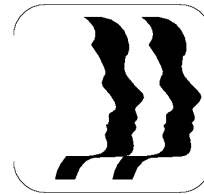




“No single collection of records ever tells us all we wish to know. Research is not a matter of looking up the answer but of tracking down bits of information, and, usually painstakingly, of connecting diverse data into a plausible explanation.”

Thomas J. Schlereth

STAGES	Task	Thoughts	Feelings	Actions	Strategies	Resources
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STAGES OF RESEARCH

STAGES	Task	Thoughts	Feelings	Actions	Strategies	Resources
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IDENTIFYING THE PROBLEM

<ul style="list-style-type: none"> •Initiating a Research Assignment 	To prepare for the decision of selecting a topic.	Contemplate assignment. Comprehend task. Relate prior experience and learning. Consider possible topics.	Apprehension of work ahead. Uncertainty.	Talk with others. Browse library collection. Write questions about prospective topics.	Brainstorm. Discuss. Contemplate possible topics. Tolerate uncertainty.	Your Brain. Idea. Sources. Friends. Research Journal. <i>Library Handbook.</i>
<ul style="list-style-type: none"> •Selecting a Topic 	To decide on a topic for research.	Weigh topics against criteria of personal interest, assignment requirements, information available, and time allotted. Predict outcome of possible choices. Choose topic with potential for success.	Confusion. Sometimes anxiety. Brief elation after selection. Anticipation of prospective task.	Consult with others. Make preliminary search of library collection. Use encyclopedias for overview.	Discuss possible topics. Predict outcomes of choices. Use general sources for overview of possible topics.	<i>CQ Researcher</i> General Encyclopedias. Opposing Viewpoints Pamphlets. <i>SIRS.</i>

STAGES	Task	Thoughts	Feelings	Actions	Strategies	Resources
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PLANNING THE STRATEGY

•Exploring Information	To investigate information with the intent of finding a focus.	Inability to express precise information needed. Become informed about general topic. Seek focus in information on general topic. Identify several possible focuses.	Confusion. Uncertainty. Doubt. Sometimes threat.	Locate relevant information. Read to become informed. List interesting facts and ideas. Make bibliographic citations.	Tolerate inconsistency and incompatibility of information encountered. Intentionally seek possible focuses. List descriptors. Read to learn about topic.	Subject Encyclopedias. Indexes. Periodicals. Newspapers.
•Forming a Focus	To formulate a focus from the information encountered.	Predict outcomes of possible focuses. Uses criteria of personal interest, requirements of assignment, availability of materials, and time allotted. Identify ideas in information from which to form a focus. Sometimes characterized by a sudden moment of insight.	Optimism. Confidence in ability to complete task.	Read personal lists for themes.	Make a survey of lists you've made. List possible focuses. Choose a particular focus and discard others or combine several themes to form one focus.	Research Journal.

STAGES	Task	Thoughts	Feelings	Actions	Strategies	Resources
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COMMUNICATING

•Preparing to Present

To conclude search for information.

Identify need for any additional information.
 Consider time limit.
 Notice decreasing relevance.
 Notice increasing redundancy.
 Exhaust resources.

Sense of relief.
 Sometimes satisfaction.
 Sometimes disappointment.

Recheck sources for information initially overlooked.
 Confirm information and bibliographic citations.
 Organize notes.
 Make outline.
 Write rough draft.
 Write final copy with parenthetical notes and works cited list.

Return to library to make summary research.

•Assessing the Process

To evaluate the library research process.

Increase self-awareness.
 Identify problems and successes.
 Plan research strategy for future assignments.

Sense of accomplishment or sense of disappointment.

Seek evidence of focus.
 Assess use of time.
 Evaluate use of sources.
 Reflect on use of librarian.

Consider drawing timeline, making flow chart.
 Discuss with teacher and/or librarian.
 Write statement summarizing research process.

Instructor.

STAGES	Task	Thoughts	Feelings	Actions	Strategies	Resources
<i>LOCATING THE SOURCES</i>						
•Collecting Information	To gather information that defines, extends, and supports the focus.	Seek information to support focus. Define and extend focus. Gather pertinent information. Organize information in notes.	Realization of extensive work to be done. Confidence in ability to complete task. Increased interest.	Use library to collect pertinent information. Request specific sources from librarian. Take detailed notes from bibliographic citations.	Use descriptors to search out pertinent information. Make comprehensive search of various types of materials (i.e., reference, periodicals, etc.). Use indexes. Request assistance of librarian.	Reference Librarian Subject Heading Lists <i>MLA Handbook.</i> <i>Mountain View Library Handbook.</i>

Adapted from the work of Carole Collier Kuhlthau and Chris Atton.



A BASIC GUIDE TO LIBRARY RESEARCH

Important Points To Remember:

- ✓ Break the project down into manageable steps.
- ✓ Work on one step at a time.
- ✓ Allow yourself enough time to complete each step.
- ✓ Consult the **reference librarian** whenever you have a question about:
 - What to do next
 - How to use a specific research tool
 - Where to find something
 - How to document your research.
- ✓ Keep a list of key **search terms** used in the different research tools. You may need to use them later in the search process.
- ✓ Carefully document each source used. See pages 89 & 97-119 for information and examples.

Seven Steps In Successful Library Research:

- 1 ENCYCLOPEDIAS. Begin researching your topic in **general encyclopedias**. Note important concepts, key terms, aspects of your topic which interest you, and bibliographies.

Then examine any **subject encyclopedias** that cover your topic. Articles in subject encyclopedias are written by experts, give in-depth information, and usually contain extensive bibliographies to lead you to additional sources. Pages 56-58 have a list of multi-volume subject encyclopedias.

- 2 CURRENT EVENTS SOURCES. Sources like *CQ Researcher*, *Facts on File*, and *Opposing Viewpoints Series* can help you focus on an aspect of a current events or controversial topic. *A Matter of Fact*, *CQ Researcher*, and *Information Series on Current Topics* are good sources of statistics (Check to see if Mountain View has these additional series titles). Ask the reference librarian for other reference sources related to your topic.

- ③ PERIODICAL ARTICLES. Identify periodical articles on your topic. Use *Readers' Guide to Periodical Literature* and electronic databases (like *Electric Library* or *ArticleFirst*). As indexes are usually several weeks in preparation, you may need to consult the last few issues of periodicals related to your topic for the most recent articles which are not yet listed in indexes. (NOTE: Some of our databases provide full-text articles (articles in their entirety), while others only serve as indexes by providing citation information for locating the article. Printed indexes will provide a broader collection of articles, while full-text databases are more limited.)
- ④ NEWSPAPER ARTICLES. Identify newspaper articles on your topic. Use *NewsBank Index* on CD-ROM (which indexes over 450 newspaper titles) via the online databases. The full-text of *Dallas Morning News*, *New York Times*, and *Wall Street Journal*, as well as *Business Dateline* (which indexes over 350 local and regional business newspapers), are available electronically on the library's computers. (See the Mountain View Periodical List to see our current newspaper subscriptions and holdings in print.)
- ⑤ BOOKS. Identify books on your topic. Use the online library catalog. Consult *Library of Congress Subject Headings* for key subject headings for the catalog. Consult "Using Boolean to Search Library Catalogs and Electronic Databases by Keyword" on pages 52-53 of this *Handbook* for information on keyword searching. You may also consult the online library catalog on the World Wide Web at: <http://library.dccd.edu/screens/opacmenu.html>.
- ⑥ INTERNET RESOURCES. Use Internet search engines (like Google!, Yahoo! or Alta Vista) to locate additional information on your topic. For information on using Internet resources see "Electronic Searching: Useful Concepts and Terms" on pages 44-51 of this *Handbook*.



SAMPLE SEARCH STRATEGY: The Human Brain

- ☞ **Search *general* encyclopedias for an overview of topic, basic concepts, basic vocabulary, bibliography.**

Possible Sources:

World Book
Encyclopaedia Britannica

- ☞ **Search at least two *subject* encyclopedias for an in-depth article written by an expert in a particular discipline.** Look for a bibliography at the end of each article to lead you to additional useful sources.

Possible Sources:

Encyclopedia of Religion
Encyclopedia of Latin American History
Encyclopedia of Psychology
McGraw-Hill Concise Encyclopedia of Science and Technology

- ☞ **Use specialized handbooks and yearbooks for recent research, statistics, quotations, and other pertinent material.**

Possible Sources:

Information Please Almanac, Atlas, and Yearbook
Texas Almanac and State industrial Guide
Britannica Book of the Year and/or World Book Yearbook

- ☞ **Search periodical indexes for the last three years to identify articles in magazines and journals.**

Possible Sources:

Readers' Guide to Periodical Literature
Business Periodicals Index
One of the electronic databases (*Electric Library* or *ArticleFirst*)

- ☞ **Search newspaper indexes for the last three years to locate articles in national and local newspapers.**

Possible Sources:

NewsBank Index (online databases)

New York Times CD-ROM with full-text articles (online databases)

 **Examine material in the Current Issues Collection for recent material.**

Possible Sources:

CQ Researcher (formerly *Editorial Research Reports*)

SIRS (print and/or online databases)

Opposing Viewpoints Series


 **Search the library's Online Catalog to locate books in the Mountain View College Library and in other DCCCD libraries.**

Possible Subject Headings to Search:

BRAIN

LEFT AND RIGHT (PSYCHOLOGY)

MIND AND BODY


 **Examine any relevant Internet sources. Consult the DCCCD Library Web page <<http://tscecr.dcccd.edu/wam/v2/library/webtools.htm>> for easy access to important Internet Search Engines like Google!, Alta Vista, Yahoo!, and others.**

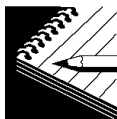
Carefully note URL's or Internet addresses of the sources you plan to use. You must include the URL in your Works Cited information.

 **Examine any relevant pamphlets and clippings**

Possible Sources:

Opposing Viewpoints Pamphlets

 **Ask the reference librarians if they know of any other sources. New books and articles arrive every day!**



TIPS ON PLANNING YOUR RESEARCH

Before going directly to the library and gazing in astonishment at all the books and reference works available, you should take a few minutes to plan your research. When you plan your research activities, you will be less overwhelmed by the sheer volume of material at your disposal; furthermore, you will be able to go directly to the material you need, without being influenced by material that does not pertain to your project. In addition, you will save a considerable amount of time since you will know exactly what you are looking for.

1. Choose a subject and limit its scope:

Unlimited Topic:	Unemployment
Slightly Limited:	Unemployment in the 1990's
More Limited:	White Collar Unemployment in the 1990's
Limited:	Effect of W.C. Unemployment on College Graduates in the 1990's

2. Turn your limited topic into a central question:

Add "how" or "why" to your limited topic. For example:

- How will college graduates respond to unemployment in the 1990's?
- Why will college graduates have difficulty finding jobs in the 1990's?

3. Develop a series of investigative questions:

Ask: WHO, WHAT, WHEN, WHERE, WHY, HOW such as...

- *Who* are the authorities in this field?
- *What* is their position pro and con?
- *When* were the important developments made in this field?
- *Where* did the developments have the most impact?
- *Why* are these developments important?
- *How* did they effect the outcome?

4. Develop a goal-based research plan. Decide what you want to accomplish and what kinds of facts, reasons, examples will help you achieve your goal. Use ideas from paragraphs 2 and 3 above to develop your plan:

I intend to uncover how/why: _____

The authorities in this field are: _____

Their positions on the subject include: _____

The important developments include: _____

These developments have the most impact on: _____

These developments are important because: _____

The outcome will be: _____

Look for answers in the various sources you find on your topic.

Adapted from: *Library Research: How to Get the Facts You Need Without Wasting Time*. Franklin: Dahlstrom, 1980. Linda Flower, *Problem Solving Strategies for Writing*. 2nd ed. San Diego: Harcourt, 1985.