behavior involved. Part 2 reviews What to do about bullying, focusing on the role of the school, prevention, protection, and parents as partners, and presenting some case studies of successful intervention. An appendix contains workshop and curriculum materials for teacher education. (Contains 7 tables, 6 figures, and 465 references.) (SLD)

NOTES: 227p. Open University Press , Celtic Court, 22 Ballmoor, Buckingham, England, United Kingdom; 1900 Frost Road, Suite 101, Bristol, PA 19007 (paperback: ISBN-0-335-09542-9 , \$26.95; clothbound: ISBN-0-335-09543-7 , \$80)

MAJOR DESC: Conflict Resolution; Educational Environment; Peer Relationship; School Safety; Teacher Role

MINOR DESC: Behavior Patterns; Child Abuse; Elementary Secondary Education; Foreign Countries; Intervention; Parent Participation; Popularity; Prevention; Teacher Attitudes; Violence

IDENTIFIERS: Bullying, Victimization

RECORD FOR A REPORT SUBMITTED TO ERIC

Ownership: Check the catalogs in your library.

ERIC NO: ED388439

Available from ERIC

AVAILABILITY: EDRS Price – MF01/PC01 Plus Postage

AUTHOR: Nolin, Mary Jo; And Others

TITLE: Student Victimization at School. Statistics in Brief.

YEAR: Oct 1995

PUB TYPE: Numerical data; Research/technical report

Research Report

LANGUAGE: English

ABSTRACT: This report presents information on personal student victimization from the 1993 National Household Education Survey (NHES), based on the responses of 6,504 students in grades 6 through 12 who were surveyed. The data indicates that unsafe conditions at school are a reality for most students in the United States. The report found that 56 percent of the respondents had personally witnessed some type of crime or victimization at school, including bullying, physical attack, or robbery, and that 71 percent reported that such incidents happened at their schools. Nearly 25 percent of students reported worrying about becoming victims of crime or threats at school, while 12 percent reported being victimized at school. More elementary, middle, and junior high school students reported being worried about becoming victims at school than did senior high school students. The report also found that students at private schools were less likely to witness, worry about, or experience victimization at school, and that girls were less likely than boys to be victimized. A discussion of survey methodology and data reliability is included. (MDM)

NOTES: 9p. Length of report

MAJOR DESC: Elementary School Students; Secondary School Students; Student Attitudes; Victims of Crime; Violence

MINOR DESC: Age Differences; Elementary Secondary Education; National Surveys; Private Schools; Public Schools; Research

IDENTIFIERS: Bullying; Child Safety; National Household Education Survey

INSTITUTION: Westat, Inc., Rockville, MD.

POINTS TO REMEMBER

- Indexes are the most efficient way to find magazine articles by subject.
- The Education Abstracts indexes most education journals. ERIC indexes much more than journal articles – curriculum guides, teaching materials, reports, etc.
- The Library Periodicals List tells if the Library owns a periodical or journal and where issues are located.
- Journals may be located in several areas including the display area, periodical area, or the microfilm area.
- Some ERIC Documents are stored in the Microform Area. If you need an ED not held by our library, request it via ILL.

About Interlibrary Loan

- 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 about 2 weeks to obtain a book loan or photocopy. Ask at the Reference Desk for help with Interlibrary loan requests.
- Below is a sample ILL form to request an article from a journal which the Library does not own.

CITING SOURCES USING APA STYLE

As students you are required to submit references or a bibliography as part of a class report 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 indicated within the text of the report and the bibliography, which gives the full information about the item being cited, 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.

Reference and bibliographies should provide the complete information needed for someone else to locate and identify the material. The Early Childhood Division requires students to use the APA (American Psychological Association) style.

CITING ELECTRONIC INFORMATION SOURCES USING APA STYLE

Individual Work (Book, single document)

Basic form:

Author, I. (Date). Title (ed. If any) [Type of Medium]. Paging or indicator of length. Available: specify path.

Author, I. (Date). Title. In Source (ed. If any) [Type of Medium]. Paging or indicator of length. Available: specify path.

Examples:

Carroll, L. (1994 November). Alice's adventure in wonderland (exinfo ed. 2.1.) [On-line]. Available : <http://www.bibliomania.com/0/0/11/1943/frameset.html>

Ollis, C. D. (1995 February 6). Computing with peanut butter and jelly sandwiches. In AskERIC. Lesson Plans [On-line]. 7 paragraphs. Available: <http://www.teachersdesk.com/lessons/business/computing%20with%20peanut%20butter%20and%20jelly%20sandwiches.html>

Journal Article

Basic form:

Author, I. (date). Title of article. Periodical name [Type of Medium], volume (issue), paging.
Available: Specify path.

Examples:

Herschbach, D. R. (1995). Technology as knowledge: implications for instruction. Journal of Technology Education [On-line], 7(1), 41 paragraphs. Available:
<http://scholar.lib.vt.edu/ejournals/JTE/vyn1/herschbach.jte-vyn1.html>

Haughey, M. & Fenwick, T. (1996). Superintendent's perceptions of a distance education implementation initiative. DEOSNEWS [On-line], 6(1), 600 lines. Available:
http://www.ed:psu.edu/aesde/deos/deosnews/deosnews6_1.asp.

Magazine Article

Basic form:

Author, I. (Year, Month, day). Title. Magazine Title [Type of Medium], volume (issue) if any, paging.
Available: Specify path.

Example:

Stern, J., & Lettieri, R. (1996, January). Distributing your video on CD-ROM. Syllabus Magazine [On-line], 9(4), p12. Available: http://www.syllabus.com/syllabusmagazine/mag_archive.asp

Discussion List

Basic form:

Author's login name. (Year, Month, day) Subject of message. Discussion List [Type of Medium].
Available E-mail: DiscussionList@e-mail address.

Example:

Crump, E. Re: Preserving writing. Alliance for Computers and Writing Listserv. Acw-1@unicorn.acs.ttu.edu (31 Mar. 1995).

Newspaper Article

Basic form:

Author. (Year, Month, day). Title. Newspaper Title, paging or indicator of length. Available: specify path.

Example:

The Christian Science Monitor (2002 August 7). Teaching parents to be better sports. [On-line]. 15. Available: <http://www.csmonitor.com/2002/0807/p15302-lifp.html>

E-Mail

APA recommends citing e-mail personal communication in text only, and not to include in the reference list.

Example based on APA:

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

References:

Li, X & Crane, N.B. (1996) Bibliographic formats for citing electronic information [On-line]. 5 pages. Available: <http://www.uvm.edu/~xli/reference/estyles.html>

Publication manual of the American Psychological Association (4th ed.). (1994). Washington D.C.: APA.

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. Leave a space between the citation and the annotation. Indent the annotation at least 5 spaces from the citation margin. The following are some samples from Families in Transition: An Annotated Bibliography, REF HQ 536 .S24 1988.

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.

Audiovisuals:

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 [On-line]. Available: <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 (AV): Materials such as films, filmstrips, 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 publication 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.

Microform: Printed material on photographic film (flat fiche or roll microfilm) 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 Home Page under Resource Guide for Students (or Faculty), select Library Handouts.

SOME RELEVANT TOPICS FOR SEARCHING DATABASES

Family Day Care
School-age Day Care
Project Head Start
Montessori Method
Using Manipulatives in Math Education
Effective Discipline (Classroom Management)
Language Development
Nutrition for Preschool Children
Toilet Training
Television and Children
Toys for Infants and Toddlers
Certification of Child Care Providers
Employer-Supported Day Care
Preventing Illness in Day Care Centers
Safe Play Equipment
Art Activities for Young Children
Computers and Young Children
Child-centered Teaching
Parent Involvement in Preschool Education
Storytelling
Multicultural Education
Conflict Resolution in Schools
Nursery School Teachers
Toddler Tantrums
Attention Deficit Disorder
Preschool Children with Special Needs
Multiple Intelligences

TIPS FOR DATABASE SEARCHING

Truncation

*is the symbol that indicates truncation, which asks the computer to look for all forms of a particular word beginning with its root form.

Example: The root form library* = library, libraries, librarian, librarians, librarianship

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

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

Boolean Operators

The 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.

Example: 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 library research. 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 to the Reference Coordinator, Francine Apollo, will insure 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 (Circulation Desk) for materials that many students need to use. Send an advance copy of the assignment and its due date to the Reference Coordinator.

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

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

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

Reading 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, 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 put on reserve)

Objective: Helps students identify terms and explore information in order to increase familiarity with topic. Students recognizes authority, timeliness and point-of-view of information. Introduces students to APA writing 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 _____

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 writing 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.

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

WORKSHEET: APA STYLE

Directions: Use the information provided and your LIBRARY HANDBOOK to practice your APA style for citing sources.

BOOK

Author: Fulcan, Mary J.
Title: The Beginning Teacher
Date: 1989

Publisher: Bobbs-Meril
Place: New York

Authors: Samuel Robertson & Jane Nelson
Title: Language and Thinking in Young Children
Date: 1987

Publisher: Mott Media
Place: Milford, Michigan

JOURNAL ARTICLE

Author: Janet Currie & Duncan Thomas
Title: Does Head Start make a difference?
Source: American Economic Review June 1995 v85 n3 p341 – 365

Authors: Joanne R. Nurss, Yolanda E. Upkins, & Jacqueline E. Brown
Title: More than baby-sitting: a homeless children's day shelter program
Source: Children Today March-April 1996 v22 n2 p7 – 10

NEWSPAPER ARTICLE

Author: Estelle Maxwell

Title: More than somewhere to leave the kids

Date: June 2, 1995

Source: Times Educational Supplement n4118 p6A

INTERNET SOURCE

Authors: Danielle Houser & Cathy Osborne

Title: Developmentally Appropriate Practices: Right for All Kids

Source: Early Childhood Educators' and Family Web Corner

<http://www.nauticom.net/www/cokids/dapei.html>

TIPS TO HELP YOU!!!

Never use author's first or middle names...just use initials.

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

Underline 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.

Note: The Library has a one-page handout on APA; it is available online and in the Reference Area. For complete information on APA see the Publication Manual of the American Psychological Association REF PN147 .P83 1994.

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 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 (language development, infant care).
- Contain articles with footnotes 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 National Education Association).

- Examples include: Early Childhood Research Quarterly, Childhood Education, Curriculum Planning for Young Children and The Reading Teacher.
- Contain little or no advertising.
- Issues published less frequently than magazines (for example, two to twelve times a year).

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.
- Length of articles vary but are relatively short.
- Contain charts, graphs and photographs.
- Publication frequency varies, usually monthly.
- Use technical and conversational language styles.
- Contain advertising focused on the reading audience.
- Examples include: Child Care Bulletin, Child Care Information Exchange, Child Development and Young Children.

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

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

Young Children 56 July 2001 (6) 75 - “Parent-School Relations: Communicating more effectively with AF-AM Parents” Dalhouse, Doris Walker and A. Derick – Describes two parent-teacher conferences; one is stressful for all parties, one is more successful. Gives tips to practitioners on how to frame their comments in a more positive manner. Stresses the value of strong connections (teacher-parent) across all cultural backgrounds. Includes websites for additional data.

Scholarly	Popular	Trade	Don't Know

Child Welfare, LXXX1 (4) Jul/Aug 2002 617 (29) – “Services for maltreated children: variations by maltreatment characteristics E. Milling Kinrol – Mental health services have been recommended for maltreated children as they become known to a child protective service agency. More than 25% of those children do not receive these referrals. Addresses the gaps in services and the need for research which focuses on targeted interventions.

Scholarly	Popular	Trade	Don't Know

Parents Aug 2002 p100 (5) – “Parents Report: your top HMO problems – solved” Maria Freundlich – Explains one view on how to get better health care for a family. Focus is on pediatric care and common dilemmas faced by new parents. Includes 2 websites for more detailed information.

Scholarly	Popular	Trade	Don't Know

Teaching PreK-8 v32 n8 May 2002 92 (2) – “Use it, don't lose it.” Susan Mandel Glazer – Author discusses games parents and caregivers can employ during the summer months. Stresses the importance of communication and continued learning over the summer in order for children to be ready to resume formal classroom learning.

Scholarly	Popular	Trade	Don't Know

Teaching Tolerance v21 Spring 2002 12 (6) – “Everyday people” Trudy Moss – Author examines what “folklore” means to students and teachers. Discusses several regional projects that celebrate or memorialize cultural and national events. Includes a sidebar on further resources and another featuring an activity for teachers.

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. _____

Why might this be a useful article? _____

2. _____

Why might this be a useful article? _____

3. _____

Why might this be a useful article? _____

FIND 3 ARTICLES USING Article1st OR EBSCO'S MasterFILE

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

Which database did you use? _____

1. _____

Why might this be a useful article? _____

2. _____

Why might this be a useful article? _____

3. _____

Why might this be a useful article _____

RESEARCHING YOUR PAPER

IDENTIFY POTENTIAL JOURNAL ARTICLES Part 1

FIND 3 JOURNAL ARTICLES USING EDUCATION ABSTRACTS on FIRSTSEARCH.

Note: All sources should be in APA style

1. _____

Why might this be a useful article? _____

Does the Library subscribe to this journal? _____

2. _____

Why might this be a useful article? _____

Does the Library subscribe to this journal? _____

3. _____

Why might this be a useful article? _____

Does the Library subscribe to this journal? _____

What SUBJECT HEADINGS/SEARCH TERMS were most useful? _____

IDENTIFY POTENTIAL JOURNAL ARTICLES Part 2

FIND 3 JOURNAL ARTICLES USING ERIC (USE PT:080 WITH YOUR SEARCH TO LIMIT THE SEARCH TO JOURNAL ARTICLES). Note: All sources should be in APA style

1. _____

Why might this be a useful article? _____

Does the Library subscribe to this journal? _____

2. _____

Why might this be a useful article? _____

Does the Library subscribe to this journal? _____

3. _____

Why might this be a useful article? _____

Does the Library subscribe to this journal? _____

What SEARCH TERMS/DESCRIPTORS were most useful and why?

RESEARCHING YOUR PAPER

IDENTIFY OTHER RESOURCES FROM ERIC (REPORTS, GOVERNMENT DOCUMENTS, ETC.) INDICATE THE TYPE OF MATERIAL (BOOK, GOVERNMENT DOCUMENT, THESIS, REPORT, ETC.). Note: All sources should be in APA style

1. _____

What type of material is this? _____

2. _____

What type of material is this? _____

3. _____

What type of material is this? _____

Why might this material be helpful and why? _____

RESEARCHING YOUR PAPER
IDENTIFY POTENTIALLY USEFUL BOOKS

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

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? _____

BOOKS LOCATED USING ERIC ON FIRSTSEARCH (USE PT:010)

1. _____

2. _____

3. _____

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 Information Resources

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

Authority of Author

Can you find any identifying information about the author or organization responsible for the content on the web site?

- Is the web site published and maintained by a person with authority in the field of study?
- Where does this author work? Is she/he listed on a university or college faculty directory? Through a web search on author's 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 used in this article, book, or web site? Is there a bibliography?
- 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 Web page begins with www.cobleskill.edu. The extension .edu indicates this web page is at an education site (typically a college or university in the United States).

Some common extensions:

- education sites (United States) = .edu
- education sites (United Kingdom) = ac.uk
- commercial sites = .com
- government sites = .gov
- organizational sites = .org
- sites uploaded through a commercial network (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

Tildas (can indicate temporary nature of URL)

Read an entire issue of Parents. Read an entire issue of Young Children.

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.

Faculty 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.

RESEARCH ORGANIZER FOR EARLY CHILDHOOD PAPER

Reference Sources (List title, call #, brief summary)	
Key Journal Articles (Education Abstracts, Article1st, etc.)	
Useful Sources From ERIC	
Useful Books (MultiLIS, ERIC, WorldCat)	
Key Internet Sources	

Additional Resources for Teachers

*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. [online]. <http://notes.cc.sunysb.edu/Pres/boyer.nsf/webform/contents>. Accessed 08/07/02.

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

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

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

Grassian, E. S. and 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 VanWagenen Library.