Information Literacy Manual
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Introduction

In this chapter, you will learn:

✔ The definition of information literacy
✔ The need for improving information literacy skills
✔ How to use this manual

What is Information Literacy?

People are constantly bombarded with information from a variety of sources: books, the internet, the media, and other people. The reliability and value of this information is not always obvious. It is up to the individual to understand the source of the information, to critically evaluate the information and then to use the information in an appropriate way.

The information literate person can:

- Determine the extent of the information needed
- Access the needed information effectively and efficiently
- Evaluate the information and its source critically
- Incorporate the selected information into one’s knowledge base and use the information to accomplish a specific purpose
- Understand the relevant economic, legal and social issues so that the information can be accessed and used ethically and legally

Association of College and Research Libraries (ACRL; 2000)

Why is information literacy important?

Regardless of an individual’s selected profession, knowing how to access and use reliable, valid information is a powerful tool. In order to complete course assignments, most students access sources available freely on the internet rather than scholarly sources (OCLC, 2002). This is the case even though most students want to use accurate and current information and even question the reliability of information found on the internet. Learning to become information literate will, therefore, not only enhance the educational experience for a student, it will allow individuals to become critical information consumers and lifelong learners. Information literacy is the survival skill of the 21st Century.
College students who are information literate are:

- more likely to be successful in school.
- more competitive in the future workforce
- equipped to make better decisions in their lives
- more likely to become “wise information consumers” and lifelong learners

How to use this manual

The purpose of this manual is to provide general information about each of the components of information literacy. This manual is not all-inclusive, nor does it provide everything that should be known about each component. Rather, the manual should serve as a roadmap for starting the quest for information literacy. A chapter is dedicated to each of the five components of information literacy. Each chapter includes basic introductory information as well as worksheets that will allow a student to practice and develop these skills. Additional resources and tutorials are available to students on the Information Portal (http://online.carolinascollege.edu) by clicking on the QUEST logo on the home page.

After reviewing the materials in this manual, you will be able to:

- understand and follow the key steps in the information-seeking process
- understand the differences between popular magazines and scholarly journals, library online catalogs, databases, and the World Wide Web
- know how to conduct an effective search within these resources
- know how to distinguish between different kinds of resources
- evaluate information resources critically
- use information effectively, ethically and legally.

One last bit of advice: it is important to remember that improving information literacy skills is not just about having the ability to complete required assignments in your courses...it is about improving the skills necessary to make informed decisions about the information that you encounter on a daily basis.
Goal 1
Determine the extent of information needed

In this chapter, you will learn:

✓ How to identify a topic definition statement
✓ How to develop a list of main ideas from the topic definition statement
✓ How to generate a list of synonyms for each main idea that may be used in the search process

Search Strategies

One of the most difficult steps in looking for information is knowing where to begin. In order to complete an effective search for information, a clear topic must be defined.

You can follow these steps to begin the search process and find the needed information.

1. Develop a topic definition statement. This statement should:
   a. Provide background for the issues pertinent to your research
   b. Summarize the purpose of your project and how you will accomplish it
   c. Include a “working title”
   d. Indicate questions to be answered

2. Select your key research question.

   **For example:** What is the effect of television violence on children?

3. Identify the main ideas of your topic. When the topic is written as a statement or question, it can be helpful to underline key words.

   **For example:** What is the effect of television violence on children?

   In this example, there are three main ideas – television, violence, and children.

   **TIP:** Television violence is a phrase rather than a topic. When a search is completed, the phrase “television violence” can be entered as one of the main concepts, but the individual topics (television and violence) can be entered separately. Each method will produce different search results.

4. Write each of these words in a separate column or line on a search worksheet (available in Appendix A). The number of main ideas used in a search will depend on the topic.
Goal 1: Determine the extent of information needed

5. Under each main idea, write down words that mean the same thing (synonyms). The number of synonyms will depend on the specific topic. For example, under children, you may want to identify age groups like teenagers or preschoolers. Since some articles may use the word “TV” instead of television, write the word in the television column. Keep in mind that a book or article on media and violence and children might include information about television violence. Write the word “media” under the television column. For more ideas about synonyms for topics, visit http://www.visuwords.com/fullscreen/.

6. Review the list of words and determine if any words can be truncated. Truncation means placing a wild card (like an asterisk) at the end of the root of a word so that different forms of the word can be search at one time.

   **For example:** Truncate teenagers to teen* in order to get all forms of the word – teen, teens, teenaged, teenager, teenagers.

7. The searching can now begin.
Worksheet: Search Strategies

Topic: ____________________________________________

Step 1: Circle the main ideas (terms) of your topic.

Step 2: Write each term in a separate concept column. Depending on the topic, a different number of columns will be needed.

Step 3: Think of words that mean the same as that term (synonyms) and write them in the correct column.

Step 4: Think of multiple endings for the term and “truncate” it so the word can be searched this way. Truncating tip: Find the root word. Add an asterisk to get multiple endings.

<table>
<thead>
<tr>
<th>Concept 1</th>
<th>Concept 2</th>
<th>Concept 3</th>
<th>Concept 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR</td>
<td>OR</td>
<td>OR</td>
<td>OR</td>
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<tr>
<td>A</td>
<td>OR</td>
<td>A</td>
<td>OR</td>
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<td>N</td>
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<td>N</td>
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<td>D</td>
<td>OR</td>
<td>D</td>
<td>OR</td>
</tr>
<tr>
<td>AND</td>
<td>OR</td>
<td>AND</td>
<td>OR</td>
</tr>
</tbody>
</table>
Goal 2: Access the information effectively and efficiently

In this chapter, you will learn:

- About different types of sources used to search for information
- Strategies for using search engines
- Information about resources available at the AHEC library
- Strategies for using periodical databases

Search Sources

There are a variety of resources available for conducting searches. Depending on what kind of information is needed, different resources can be used.

<table>
<thead>
<tr>
<th>Resource</th>
<th>What is it?</th>
<th>What will you find by using it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Catalog</td>
<td>An online inventory of what the library owns</td>
<td>Records for which books, magazines, DVDs, etc the library owns</td>
</tr>
<tr>
<td>Periodical Database</td>
<td>A collection of organized citations to published articles – content varies from database to database</td>
<td>Citations (and sometimes abstracts and/or full text content) of articles published in magazines/journals/newspapers/books</td>
</tr>
<tr>
<td>Search Engine</td>
<td>A tool used to locate information on the World Wide Web</td>
<td>A variety of generally unregulated materials including articles, books, video clips, blogs and news items.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Needed Source</th>
<th>Where to find it</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>Library Catalog</td>
</tr>
<tr>
<td>Articles</td>
<td>Periodical Database</td>
</tr>
<tr>
<td>Scholarly Journal Articles</td>
<td>Periodical Database</td>
</tr>
<tr>
<td>Current News Sources</td>
<td>Periodical Database; Search Engine</td>
</tr>
<tr>
<td>Facts</td>
<td>Periodical Database and/or a Search Engine</td>
</tr>
</tbody>
</table>
Goal 2: Access the information effectively and efficiently

Strategies for using search engines

On a day-to-day basis, most students are familiar with using Search Engines as a starting point when searching for information. It is no surprise that the word “Google” is now a commonly used verb in the English language. While search engines can be valuable tools for finding information, several things should be known about those search engines in order to use them, and the information gained from search engines, effectively and efficiently.

- **Understand the limitation of search engine databases.** Most people may believe the internet is filled with an endless supply of information, ranging from low quality or unreliable information to high-quality, reliable information. What may be a surprise to regular internet searchers, however, is how much information is not available on the internet. The term “invisible web” refers to the vast amount of publicly available information not accessible through the standard search engines that are used most frequently (e.g., Google, Yahoo, Bing). In fact, some estimate that search engines only access about 10-20% of the information available on the internet. Some estimates suggest that:
  
  - Google.com indexes over 23 billion public web pages
  - >80 billion static web pages are publicly accessible and can be accessed easily through Google.
  - 9.5 billion static web pages are hidden from the public. These are typically corporate web pages accessible only to employees of specific companies.
  - >300 billion database-driven pages are completely invisible to Google. These are usually dynamic database reports that can be accessed from large databases.

- **Know your search engine.** Different search engines use different strategies for reviewing websites available on the internet. Search engines use programs called “spiders” or “crawlers” to crawl through the internet. Search engines look for key words in different places (e.g., title, text of the site). In addition, the databases for different search engines are updated at different intervals. The size of the databases associated with each search engine varies greatly. A challenge is that the details of how a search engine searches are not published widely. Using the “Help” menu associated with each search engine can aid in learning more about the engine so that it can be used more effectively.

- **Who would know?** Consider where the information that is needed is most likely to be found. Who would be considered an authority on the topic? For example, if someone was interested in learning more about the weather in Charlotte, a Google search for “weather and Charlotte” could be completed. This search, however, will produce a long list of websites, many of which may not be related to the main topic. If the Weather Channel site was searched, however, specific and up-to-date information about the weather in Charlotte would be available in seconds. Remember: Google is not always the best place to start a search.

Keeping this information in mind can allow individuals to search the internet in an effective manner.
Resources available through the AHEC Library

Library Basics

- **Location** - Ground floor of the Medical Education Building (MEB). (Halfway between your parking lot at MMP and the school)
- **Hours** - M-Th 8:30-6:30 and Fri 8:30-5:00
- **Phone** – 704-355-3129
- **Fax** – 704-355-7138
- **Ask a Librarian** – [http://www.charlotteahec.org/ahec/email.cfm?Email=LibraryAhec](http://www.charlotteahec.org/ahec/email.cfm?Email=LibraryAhec)
- **Web Address** - [http://www.charlotteahec.org/ahec_library/](http://www.charlotteahec.org/ahec_library/)
- **Wireless** – The library is wireless and has connections for your laptops.
- **Computers** - There are also 24 public computers (12 in the main library area and 10 in the computer lab). All computers all have Microsoft office products (Word, Power Point, and Excel).
- **Copier and printers** – A Copier and printers are available for your use. There is a charge of $.15 a page for copying or printing. We do not have copy cards.
- **Fax Machine** – There is a fax machine available
- **Library Space** – There is a conference room, 9 study rooms that can accommodate 4-5 students and 6 small study rooms that can accommodate 1-2 students, plus lots of study space to spread out. The conference room can be reserved but the study rooms are “first come/first serve.”
- **Dress code** - No dress code for the library.

Library Services

- **Checkout** – Materials can be checked out from the library for two weeks at a time with one renewal. Students will need to complete an application the first time materials are checked out, and from then on students can use badges to checkout. Renewals can be done by phone, fax or email.
- **Interlibrary Loans** - If you need an article or book that you cannot find electronically or in print it can be ordered for you from another library. There is a fee of $10.00 for materials borrowed from other libraries.
Goal 2: Access the information effectively and efficiently

- **Training Classes** – The AHEC library offers training classes for groups or one-on-one for all of the databases that you will be using while you are at the College.

**Resources**

- **Journals** – The AHEC library contains both print and electronic journals. Most of the journals you will need are web-based so you have 24/7 access to the materials.

- **Books** - The library has a large collection of textbooks both in print and electronic versions.Copies of all required and recommended texts are on reserve in the library. These are for use in the library and may not be checked out.

- **Charlotte AHEC Digital Library (the ADL)** - The Charlotte AHEC Digital Library (the ADL) is the web-based portal ([http://library.ncahec.net/main.cfm](http://library.ncahec.net/main.cfm)) for electronic resources. This is the location for all of your electronic journals, books and research databases you will use while a student here at the college. Wherever you have access to the internet you will have access to all of your resources - 24/7. The database is password protected. You receive your log-in and password at Orientation. Contact library staff if you forget your log-in or password. See the list of most commonly used databases in the ADL in the table below.
## Most Commonly Used Databases for CCHS Students

<table>
<thead>
<tr>
<th>Resource</th>
<th>Description</th>
<th>Needed for/Used In/Classes</th>
<th>Searched by</th>
<th>Limits Used</th>
<th>Full Text Articles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cinahl</td>
<td>CINAHL stands for Cumulative Index to Nursing and Allied Health Literature. This database indexes primarily the nursing and allied health literature, and some major clinical/medical journals. Cinahl does index foreign language nursing journals as well. This is a commercial subscription/fee based database that we access through Ebsco. Indexes journal articles and dissertations.</td>
<td>Nursing, Surgical Technology, Radiation Technology, Radiation Therapy, Medical Laboratory Sciences, General Education</td>
<td>Subject and text words</td>
<td>English, years, nursing journals</td>
<td>some full text</td>
</tr>
<tr>
<td>Ovid Medline</td>
<td>Ovid Medline is an electronic database of journal citations and abstracts from the field of biomedicine. It indexes more than 5,200 journals from more than 70 countries, from approximately 1949 to present. Human and animal studies are included.</td>
<td>Surgical Technology, Radiation Technology, Radiation Therapy, Medical Laboratory Sciences, BIO 101 &amp; 102, BIO 200</td>
<td>Subject and text words</td>
<td>English, years, human</td>
<td>some full text</td>
</tr>
<tr>
<td>PsycInfo</td>
<td>Indexes the behavioral and mental health sciences. Also covers such fields as medicine, nursing, social work, neuroscience and forensics. Indexes not only journals but books and dissertations.</td>
<td>PSY 101, PSY 102, NUR 155</td>
<td>text words</td>
<td>English, years</td>
<td>some full text</td>
</tr>
<tr>
<td>PsycArticles</td>
<td>Psychological/behavioral health database that indexes almost 80 full text journals. A smaller subset of PsycInfo.</td>
<td>PSY 101, PSY 102, NUR 155</td>
<td>text words</td>
<td>years</td>
<td>all full text</td>
</tr>
<tr>
<td>ERIC</td>
<td>Stands for Education Resources Information Center. This database indexes the education literature. Indexes not only journals but books and dissertations.</td>
<td>General Education, Nursing</td>
<td>text words</td>
<td>years</td>
<td>some full text</td>
</tr>
</tbody>
</table>
Goal 2: Access the information effectively and efficiently

Searching the AHEC Digital Library

Where do you go? The AHEC Digital Library (ADL)!

How do you get there? You can go there directly (http://library.ncahec.net), or you can go to http://www.charlotteahec.org/ and click on “AHEC Library”, or you can go through Synapse (scroll over “For Nurses”, and then click on “AHEC Digital Library” in the dropdown menu).

Tour the ADL:

- Journals; Books; Databases (CINAHL Plus With Full Text); Nursing collection

To find journal articles:

Use CINAHL Plus With Full Text (aka just CINAHL). Coverage is from 1981 to the present. CINAHL stands for “Cumulative Index to Nursing and Allied Health Literature”.

The searchable question … What do you really want to know? Less is often more!

The idea: “In a cancer patient who has had a hysterectomy and is undergoing chemotherapy, does a one-to-one nurse-patient ratio result in improved patient outcome?”

The searchable question: “Nurse-patient ratio and patient outcomes.”
Goal 2: Access the information effectively and efficiently

The idea: “What is the effect of fatigue on job performance, stress, attitude, and health of hospital staff nurses who work at an acute care hospital?”

The searchable question: “Fatigue and nurses.”

Searching: “Fatigue and nurses.”

Preliminaries:

1) Think of synonyms and related concepts for each concept in your searchable question. Need help with this part? Plug each concept into Visuwords http://www.visuwords.com

The trouble with synonyms ... do I have to think up every conceivable one and search each one??? Not if you use subject headings!

Subject headings = controlled vocabulary = control for synonyms!

In order to allow CINAHL to access its subject headings for each concept in your search, you must search each concept separately (and then combine them at the end). No stringing concepts together and no natural language searching!

2) Combing concepts (Boolean operators):

AND (narrrows)  OR (broadens)

3) Don’t use your browser’s Back button in CINAHL; instead, use the navigation aids on the screen.
Let’s start with “fatigue” ...

This tells CINAHL to try to match your concept to a CINAHL subject heading – a good idea!

Ignore everything below this green line. They are search limits and we’ll get to them later!

Here’s the subject heading for “fatigue”. **Click on it** – it’s a hyperlink and has information you’ll need.

This will retrieve f-a-t-i-g-u-e in any field, but it will not retrieve any synonyms. Use it only if there is no good match among the subject headings; this might happen if you are looking for a brand name, or a new drug or new treatment for which a subject heading does not yet exist.
Other things to look for in the “tree” display:
- scope note
- history note

You have some decisions to make in the “tree view” of the subject heading you’ve selected:
- “explode” will retrieve everything indented under “fatigue” in the subject heading “tree”; **if you do not “explode” you will not get the indented terms**
- “major concept” will retrieve only articles where “fatigue” is the main topic of the article
- “subheadings” will get aspects of “fatigue”; use them only if they are part of the searchable question

Once you’ve made your selections on the “tree” display, click the “Search Database” button to continue.

If you change your mind and want to go back, use the on-screen navigation aids to look at a different subject heading in the list (“back to term list”).

Goal 2: Access the information effectively and efficiently
We’ll continue like this with each concept in the search. Once we have searched all of the concepts, then we will combine them.

“Fatigue”, “Sleep Disorders”, and “Sleep”, in the context of this search, are synonymous. Select those sets and use “Search with OR” to combine them into one large set.

To see where the “fatigue/sleep disorders/sleep” set overlaps the “nurses” set, select those two sets and click “Search with AND”.

... and don’t worry about the huge number!
Goal 2: Access the information effectively and efficiently

Click “Show More” to limit to English, # years, type of article, age group, etc. Avoid using the “Edit” function to limit your search; it overwrites your original set.

Select the limits you want, and then click the “Search” button.
Goal 2: Access the information effectively and efficiently

To start looking at these citations, click “View Results.”

If you want to see the abstracts in addition to the citations, click on “Page Options” and select “Detailed.”

If you click on the article title in the citation, the complete record will appear. Notice the CINAHL subject headings that have been assigned to describe the article.
Goal 2: Access the information effectively and efficiently

If any of the citations look interesting, click “Add to folder” to have them set aside.

To see the contents of your folder, click “Folder View” or ...

... scroll to the top of the page and click on the “Folder” icon.

To save items in your folder beyond the current session, create a free account with Ebsco.

Select the citations in the folder that you would like to print, email, save to a file, or export to citation management software (e.g. Refworks, Reference Manager, EndNote, etc).

If any of the citations look interesting, click “Add to folder” to have them set aside.

To save items in your folder beyond the current session, create a free account with Ebsco.

Select the citations in the folder that you would like to print, email, save to a file, or export to citation management software (e.g. Refworks, Reference Manager, EndNote, etc).
To print the citations you selected, make appropriate choices and then click the “Print” button. Your browser’s print dialog box will appear; click the “Print” button in the box.

To email the citations you have selected, make appropriate choices here and fill in the form, then click the “Send” button.

NOTE: These functions print and e-mail citations, not necessarily the text of the article.
To the save citations you selected, make appropriate choices, and then click the “Save” button. You will then be prompted to...

...use your browser’s “Save As” function to complete the save.
Goal 2: Access the information effectively and efficiently

To find the articles that correspond to the citations, you have many options:


Some of them may be available full text within CINAHL. Look below the citation for a link that contains the words “Full Text.”

For those that are not available full text within CINAHL, make note of the journal title, and then try the following:

Plan A: Look for the journal in the AHEC Digital Library’s e-journal list. Click on the “Journals” tab.
Goal 2: Access the information effectively and efficiently

If there is an “i” next to the journal title, scroll over it for information about the journal.

Plan B: Look for the journal in print in the library. To do that, you need to access the Library’s online catalog. Click the “Home” link in the AHEC Digital Library and then ...

... click on “Library Catalogs”, and select “Charlotte AHEC” from the list.

Plan C: Contact a librarian. You can use the links from within CINAHL and the AHEC Digital Library, or you can call (704-355-3129) or email (charlotteaheclibrary@charlotteahec.org)
Goal 3: Evaluate the information and its source critically

In this chapter, you will learn:

- Why evaluating information is important
- The criteria by which information can be evaluated
- How to apply the evaluation criteria to differentiate popular and scholarly sources

Quality of Information

Once the search process is underway, the results will have to be critically evaluated to determine which particular sources will be selected and used. How can the source with the best information be selected? The specific sources and types of information that are selected will depend on the information need. A critical step in this process is revisiting the topic definition statement created in Chapter 2. By making the topic specific, the appropriate type of needed information will be easier to identify. This process can help narrow down the information possibilities and perhaps determine whether a scholarly source is more appropriate than a popular source (see below for the distinction).

Criteria for Evaluating Information

So what criteria can be used to evaluate information? Five questions can be asked to guide the evaluation process.

1. **Who?**: Who is the author? Is he or she an expert? Who is the publisher? If it is a website, is it associated with a reputable organization? What is the domain of the site? (.com, .edu, .gov, .mil, .net, .org). To learn more about the publisher of a website, look for a link to “home,” or “about us.” It is important to think about the author and determine how likely it is that the person is knowledgeable about the content.

2. **What?**: What is the purpose of the source? Why was it created? Who runs the web site? Who is the targeted audience? Children, buyers, academics? Was the source created to inform? Entertain? Advertise or sell a product? Promote a point of view or belief? The language, detail and accuracy of a source will depend upon these factors.

3. **Why?**: Does the source provide facts or only opinions? Is it biased? Is the language loaded or emotional? Related to evaluating the purpose of a particular source is examining the objectivity of the source. Some sources serve to persuade rather than inform. If the information presented in a source is not well-balanced, then it is likely that the content may not be objective.

4. **When?**: When was the source published? If the source is a website, when was it last updated? Is this information even available? Is the information current enough for your topic? On a website,
are there dead links? Information sources that have no clear dates or are clearly outdated should be avoided. Knowing the currency of information can help put that information in perspective as well as allow for someone to determine how appropriate that information is.

5. **How?**: Is the information in the source true? Where did they get their information? Does it have a bibliography? Are the citations complete so that one can check on details or verify information? Are sources reputable? Does the source include grammatical, spelling or typographical errors? In most cases, to determine the accuracy of any information, at least two sources should be consulted.

### Popular versus Scholarly Sources

It is always important to “consider the source” during the research process. A host of different sources may be included in search results. Understanding the differences between these different source types will aid in the evaluation process. In fact, understanding the difference between popular and scholarly articles may be critical in completing course assignments as many will require the use of scholarly articles.

So what is the different between Popular and Scholarly Sources? Applying the five criteria listed above can help distinguish between the two.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Popular Sources (for example: magazines)</th>
<th>Scholarly Sources (for example: journals)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who?</strong></td>
<td>Often written by journalist or professional writer. Often one author</td>
<td>Written by academics, researchers or scholars. Often go through peer review process (articles are reviewed by an editor or other specialists before being accepted for publication). Frequently multiple co-authors.</td>
</tr>
<tr>
<td><strong>What?</strong></td>
<td>Written for a general audience for the purposes of entertainment. Use simple language in order to meet needs of educated but not expert readers. Tend to be shorter than journal articles. Have no specified format.</td>
<td>Intended to report and share the results of research. Use scholarly or technical language. Tend to be longer articles about research. Usually consist of an abstract, introduction or literature review, methods, results, conclusion and references.</td>
</tr>
<tr>
<td><strong>Why?</strong></td>
<td>Contain a great deal of advertising.</td>
<td>Include very little advertising</td>
</tr>
<tr>
<td><strong>When?</strong></td>
<td>Issued frequently: weekly, biweekly, monthly</td>
<td>Issued less frequently: monthly, quarterly, or semiannually</td>
</tr>
<tr>
<td><strong>How?</strong></td>
<td>Rarely give citations for sources. Do not include bibliography or references at the end of the article. May include second or third-hand information based on opinions rather than fact.</td>
<td>Include full citations for sources.</td>
</tr>
</tbody>
</table>
It is important to remember that both popular and scholarly can be useful sources. When selecting the appropriate source, it is necessary to consider how the information will be used. If background information on a new topic is needed, a magazine article may be helpful. If the use of a scholarly article is required for a course assignment, then a journal article would be more appropriate. Many times, a combination of the two can be most effective.
### Worksheet: Critical Analysis of Sources

<table>
<thead>
<tr>
<th>Reference:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Yes or no?</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>WHO?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Is there an author identified?</td>
</tr>
<tr>
<td>Can you tell makes him or her an expert?</td>
</tr>
<tr>
<td>Is the author with a reputable organization?</td>
</tr>
<tr>
<td>Can you verify the credentials or contact information?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>WHAT?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the site intended for a particular audience?</td>
</tr>
<tr>
<td>Can you tell what the purpose of providing the information is?</td>
</tr>
<tr>
<td>Is there is an issue, are both sides presented?</td>
</tr>
<tr>
<td>Does it provide general or comprehensive information?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>WHY?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the information biased? (Does push a specific perspective?)</td>
</tr>
<tr>
<td>Does the source contain advertising? Is there any conflict of interest between them and the content</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>WHEN?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Can you determine when the information was published and last updated?</td>
</tr>
<tr>
<td>If there are links to other websites, do they work?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>HOW?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>If it is a website, it is easy to navigate?</td>
</tr>
<tr>
<td>Are there any obvious signs of errors or typos?</td>
</tr>
<tr>
<td>Can factual information be verified using other sources?</td>
</tr>
</tbody>
</table>
Goal 4: Use the information to accomplish a specific purpose

In this chapter, you will learn:

- Effective note-taking tips
- How to effectively paraphrase and summarize
- How to avoid plagiarism
- How to prepare to present information effectively

**Note-Taking Tips**

After narrowing down the topic and searching for and critically evaluating sources, it is time to use the information. A useful approach for extracting the most relevant information from the source is to take effective notes in your own words and document the citations.

1. When taking notes, try to write down key words rather than whole phrases.

2. The process of taking notes from a resource is much more than simply copying the information word for word. Rather, information from the source should be paraphrased and combined with your ideas and thoughts about the topic.

3. A large amount of information from a source can also be summarized in one to two sentences.

4. Only include direct quotations for information that cannot be paraphrased or summarized and that clearly illustrates a point. A rule of thumb is that the final product should not contain more than 10% quotes.

5. Any time information is paraphrased, summarized, or quoted, include the citation for the source. Even when the information is not quoted from the original source, a citation will have to be used in the final product. Place brackets around information that has been paraphrased or summarized so that you will not forget to include a citation with this information. Place quotation marks around direct quotes and list the page number from where the quote came.

6. Take notes in an electronic format whenever possible. This allows for easier editing when creating a final product.

7. Use separate pages for notes from different sources and place the citation at the top of the page.
Effective Paraphrasing and Summarizing

Paraphrasing is taking the original text in your source and putting them into your own words. In order to paraphrase effectively, read the relevant portion of the original text completely to ensure you understand the meaning of the text. Next, write down your interpretation of the original text without looking at the original text. Once you have completed paraphrasing, refer back to the original source and check to make sure that your version is an accurate synopsis of the original text and that you have used your own words to capture the meaning of the original text. In the final product, be sure to include a citation after paraphrased information. Any exact words or phrases from the original source should be placed in quotation marks.

Similarly, the process of summarizing involves reviewing the original text and summarizing the content in a much briefer form... often in one to two sentences. When content in summarized, a citation needs to be included.

FOR EXAMPLE:

Original text:


In order to communicative effectively with other people, one must have a reasonably accurate idea of what they do and do not know that is pertinent to the communication. Treating people as though they have knowledge that they do not have can result in miscommunication and perhaps embarrassment. On the other hand, a fundamental rule of conversation, at least according to a Gricean view, is that one generally does not convey to others information that one can assume they already have.

Example of plagiarism (too many common phrases with original text, even though citation is included):

For effective communication, it is necessary to have a fairly accurate idea of what our listeners know or do not know that is pertinent to the communication. If we assume that people know something they do not, then miscommunication and perhaps embarrassment may result (Nickerson, 1999).

Example of paraphrasing:

Nickerson (1999) suggests that effective communication depends on a generally accurate knowledge of what the audience knows. If a speaker assumes too much knowledge about the subject, the audience will either misunderstand or be bewildered; however, assuming too little knowledge among those in the audience may cause them to feel patronized.

Example of summarizing:

Nickerson (1999) argues that clear communication hinges upon what an audience does and does not know. It is crucial to assume the audience has neither too much nor too little
knowledge of the subject, or the communication may be inhibited by either confusion or offense.

**How to Avoid Plagiarism**

The next chapter will review information about how to use information ethically and legally. There are certain preventative steps that be taken during the note-taking and preparation process that will be helpful.

1. Complete a comprehensive search so that there are a number of sources available for research
2. Complete a critical analysis of the sources to ensure they are appropriate and useful
3. Take good notes.
4. When preparing your final product, use your notes as a reference, not the original source.
5. Use simple sentences and grammar to convey your point in your own words. Sometimes students become too concerned about making the wording too complicated.
6. Do not procrastinate. Break the completion of your final product into small steps, establish a schedule for completing the small steps, and meet the deadlines you establish for completion.
7. Always cite a source if you use someone else’s words or ideas.

**Presenting Information**

Once the note-taking process is complete, the information will most likely need to be presented in some format (e.g., final paper, presentation). Before attempting to create the final product, it is helpful to organize the information acquired from multiple sources. This can be done by:

- Pre-writing: After note taking is complete, brainstorm about other ideas that could be included in the final product.
- Creating an outline
- Writing a rough draft
- Creating a storyboard
- Revising and editing: An often overlooked step by many students, but many should ensure that a rough draft is not the final product submitted.

For additional information about writing and presenting information, visit the University of North Carolina’s Writing Center website at: [http://www.unc.edu/depts/wcweb/handouts/index.html](http://www.unc.edu/depts/wcweb/handouts/index.html)
Goal 4: Use the information to accomplish a specific purpose

This website includes handouts and information about:

- Argument
- Audience
- Brainstorming
- Citation, style, and sentence level concerns
- College writing
- Conclusions
- Introductions
- Paragraph Development
- Reading to write
- Reorganizing and revising drafts
- Summary
- Thesis Statements
- Transitions
- Understanding assignments
Goal 5: Access and use information ethically and legally

In this chapter, you will learn:

- When it is appropriate to cite sources
- How to quote information using American Psychological Association (APA) format
- How to complete parenthetical citations using APA format
- How to compile a reference list using APA format
- About copyright and fair use law

To Cite or Not To Cite

One critical aspect in using information ethically and legally is giving credit where credit is due. Failing to include appropriate citations that identify the author(s) of the original work is considered plagiarism. Following a few guidelines will assist in determining whether it is appropriate to cite or not to cite.

You should cite when:

- You give statistics
- The information is unique and not known by most people
- The reader might ask, “How do you know that?”
- You use a direct quotation from the source
- You use someone else’s ideas
- You paraphrase someone else’s words
- You mention the author’s name in the sentence
- Your sentence is mostly made up of your own thoughts, but contains a reference to the author's ideas.

You do not need to cite when:

- The information is commonly known (either by the general population, or commonly known within the particular discipline)
Goal 5: Access and use information ethically and legally

- When most or all of your sources say the same thing on that particular point
- When it is your own original thought or opinion

What if you’re not sure?

If you are not sure, it is better to include a citation. You will not be accused of plagiarism for citing something you didn’t need to. **Remember: when in doubt, cite.**

### Quotations in APA format

Enclose quotations with less than 40 words in quotation marks (“ “). For paginated material, cite the source immediately after including the page number from where the quote came, like this. (author, year, p. #). For non-paginated material (e.g., websites) use the paragraph number instead of the page number, like this (author, year, para. #).

To display quotations with 40 or more words in a freestanding block: start on a new line, indent a half inch from left margin, double-space entire quotation (no quotation marks) and then cite the source immediately after. Indent the first line of each paragraph of the quote an extra half inch.

### Parenthetical (in-text) citations in APA format

A parenthetical or in-text citation informs your readers about information that you have borrowed from another source. Citations should be provided the very first time you refer to the work and then every time you refer to the work in a new paragraph.

Follow the author-date citation method (*author’s last name, publication year*).

Examples:

- In a recent study of reaction times (Walker, 2000)...
- Walker (2000) compared reaction times...
- Several studies (Balda, 1980; Kamil, 1988; Pepperburg & Funk, 1990) show that...

For sources with two authors, always cite both sources every time the citation occurs. Use “and” when the names are part of a sentence. Use “&” when names are part of citation.

Examples:

- Walker and Davison (1995) asserted that...
- It has been reported (Walker & Davison, 1995) that...

For works with 3-5 authors, use all author last names the first time you cite the source in the text, then use the first authors last name followed by et al., and the year each time you cite the source after that.
Goal 5: Access and use information ethically and legally

If you are citing a secondary source, or a source that is cited in a source that you read, cite only the secondary source that you actually read.

Examples:

Walker and Davison (as cited in Walker, 2000) stated that...

NOTE: Only the secondary source, in this case Walker (2000) would be included in the reference list.

Reference lists in APA format

The References list will be listed on a separate page at the end of your paper and is titled References).

• The reference list should only include sources that you have cited in the text in the document

• Every citation in the text must have a corresponding reference listing

• Every reference listing must have a corresponding citation in the text

• Use “hanging indent” format.

  o In Word 2003:

    1. First, type in your citations without worrying about indents. Then, highlight what you want indented.
    2. Then, go to the menu at the top of the page and select "Format"
    3. From the "Format" menu, select "Paragraph"
    4. The box that pops up gives you the formatting options for paragraphs.
    5. Go to the selection box marked "Special" underneath the label "Indentation" and click on the arrow. Choose "Hanging" as your option.
    6. Click on the "OK" button at the bottom of the popup box, and you are done.
    7. Everything that you've selected should now be properly formatted as hanging indentation.

  o In Word 2010:

    1. Highlight the text to be formatted.
    2. On the Ribbon, next to the word "Paragraph" click the chevron to open the paragraph formatting window.
    3. Beneath the Indentation heading, set the "Special" field to "Hanging" and set the "By" field to "0.5."
    4. Click OK
    5. At that point, the list should be reformatted with a hanging indent.
Goal 5: Access and use information ethically and legally

- References should include: author(s), editor (if there is one), publication date, title, and publication information; and, if available, the DOI (digital object identifier – a unique alphanumeric string usually found on the first page of the document), when citing both print and electronic sources.

- If no author, move the title to the author position; alphabetize by first significant word in the title.

- For edited books, place the editor’s name in the author position followed by (Ed.) or (Eds.).

- Capitalize only the first word of an article title, chapter title, or subtitle, and proper nouns

- *Italicize* the name of a journal, magazine, or newsletter; and italicize the title of a book.

- Publication information should include: (for books) city, 2-letter state abbreviation, and publisher name; (for journals, newsletters, magazines) volume number and page numbers.

- *Italicize* the volume number of a journal, magazine or newsletter; include the issue number (no italics) in parentheses following the volume number.

- For a journal article, give the range of page numbers; for a book chapter, newspaper article, or article on discontinuous pages, precede the page range with “p.” (page) or “pp.” (pages).

- Alphabetize sources by author’s last name (or first significant word in title if there is no author).

### Commonly Used APA Reference Formats

This is a list of the most commonly used APA reference formats. For more examples, refer to the APA 6th Edition tutorial available on the QUEST resources page at: [http://online.carolinascoll.edu/file.php/131/QUEST_Test_Resources/HTML_docs/Goal_5_Tutorials/APA_6th_Edition_Tutorial_for_CC_2010.pdf](http://online.carolinascoll.edu/file.php/131/QUEST_Test_Resources/HTML_docs/Goal_5_Tutorials/APA_6th_Edition_Tutorial_for_CC_2010.pdf)

The details, order and punctuation required for a reference list entry in its basic form are outlined here:

**BOOK (PRINT)**

The details required, in order, are: name of author(s), editor(s), or the institution responsible; publication year; title (italics, capitalise the first word of the title, subtitle and proper nouns); edition; place of publication and publisher. Not all of these details will be required for each reference.

**AUTHOR** **YEAR OF PUBLICATION** **TITLE (Italics)** **PLACE OF PUBLICATION** **PUBLISHER**


**JOURNAL ARTICLE (PRINT)**

The details required, in order, are: name of author(s); publication year; title of the article; title of the journal (italics); volume number (italics); issue number (where required) and page numbers.

**AUTHOR** **YEAR OF PUBLICATION** **TITLE OF ARTICLE** **TITLE OF JOURNAL (Italics)** **PAGE NUMBERS** **VOLUME (Italics)** **ISSUE**

**Goal 5: Access and use information ethically and legally**

**IN-TEXT EXAMPLE**

**REFERENCE LIST EXAMPLE**

<table>
<thead>
<tr>
<th>BOOKS (guidelines for multiple authors below apply to journal articles as well)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Book – single author</strong></td>
</tr>
</tbody>
</table>
| ..... issues for the elderly (Arnott, 2005)  
OR  
According to Arnott (2005) ... |
| **Book – two authors**  
**Edition** |
| Sinclair and Dangerfield (1998) discuss  
(Sinclair & Dangerfield, 1998)  
Cite both authors each time the reference occurs. |
**An edition number is placed after the title of the work.** |
| **Book – 3, 4 or 5 authors** |
| (Broyles, Reiss, & Evans, 2007)  
Cite all of the authors the first time the reference occurs. In subsequent citations include only the surname of the first author followed by et al. and the year.  
(Broyles et al., 2007) |
**Include all of the authors in the reference list.** |
| **Book – 6 or more authors** |
| (Mussen et al., 1973)  
Cite only the surname of the first author followed by et al. and the year for first and subsequent citations. |
**Provide surnames and initials up-to and including seven authors.** |
| **Book – 8 or more authors** |
| (Hutchings et al., 2009)  
Cite only the surname of the first author followed by et al. and the year for first and subsequent citations. |
**Include the first six authors’ names, followed by three dots (. . .), then add the last author’s name.** |
| **Book – no author** |
| (The CCH Macquarie dictionary of business, 1993)  
OR  
**The title is used in the author position if there are no named authors or editors.** |
| **Book – editor(s)** |
| (Healey, 2006) |
**Use [Eds.] for multiple editors.** |
| **Chapter in an edited book** |
| (Bauman, 2005)  
In the in-text citation name the author of the chapter. |
| **E-Book - No DOI assigned** |
| (Towl, 2007) |
**If no DOI (digital object identifier) is available for E-Books freely available on the internet, include the URL of the E-Book.**  
**For E-Books accessed via the Library databases (and when there is no DOI available), use the URL of the publisher’s homepage.** |
| **E-Book - with DOI assigned** |
| (Hill, 2001) |
### Goal 5: Access and use information ethically and legally

<table>
<thead>
<tr>
<th>JOURNALS</th>
<th>REFERENCE LIST EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronic journal article – with DOI (digital object identifier) assigned 3, 4 or 5 authors</td>
<td>(Stice, Marti, Spoer, Presnell, &amp; Shaw, 2008) Cite all of the authors the first time the reference occurs. In subsequent citations include only the surname of the first author followed by et al. and the year. (Stice et al., 2008)</td>
</tr>
</tbody>
</table>

**NOTE:** FOR MORE DETAILS ON HOW TO CITE MULTIPLE AUTHORS, REFER TO EXAMPLES IN THE ‘BOOKS’ SECTION ON THE PREVIOUS PAGE OF THIS GUIDE.


<table>
<thead>
<tr>
<th>SECONDARY SOURCES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>When you are referring to the ideas or words of an author who has been cited in another author's work</td>
<td>Benner describes intuition (as cited in Miller and Babcock, 1996) Name the original work in the text of your paper and give a citation for the secondary source.</td>
</tr>
</tbody>
</table>
## Goal 5: Access and use information ethically and legally

<table>
<thead>
<tr>
<th>IN-TEXT EXAMPLE</th>
<th>REFERENCE LIST EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OTHER ELECTRONIC RESOURCES</strong></td>
<td></td>
</tr>
<tr>
<td>Video blog post (For example, youtube)</td>
<td>Hall, A. (2007, December 20). Studying at Oxford University [Video file]. Retrieved from <a href="http://www.youtube.com/watch?v=vxAU88LxLis">http://www.youtube.com/watch?v=vxAU88LxLis</a></td>
</tr>
</tbody>
</table>
Copyright and Fair Use Law

Copyright ensures that the person who created something – whether a research article or a piece of art – is reimbursed for his or her intellectual work. If there were no copyright protection, there would be no economic incentive to create new things.

Work that is copyrighted can be used without securing the permission of the copyright holder if its use fits within the guidelines of Fair Use. Factors considered in determining fair use include:

- The purpose of the use
- The type of copyrighted work that is being used
- What portion of the work is used
- The effect of the use on the market (potential loss of revenue)

There are other options when trying to avoid using copyrighted material.

1. Use materials in the public domain: Primarily, content published by US Govt. and prior to 1923. You can use the following table to determine when work passes into public domain:
   
   [Link](http://www.unc.edu/~unclng/public-d.htm)

2. Use materials that are permitted by license: Listed below are several ways to search for materials, images in particular, which can be used through an open license.

   **Wikimedia Commons**
   1. Visit [www.commons.wikimedia.org](http://www.commons.wikimedia.org)
   2. Complete search and select image
   3. Scroll to bottom for license information and usage instructions

   **Creative Commons**
   1. Visit [www.creativecommons.org](http://www.creativecommons.org)
   2. In upper right hand corner of screen, click on Search
   3. At top of screen, enter search term.
   4. You can search source of search (Google, Yahoo for all info; flickr for photos; blip.tv for videos; OWL for music)

   **Google Search**
   1. Search for topic + images
   2. Advanced Search
   3. Date, usage rights, numeric range, and more
   4. Usage rights: free to use or share
Using Copyrighted Materials in presentations, reports or movies

The following guidelines include what portion of copyrighted content can be used in student-created presentations, reports or movies.

*Writing from a book, magazine, etc.*
- Up to 1000 words, but not more than 10% of the book or article

*Poems*
- Up to 250 words (or the entire poem if is less than 250 words)
- No more than 3 poems by the same poet
- No more than 5 poems from a collection of poetry

*Photographs or drawings*
- Up to 5 graphics or photos from the same person
- No more than 15 images from the same collection
- Images can not be changed

*Video*
- Up to 3 minutes but not more than 10% of the entire video
- The video clip may not be changed in any way

*Music*
- Up to 30 seconds but no more than 10% of sheet music
- Up to 30 seconds but no more than 10% of a recording
- The music can not be changed in any major way

*Giving credit to your source*
- An opening screen of a presentation must indicate that it follows the “fair use” rules of the U.S. Copyright law
- Copyright information for all items used must be included in a bibliography
- Refer to guidelines on page 38 for correct formatting for citations and references for images and videos

Regardless of where materials are located, appropriate credit for the material should ALWAYS be given. Remember: when in doubt, cite.
References


