Library Information Literacy Assignment (LILA)

Why is Information Literacy Important?

The Information Age has created a society based on knowledge. Because of the explosion of information available and our increasing reliance on that information, it is essential to know how to vet and analyze what we read and hear.

Fact vs. Opinion

While the amount of available information has increased in recent years, the amount of vetting has decreased, putting into question the authenticity, validity, and reliability of the information we take in.

Being able to distinguish fact from opinion is an essential life skill, and one that is vital to conducting research.

- **Facts** are objective. They can be proven. They do not change. They are based on direct evidence or actual experience. Example: 1+1=2

- **Opinions** are subjective. They cannot be proved. They can change. They are beliefs, appraisals, attitudes, or points of view, often expressed with emotion. They sometimes include superlatives such as "best," "greatest," "worst." Some opinions are well-reasoned and have supporting evidence, based on facts. Some opinions are unreasonable and/or baseless. Example: America is the greatest country in the world!

QUESTION 1: Which of the following is based on opinion?

a) A talk show host interviews a professional athlete about his training routine.
b) A tweet from *People Magazine* says, "The results of our survey are in! People Magazine readers own more cats than dogs."
c) A reporter shares video clips of the aftermath of an earthquake in Chile.
d) A *Sports Illustrated* article announces that Roger Clemens is the best pitcher who has ever lived.

Popular Works vs. Scholarly Works

One way to distinguish fact from opinion is to analyze the source of information. At the college level, sources of information are often categorized as popular works or scholarly works.

- **Popular works** are written for the general public, whether as books, articles, webpages, videos, audio recordings, Tweets, Facebook posts, etc. They can be authored by journalists, celebrities, experts, or anyone. Verification or proof of statements presented as facts is rarely provided.

- **Scholarly works** are written for those with interest in a particular field of study. They are usually written by experts with professional credentials. They contain facts and research that can be verified. If the author draws from the works of others, citations are included to give credit to those authors.

QUESTION 2: Scholarly works contain information that can be verified.

a) True
b) False

Primary, Secondary, and Tertiary Sources of Information

Another way to vet information is to determine whether it is a primary, secondary, or tertiary source. These classifications are based on the originality of the material and the proximity of the source or origin.

- **Primary** (first hand) sources of information are original or first person. They are records of events when they first took place or of evidence as first described, imparting original thinking and fresh information. They do not include interpretation or commentary by others. These sources are usually not published at the time of their creation. They often provide information for researchers.

Examples: eyewitness accounts, speeches, photographs, letters, works of art or music, diaries, interviews, postcards, reports on discoveries, weather charts, videos, audio recordings, autobiographies, captains' logs, science experiment data, weather charts, poems, artifacts, proceedings from meetings, market surveys, polls, novels, emails, patents, government and organization records, some websites

- **Secondary** (second-hand) sources of information provide analysis or restatements of primary sources with the benefit of hindsight. Their authors often describe, summarize, reorganize, interpret, discuss, review, or critique primary sources.

Examples*:* textbooks, non-fiction monographs, critical reviews, commentaries, magazine articles, some websites

- **Tertiary** (third hand) sources of information consist of distillations or collections of primary and/or secondary sources.

Examples: databases, bibliographies, chronologies, encyclopedias, dictionaries, guidebooks, indexes, manuals, and Cuesta Library's search catalog, which makes available print books, ebooks, articles, videos, and databases with a single search.

QUESTION 3: Which of the following is a primary source?

a) A textbook
b) A review
c) An interview
d) An encyclopedia article

Developing a Research Strategy

Now that you have an understanding of what information is, let's take a look at the steps involved in developing a research strategy. A research strategy is a plan that gives you guidance when researching a topic. When it comes to choosing a topic, you want:

- a clearly defined subject to make your research easier and more productive
- a topic that is broad enough for you to find enough information and narrow enough so that you won't be overwhelmed
- a topic that interests you, since you will be spending a lot of time and thought researching it

For the purposes of this assignment, let's consider the topic of Genetically Modified Organisms (GMOs), a complex and controversial subject. If you go directly to Google or the Cuesta Library Search, the library's online catalog, you get more results than you need or want. In a real research project, you have to narrow the topic down to a manageable size that works for your assignment. Asking yourself the following questions will help define your research strategy:

- **What do I already know about the topic?** Maybe you worry about foods using genetically modified ingredients. Do GMOs affect your health? Have you seen articles, blogs or tweets on the topic? If you find yourself with a topic you know nothing about, go to Cuesta Library Search to find a basic source such as an online encyclopedia or print reference book for a general overview.
- **What do I need to know to write my paper?** What type of research paper are you writing: an opinion (pro/con) paper or an informational one? In other words, are you trying to persuade or inform? Does your teacher have specific requirements concerning sources (peer-reviewed articles), length of paper (minimum/maximum), or formatting?
- **How can I make the topic manageable?** Narrow your topic to make it more focused.

QUESTION 4: A research strategy will help you define your topic.

a) True
b) False

Writing a Good Research Question

The following steps will help you narrow your topic:

1. **Learn more about it**. You have a broad topic: *Genetically modified organisms*. If you don't know enough to formulate a research query, Google it or check a reference book for an overview of the subject and possible sub-topics.
2. **Keep narrowing your focus and get more specific**. Try using the 5 Ws: WHO, WHAT, WHEN, WHERE and WHY. You might choose *Transgenic Plants*, for example. This is still a pretty broad topic.

Example: Narrow the sub-topic *Transgenic Plants* using some of the 5 Ws. You might have to look through several sources.

a. Who (are the different groups behind the production of these plants?) **=** Businesses, corporations, and medical researchers are modifying plants.

b. What (is this technology is being used for?) **=** Transgenic technology is being used to create new crops.

c. Where (is most of the research and/or use of these plants occurring?) **=** Most transgenic plants are being created and used in the United States.

3. Now you have a few possible research topics. Refine your topic more with additional reading. **What are the major ideas or issues in your narrowed topic?** These ideas will become the keywords for researching your topic. Find **specific** keywords that work for your topic and ignore materials that do not directly relate.

Example: After choosing the **What** statement above, you read more background material and found that some transgenic crops are being produced to resist herbicides.

4. NOW, **write your topic as a question** to be answered. This becomes your Research Question.

Example: Are there health risks in consuming transgenic herbicide-resistant plants?

RECOMMENDED LINKS:

- **Purdue OWL: Choosing a Topic**
- **What Makes a Good Research Question?**

RECOMMENDED VIDEO:

How to Narrow a Research topic with the 5 Ws

QUESTION 5: When you start researching a broad topic, which of the following is the best method for making the subject manageable?

a) Narrowing the topic by limiters such as a specific time period, location, person, issue, etc.
b) Making sure your topic is as broad as possible
c) Doing preliminary research on the topic using only print books as sources
d) Starting to write a paper based on what you already know about the subject

The Research Question

The process of narrowing and refining your topic will help you generate your research question. This question will determine the direction your information search will take and the sources needed. Without a distinct question, your work will be all over the place, instead of focused.

The **research question** is the foundation of your overall **research strategy,** and it serves several purposes:

- It guides you to the types of sources (books, articles, websites) you will use.
- It identifies the specific objective of your paper (thesis).
- It enables you to focus on finding sources that specifically address your question, avoiding information overload.
- Most importantly, you will use your research question as a guide in developing your thesis statement later in the research process.

See the recommended videos below for suggestions on how to develop a research question.

RECOMMENDED VIDEOS:

- Picking your topic IS research
- College research tips
- Developing a research question

QUESTION 6: How does having a solid research question help you with your topic? (Select all that apply.)

a) It helps you develop your thesis statement
b) It helps you determine which types of sources to use.
c) It helps you choose a citation style
d) It helps you focus when you search for sources
e) It identifies the specific objective of your paper

Choosing the Right Sources

Access the two videos describing the Information Cycle and how it affects the way you do research.

REQUIRED VIDEOS:

- Did you know? Information cycle
- Information cycle

Knowing which sources work best for each project will speed up your research. You can choose books, journals, online databases, and the web for your information needs. From the **Information Cycle**videos, you learned that the specific time frame of your topic will help determine which sources to use. Your instructor may also have requirements, including these:

- **Peer-reviewed sources**: articles reviewed by experts before they are published. They are considered high quality sources of information. They are also called "scholarly" or "academic" articles.
- **Primary sources**: (or Primary Literature) include original research, first-person interviews, diaries, artwork, dissertations and any other original thought.
- **Evaluated sources**: are sources that have been evaluated by experts. Included are scholarly books, some journal articles, and professional or academic web pages.

When you use Cuesta Library Search, you are searching all of these sources. The results you get using Cuesta Library differ from the Internet because the web has no automatic evaluation tools, and web pages can be authored by anyone for any reason.

- **Other media sources**: It is easy to find images, streaming videos, and other media formats online. Remember: If you use them, you must cite them as you would books and articles.
- **Periodicals:** The term periodical is used for magazines, journals, and newspapers. Periodicals often provide newer information than can be found in books. You will use articles from periodicals in most research papers.

QUESTION 7: According to the videos above, which of the of the following is the first step of the information cycle?

a) Books
b) Informal communication, like texts or tweets
c) Documentaries
d) Newspaper articles

How do magazines and journals differ?

It is important to know the difference between the information found in magazines and journals. Some instructors allow only scholarly journal sources when they assign papers, while others will allow you to use magazines as well. It depends on your topic.

A magazine is a periodical that usually comes out weekly or monthly. Itcontains illustrations and advertisements and is written for a general audience. Many articles are unsigned and tend to be written by journalists rather than by subject specialists. Examples: *Time, Sports Illustrated, Rolling Stone*.

A journal deals with a particular professional subject or activity. It is usually written for a specific academic audience. Advertisements are few, and illustrations tend to be charts and tables in support of opinions expressed by the authors, rather than glossy color photos. Journal articles are usually signed, are often peer-reviewed, and include a Works Cited page or bibliography. Example: *New England Journal of Medicine.*

Magazines vs. Journals

	Magazine	**Journal**
Author	Journalist or layperson; sometimes author is not named or may be a scholar	Expert (scholar, professor, researcher, etc.) in the field covered; author nearly always named
Notes	Few or no references or notes	Usually includes notes and/or bibliography
Style	Journalistic; written for the average reader	Uses technical or specialized language; written for professionals
Editing	Reviewed by one or more persons employed by the magazine	Usually reviewed by an editorial board of outside scholars (this is called “peer reviewed” or “jury reviewed”)
Audience	For the general public	For scholars, researchers, and professionals in the field of study

Ads	Many, often in color	Few or none; if any, usually for books or professional materials
Look	Glossy, many pictures in color	More sedate look; mostly text
Frequency	Usually weekly or monthly	Usually monthly or quarterly
Contents	Current events; general interest	News and research from the field of study

QUESTION 8: What is one difference between magazines and journals?

a) Journals are not written for a professional audience
b) Journals have higher quality color illustrations
c) Magazines are not written for a professional audience
d) Only magazines are peer-reviewed

Determining Which Sources to Use

Your topic ultimately determines which sources will be most useful. Keep in mind that no single source works for every informational need.

Example: Consider the following two scenarios:

- You are writing a paper on the relationship between the Vietnam War and social changes in America. You have to use at least two sources written during that period (1961-75).
- You are writing about the cryptocurrency Bitcoin.

In the first scenario, you need to find sources from a past event. Going to Cuesta Library Search, the library's online catalog, you can use keywords such as Vietnam War and Society, Vietnam War and American Culture, etc. You can organize your results by date from earliest to most current to see if the Cuesta Library has books written from that time. There are some historical newspaper databases you can use, as well as online databases and web sources written today about that period. There are many places to look.

In the second scenario, you are writing about something that didn't exist until 2009. Bitcoin is an online (virtual) phenomenon, so a lot of information about it is online. Nothing is written about it before 2009. You can find journal and newspaper articles, as well as books, by searching Cuesta Library Search, but there won't be as much in books. From the Information Cycle video you learned that books take a longer time to publish. Most of your sources will be online.

Decide early on which sources and strategies work best for your topic. Start with Cuesta Library Search instead of the Internet to get more evaluated sources. Understanding the differences

between using academic sources and the Internet is important. If your topic is mostly online, be extremely diligent in evaluating each web page you use.

Types of Sources

Types of Sources

Source List	Strengths	Weaknesses
Books and eBooks	Comprehensive (in-depth coverage), Authoritative, Evaluated	Not always current
Scholarly Journals	Authoritative, Evaluated, Current	Not comprehensive, Not always written for general reader
Magazines	Current, Cover popular culture subjects	Not evaluated, Not written by experts
Search engines; Google and others	Current, Lots of results, Cover most subjects	Information overload, Not evaluated, Not organized, Too many results
Cuesta-owned databases	Well-organized, Current, Cover most subjects, Evaluated	Not always full text, Coverage not good prior to 1990s.

The Recap: Which source is best?

There isn't one best source for all projects.

- Choose your sources based on your topic.
- The best source for one paper might be useless for another.
- Keep track of your sources for your bibliography or Works Cited page.
- Get to know the strengths and weaknesses of each type of source you use.

QUESTION 9: Which of the following sources would give you the most credible information on genetically modified organisms (GMOs) and their effect on allergies?

a) A recent journal article from the New England Journal of Medicine
b) An article written in a popular magazine like Prevention
c) A 1968 medical text
d) A website produced by Albertsons supermarkets

Question 10: Which of the following sources will usually have information that has been evaluated by experts in the field? (Select all that apply.)

Click to refer to the previous page, if needed, in order to answer this question.

a) Cuesta Library Search databases
b) Google
c) Scholarly journals
d) Popular magazines

Locating Information from the Cuesta Library

To access information held by the Cuesta Library, start at the Library Home Page. From there, you can quickly link to:

- **Cuesta Library Search** to find books, eBooks, journal & newspaper articles, and eVideos
- **Databases A-Z** that are *not included* in Cuesta Library Search (more on this later)
- other **research links**, **library information**, and help with **MLA citations**

Cuesta Library Search is the library's online catalog. Here's what you need to know about it:

- Allows you to look for books, articles, scholarly online sources, videos and eBooks from various databases using a single search box, saving you time.
- Has evaluated resources chosen for college-level searching.
- Is updated and added to on a regular basis, with outdated information being deleted.
- Is searchable by author, title, or keyword, with options to refine, narrow, or broaden a search.
- Returns fewer results than search engines and will often have a summary or abstract to help you decide if the article or book is useful.

QUESTION 11: Which of the following can be used to search for material in Cuesta Library Search? (Select all that apply.)

a) Title
b) Author
c) Amazon rating
d) Keyword

Exploring Cuesta Library Search

Let's explore how Cuesta Library Search works. View the following video to see a demonstration and answer Question 12: https://youtu.be/NYqJsu_5JwM

QUESTION 12: After viewing the video above, compare the number of results from *gmos* with *gmos and labeling*. Which of the following statements is true?

a) There are more results in gmos and labeling
b) There are fewer and more focused results in gmos and labeling
c) There are fewer and more focused results in gmos
d) There are the same number of results in both

Search Tips

Here are some tips you can use when searching for information:

- Search using different keywords to get new results in various formats.

- Focus on your research question and use appropriate keywords to keep your results relevant to your topic and help you search quickly.
- Use phrase searching.

Phrase Searching is an effective way to search. Enclose a keyword phrase in quotation marks. This limits the database to returning results using that phrase, not just the individual words in the phrase. You get more focused results.

EXERCISE:

- From Cuesta Library Search ,clear the search box.
- Type in the keywords **genetically modified crops**. Click enter.
- Notice the number of results.
- Put quotation marks around the entire phrase, "**genetically modified crops."** Click enter. (Keep this tab open for the next exercise.)

QUESTION 13: What are the results of the phrase search using "genetically modified crops."?

a) You only get one type of source
b) You get more and broader results
c) You get fewer and more focused results
d) You cannot use phrase searching in Cuesta Library Search

Changing the Search Limiters

Changing the search limiters within Cuesta Library Search enables you to narrow your search. Let's take a look at how limiters work.

EXERCISE:

- Keep "**genetically modified crops"** in the search box in Cuesta Library Search Click Enter.
- On the left panel, under **Format,** the eBooks option is not visible.
- Under **Format,** click **Show More** to expand your options, then click the eBooks option.
- The results will now show eBooks available at Cuesta. The Cuesta eBook collection is full text and available online at any time.
- Find the listing for the eBook titled *GM Crops: The Impact and the Potential,* and click the **View eBook** button.
- Click the PDF Full Text button on the left-hand side.

Keep in mind that any item on your results list with a blue **View** button is instantly available, whether article, eBook, or streaming video.

QUESTION 14: What types of sources can you view in their entirety from the results page? (Select all that apply.)

a) Print Books
b) Streaming Videos
c) eBooks
d) Articles

Databases A-Z

The Cuesta Library has a number of databases that are not included in the main search system, and **need to be searched separately**. These databases have specialized information, and can be accessed from the Databases A-Z link on the library homepage, along with all of the databases available to you. The following are some of the databases that may be useful while research a topic for your paper:

- ***GALE Opposing Viewpoints in Context*** is an excellent resource for researching the pros and cons of current, controversial issues. It includes scholarly articles, book chapters, news reports, videos, statistics, illustrations, audio clips, website links, etc.
- ***NewsBank*** is the only database that includes the *San Luis Obispo Tribune*. It also has articles from other California newspapers that include local and world news.
- ***PsycARTICLES*** and ***PsycINFO*** focus on psychology. They include peer-reviewed articles, dissertations, etc.
- ***Credo Reference*** is Cuesta's online reference source for finding quick information on people, topics, and events. Use Credo to find evaluated definitions, short encyclopedia articles on any subject, and literary criticism.

View the entire list of these databases by choosing the **Databases A-Z** tab on the Library Home page.

EXERCISE:

- From the Databases A-Z (Links to an external site.) list, choose **Credo Reference**.
- In the basic search box, type in **GMOs**.
- In your results list, you'll notice a Topic Page (indicated by a pink Topic Page icon), followed by a number of articles from various scholarly sources.
- Choose the Topic Page by clicking on the title "Genetically modified organism."
- Note the summary article's length by choosing **Continue Reading**.
- Scroll down to the end of the summary to find the source of the article for your citation.
- Keep scrolling down to find other Credo entries and more databases.

The Credo Reference Database provides access to many aspects of your topic, and is a good place to start your research.

QUESTION 15: What kind of resources are available from the Cuesta Databases A-Z? (Select all that apply.)

a) Resources on pro/con issues
b) Local newspaper articles
c) Psychology research articles
d) Encyclopedia articles

Locating Print Books at the Library

In the Library, books are shelved in three different places, based on whether you can check them out. The following location terms are used in Cuesta Library Search:

- **Bookstacks** –The circulating collection of books you can check out for two weeks at a time
- **Reference** - Books, like encyclopedias, that are for library use only. (Call numbers for reference books have "**ref"** on the top line and are shelved separately from the circulating collection.)

- **Reserve books** - Textbooks, and other class materials, that are kept at the Circulation desk for library use. (Most can be checked out for two hours at a time.)

QUESTION 16: Most reserve books may be checked out overnight.

a) True
b) False

Call Numbers

Books at Cuesta are shelved by call numbers based on the **Library of Congress (LC) Classification System.** A call number is the "address" for each book on the shelf. Every book has a unique call number. Most academic libraries, including Cal Poly, use the LC system to organize their holdings. Knowing how to find books in the library is a skill that transfers to other colleges and universities.

The LC is an alphanumeric system. Each call number begins with letters, and continues with a series of numbers and letters. Example: **SB 123.57 L8724 2002.** This is the call number for *High Tech Harvest* by Paul F. Lurquin. Call numbers in the Cuesta Library Search results are printed going across like the example above, but on the book spine they appear in rows, as shown below. This is what the call number means:

SB (the subject S=Agriculture; SB= Plant Culture)

123.57 (the sub-category of Propagation)

L8724 (the author's identifier)

2002 (the date the book was published)

To find this book in the library you would go to the shelf that includes SB, then look for 123.57, etc. All books about Agriculture as a general subject will start with S. Note that all libraries that use the LC Classification System use the same call numbers, so a book in Cuesta's Library and Cal Poly's library will have the same call number.

In the LC system books are organized by **subject**, not by author or title. Books dealing with the same subject are shelved together, making it easy to browse. For example, all books about Art will start with N. There are 21 major subject divisions in the LC Classification System.

QUESTION 17: Look at the 4 call numbers listed below. What can you say about them without going to the shelf?

N 5300 I27 1998

ref NB 432 W654 2001

ND 82 H778 1999

NA 2542.35 L63 2015

a) They are all books in the same general subject area
b) They are all circulating books

c) They are all hardback books
d) They are all reference books

Locating Internet Sources

The Internet is a great source of information. Knowing about browsers, search engines, Internet addresses (URLs), and quality websites will help you with research.

Browsers: What are they?

- A browser is an application used to access and view websites.
- Some commonly used web browsers include (Microsoft) Internet Explorer, (Google) Chrome, (Mozilla) Firefox, and (Apple) Safari.
- You need a browser to translate HTML code into easily-read text and images.
- If you have trouble getting web pages to load, try a different browser.

Search Engines: What are they?

- Search engines are the most widely-used way to find information on the Internet. When you type a keyword or phrase, the program collects relevant web pages from its database. Search engines are constantly updated by programs that search the web for new pages to index and add.
- No one search engine covers the entire content of the web. There are many search engines. Some of the most popular and biggest engines are Google, Yahoo, and Bing.
- Search engines are not all the same; each one has special features. Keywords won't always return the same results in different engines. Try more than one search engine, and learn about the features of each by using the **Help** screen.

QUESTION 18: A search conducted in two different search engines will yield the same results.

a) True
b) False

Internet Research Techniques

The following are some techniques you can use while researching on the Internet.

- **Boolean Searching**

Boolean searching can be used with databases and search engines. Use the operators: AND, OR, NOT to avoid pages of useless information. Examples: gmos NOT United States; genetically modified plants OR genetically altered plants.

- **Nesting**

Nesting is a way to help the Boolean search by placing similar search terms into one group. The database will search for **GMOs** and both of the terms. Example: gmos AND (genetic engineering AND modified food)

- **Keyword Modifiers**

Add one of the following descriptive terms to your keyword phrase: **directories, encyclopedias, dictionary, pro/con, web directories** or **viewpoints.** These will return useful sites and remove many others. Examples: GMO dictionary, biotechnology encyclopedia, GMOs pro/con.

- **Phrase Searching**

We used this to search the Cuesta databases. Enclose a keyword phrase in double quotation marks. This allows the search engine to return web pages that use the phrase, not just the individual words in the phrase. You are likely to get more useful results. Example: "genetically modified crops."

QUESTION 19: Which of the following are examples of Boolean searching? (Select all that apply.)

a) colleges NOT universities
b) trafficking OR slavery
c) organic BUT non-GMO
d) France AND business etiquette

Nesting in Google

Complete the exercise below to practice nesting in Google.

EXERCISE:

- Go to Google.
- Type in gmos AND (herbicides OR pesticides). Note the number of results.
- Now type in gmos AND (herbicides AND pesticides). Note the number of results.
- Compare your results.

QUESTION 20: What can be said about your results? (Select all that apply.)

a) There are more results when using the OR operator.
b) There are more results when using the AND operator.

Using Keyword Modifiers in Google to Find Pro/Con Information

Complete the exercise below to practice using keyword modifiers in Google.

EXERCISE:

- While in *Google*, clear your search box and type in: **GMOs pro/con**.
- To find an opinion paper or site, add a descriptive term (the modifier pro/con) to weed out a lot of unrelated and useless results.
- Look at the first page of results you get.
- Go to some of the pages and check out the information. Many sites advocate their views with opinions, rather than facts.
- Compare these results with those from Cuesta Library Search.

Many websites are written by people who have no credentials in the field. For online searching, here are some of the differences between search engines and Cuesta Library Search.

Online Searching

Cuesta Library Search	Search Engines
Purchased by Library for student use	Free to anyone
Content evaluated for quality	No review standards for content
Information organized for author, title or keyword search	Information not well-organized
Updated regularly	No stability of content or location
Fewer results	Outdated information not removed
Very current	More results
	Very current

QUESTION 21: Which of the following statements is true?

a) With Cuesta Library Search, you can search for and refine a subject without having to look through thousands of web pages
b) Cuesta databases give you more results than searching Google
c) Google's results are all evaluated, while the database results are not
d) Neither databases nor Google are updated regularly

Phrase Searching in Google

Another way to use *Google* and other search engines for research is by phrase searching, mentioned previously.

EXERCISE:

1. While in *Google*, clear the search box, and type in the keyword phrase: **genetically altered crops**
2. Select ***Google Search*.** Note the number of responses you get.
3. Surround your phrase with double quotation marks: **"genetically altered crops."**
4. You are now searching a phrase, rather than just a bunch of keywords. Note the number of responses this time. (Leave this tab open for the next exercise.)

QUESTION 22: What happens when you use quotation marks to enclose your keyword phrase on *Google*?

a) You get the same number of results either way
b) You can't use quotation marks in databases
c) You get fewer results using quotation marks
d) You get more results using quotation marks

Google Scholar

When researching on the Internet, one way to limit search results to scholarly articles is to use the *Google Scholar* search engine. Complete the exercise below to learn how it works.

EXERCISE:

- Type in *Google Scholar* from the search box of any browser
- At the *Scholar* search box, type in the keyword phrase: genetically modified food. Take notice of your results and options to narrow them:
  - On the right side of the results page, some of the entries say [PDF] from different sources. An article that has [PDF] or [HTML] on the right is a full-text article you can link to. The rest are citations, abstracts, or articles you might have to pay for.
  - On the left you can choose to narrow your search by year.
  - You also can narrow your *Scholar* search by adding descriptive words (modifiers), such as United States, crops, etc. This produces better results.
- Stay in *Google Scholar* and type in GMOs.
- Choose several entries that have [PDF] or [HTML] links on the right. You can click on the link or the article title to get to the full text. Depending on which browser you are using, you might have to save the file as a download and open it. Try a different browser if you are having trouble.

QUESTION 23: In general, what types of articles does *Google Scholar* provide access to?

a) Blog pages
b) Research articles
c) Magazine articles
d) Book chapters

Using Open Access Journals

Another tip for online research is to become familiar with public or open access sites for finding scholarly journals and articles. These sites have thousands of full text research articles available to you. Find them by using the phrase “open access journals” or “open access scholarly journals.”

Two of the best open access scholarly journal sites are:

- *PLOS ONE*: Research articles in the sciences and social sciences. You can choose one area (biology, chemistry).
- *Directory of Open Access Journals:* Easy to search by journal or article subject.

Understanding URLs

We see URLs all the time, but how can they help with research? What *exactly is a **URL**?* The **U**niform **R**esource **L**ocator is the address of a particular site or web page on the Internet. Each web site has a unique URL. It consists of 3 main parts:

- The protocol (http:) tells you which Internet service you are using. HTTP (HyperText Transfer Protocol) is the most common protocol.
- The host computer’s name, or domain (www.google), is next. The www is for world wide web. Not all URLs begin with www, but many common addresses do.

- The top-level domain (.com) is the final section of the host's name. It can stand for a country or a type of site.
- This last part of the URL is useful to researchers, because it can often tell you the type of site you are looking at. Browse the chart below to see some of the most common top-level domains. There are many more. You are more likely to get better quality information if your site ends in .gov or .edu.

Some Top Level Domains

Some Top Level Domains

Top Level Domain	Description
.aero	aviation
.biz	business organizations
.com	commercial
.coop	cooperative organizations
.edu	educational
.gov	U.S. government
.info	informational
.int	international organizations
.mil	U.S. Department of Defense
.museum	museums
.name	personal
.net	network
.org	organization

QUESTION 24: By looking carefully at a URL, you may be able to tell (Select all that apply.):

a) If the website is from a business
b) If a website is from an academic institution
c) If the website is from an organization
d) If the website is from a network

Evaluating Sources

To write a coherent research paper based on your research question, you want every source to add something to your understanding of the topic. Most importantly, you need to make sure that all of your sources are reputable and trustworthy.

In the Finding Information section we talked about using peer-reviewed and scholarly resources, and finding good online information. But there are times when you want to use sources that haven't been evaluated by someone else.

RECOMMENDED VIDEOS:

SMART evaluating sources

Researching online for college students

RECOMMENDED LINK:

- Purdue OWL: Evaluating Sources (Links to an external site.)

Challenges With Evaluating Websites

Be careful when evaluating websites because:

- **ANYONE** can publish information on the Internet, from grade school students to fanatics and hate groups. It is far easier to publish a web page than to publish a book or article. All people need is an Internet account to publish their views to a global audience.
- Unlike traditional print resources and periodical databases, web pages rarely have editors and are not usually peer-reviewed. Most scholarly books and articles go through some kind of editing process. Writing and publishing on the web can involve just a single person, with no other input or oversight.
- There are no truth or accuracy standards on the web. There is no single place set aside on the web where people can object to the content of a website. Comment sections of websites can be manipulated and cannot be verified.
- Many web pages are filled with **subjective** information, that is, personal opinions and views. This is the opposite of **objective (factual)** information, so you must carefully examine all websites before using them in a research project.

Because of the reasons listed above, **you have to be a critical reader,** especially when dealing with Internet sources. We will talk about critical reading further on, but it involves being actively engaged in questioning the writer's information, purpose and success in presenting his argument. The single most important aspect of an assignment is the quality of the research, and you want the best quality information.

QUESTION 25: Which of the following are challenges with evaluating websites? (Select all that apply.)

a) Web pages are not usually reviewed by editors.
b) Anyone with Internet access and the know-how can publish content on the Internet.
c) Accuracy standards for the web do not currently exist.
d) Many web pages contain objective information.

Anatomy of a Web Page

What to look for on a web page:

About us – This should include the mission statement or purpose and people involved in the organization. The **author** and the reason for the site are the most important parts of the website to know to evaluate it. Is the site advocating a position on a controversial subject?

Contact us – This should link to more than an email address. There should be a street address and phone number to contact, especially if it is an organization.

Date – The date of the last update to the page is usually at the bottom. Make sure the information is current.

Other links – Does the site link to other trustworthy sites? Personal web pages? Unknown groups?

QUESTION 26: Assuming the website above was updated within the last month (Date), does it look like a credible source based on the other criteria listed (About, Contact Us, Other links)?

a) Yes
b) No

Checklist for Evaluating Sources and Question

Authority

- Is the author or organization credited on the document? Credentials listed?
- Is the author or publisher affiliated with or sponsored by a known university, business, or other organization? Is contact information clearly provided?
- What does the URL tell you?
- Is the site maintained and updated? Are the links viable? Are there spelling and grammatical errors? Has the site won any web awards for excellence?

Bias/Balance

- Is there political, philosophical, religious, or other bias in the information?
- Are opposing or differing viewpoints presented to balance the information, or is there only a single point of view?
- If it is a position page that advocates a certain idea, does the author clearly state his or her agenda?
- Is the information supported with evidence, footnotes, works cited, or links?

Audience/Scope

- Does the site cover the topic sufficiently?
- Who is the intended audience: children, specialists, or the general public?
- Does the site link to other quality sites on the same subject?

Purpose

- Is the book, article, or site created to inform, persuade or sell a product?

- Is it clearly an editorial or opinion piece? If so, does the author offer evidence for his or her claims?
- Is the mission of the site clearly stated? Does it link to a sponsoring organization or group, with their stated agenda?
- Is the information applicable to your topic?

Currency

- Is the date the page was created, written, or updated clearly shown?
- Is the information current enough to use? This will depend on your subject.

REQUIRED LINK:

Select the link for the ***Grocery Manufacturers Association.***

- Scan the homepage.
- Who is the author?
- Is the site upfront about its agenda?

Remember that knowing the author of a page helps you determine whether or not it is biased.

QUESTION 27: Which of the following is true for the page linked to above?

a) The site is a hoax page

b) The site is produced by people involved in the food industry

c) The site is maintained by an organization
d) The site is updated regularly

REQUIRED LINK:

Select the link for the ***Center for Food Safety .***

- Check for authorship, credentials, agenda, etc.
- Look at fact sheets and position papers.

QUESTION 28: Which of the following is true for this page?

a) The site has an easy-to-find Contact Us section.
b) The site has an easy-to-find About Us section.
c) The site is produced by a non-profit organization.
d) The site has no information about who authors it.

Bias on the Internet

Pages that advocate a certain position are not necessarily bad**.** Many organizations and groups have an agenda. **The important thing is that the agenda or bias is clearly stated** so that you can evaluate the facts underlying their point of view.

- Make sure you look at the **About Us** section, to check the credentials of the people involved in the site.
- Find the mission statement or agenda. It should be clearly stated on the web page.
- If the page is written by an individual, look to see if they have provided links to other organizations or web pages. Follow the links to track down the original source of information before using it.

REQUIRED LINK:

Select the link for World News Daily Report.

- Read the article about the man who died after eating a GMO tomato.
- Scroll down to read some of the comments from concerned people.
- Visit the link to the article about this story on **Snopes.com**, and read the history of this article.

Use websites like *Snopes*, *FactCheck.org,or Politifact.com* if you find information that seems suspicious or unlikely. You can also check reputable online news sources, such as the *NY Times* or the *BBC (British Broadcasting Corp.)* to verify the information.

QUESTION 29: Which of the following is true?

a) All Internet sources are suspect and shouldn't be used
b) Everyone tells the truth on the Internet
c) Internet articles are the same as magazine or newspaper articles
d) It is essential to check your information using a variety of means to verify it

REQUIRED LINK:

Select the link for *Monsanto Corporation*.

QUESTION 30: Since the site is authored by a reputable corporation, which other part of the evaluation process would be *most important* to consider if you were going to use this web site?

a) The URL's Top-Level Domain
b) Bias
c) Audience
d) Currency

REQUIRED LINK: Select the link for ***Abril Uno***

QUESTION 31: You have found this online article and wonder if it is true. Which of the following could you use to check whether it is true? (Select all that apply.)

a) Reputable online newspapers, like the NY Times or the BBC
b) Snopes or other hoax-detection sites
c) Twitter

Wikipedia

An important aspect of your research is your ability to document and defend your sources. *Wikipedia* is a good example of the problems with using online sources.

Wikipedia is the largest and most successful attempt at producing an online encyclopedia with an **open editing** policy. It means that anyone can edit an article on a subject regardless of their level of expertise. It also means that people do not have to identify themselves when editing an article.

The following disclaimer is from *Wikipedia* itself:

*"*As with any source, especially one of unknown authorship, you should be wary and independently verify the accuracy of Wikipedia information if possible. For many purposes, but particularly in academia, Wikipedia may not be an acceptable source; indeed, some professors and teachers may reject Wikipedia-sourced material completely. This is especially true when it is used **without corroboration**"

(Source: http://en.wikipedia.org/wiki/Wikipedia:Citing_Wikipedia).

Wikipedia has been making efforts to have experts write more of their entries, but it still pays to be cautious when using it. One good thing about *Wikipedia* is its currency.

EXERCISE:

- Starting at the ***Wikipedia*** homepage, type **GMO** or **genetically modified organism** in the search box in the center of the page.
- Scroll through the article. It has a lot of good information and topic ideas. It has an extended bibliography as well.
- Can you find the author's name and his or her credentials?

QUESTION 32: What would you do if you wanted to use this *Wikipedia* article?

a) You would use it without further searching
b) You would not use any online information
c) You would never use anything from Wikipedia because all the information is wrong
d) You would consider it a starting point, and verify the information from a scholarly source

Evaluating print sources

Now that you know the importance of evaluating online information, remember that it is equally important to think critically about the print sources you are using as well.

EXERCISE:

Pretend you found the following book at a local public library:

Title: *GMO: How to Avoid Foods that Ruin Your Life - GMO Foods, Organic Food & Food Addiction*

Author: John Edwards

Publisher: CreateSpace Independent Publishing Platform

While deciding whether to use this source or not, consider the following:

- What are the author's credentials? Is the author well-known? Is he or she well-educated? Is the author an expert in their field?
- Is the publisher well known? Many academic publishers are associated with a university, like MIT Press or Oxford University Press.
- As with Wikipedia, if you are using a source and aren't sure of the author's credentials, you should always get a second opinion!

QUESTION 33: Which of the following is the best way to proceed and why?

a) You would use this book because the author may be the former U.S. senator of the same name
b) You would use this article because it is a print source, and everything in print is credible
c) You would locate the information from a more credible source, rather than using this book as a source
d) You would use this book because it received a good rating on Amazon

Writing the Paper: Critical Reading Strategies

Critical reading *is a form of language analysis that does not take the given text at face value, but involves a deeper examination of the claims put forth as well as the supporting points and possible counterarguments. (Wikipedia, Critical Reading)*

Now that you have found and evaluated your online and print sources, you are ready to begin the writing process. This involves applying critical thinking skills to the information you have gathered. Critical reading is a skill which results in your being able to synthesize and integrate your sources into a final product.

How does critical reading differ from "regular" reading? When you want to go to a movie and check the times for the next show, you are reading to find a fact. When you follow a GPS direction you are not analyzing whether it is true, you just do it. When you read an article in *People* magazine you read passively, not really caring whether the author has evidence for his opinions or claims.

Critical reading is different, because you are not only looking for information, but you are using your judgment to decide if the author has provided enough evidence for you to agree with his point of view. It is active reading; you are asking questions of the text.

In previous sections you chose your topic, refined it into a research question, and found good sources to read, watch or listen to. Now you will read those sources with a critical mind. Stay focused; discard any sources that don't relate to your research question.

Develop a routine for everything you read. Follow the same steps each time. Here is just one method. For each source, ask yourself the following questions:

- **Why** did the author write the article? What is the purpose?
- **What** is the author's main point? Everything you are reading has a point. It is the main piece of information or opinion the author wants the reader to know.
- **Summarize** the main point in each paragraph, chapter and article: restate the main point in your own words, and make sure you are not plagiarizing.
- **Always keep the citation information** for each source (article, book, website) with your notes so you know where your information came from for your in-text citations and Works Cited page.
- **Make sure** you understand the author's conclusion and can express it in your own words.

- **Analyze** each source. This is where you use your judgment to evaluate the material.
- Does the author provide credible evidence? Is it strong or weak? Is it based on emotion or facts?
- After noting the main points of each section, did the author's conclusion follow logically from the preceding paragraphs?
- Did the body of the article or chapter provide evidence for the author's final conclusion?

Once you have summarized and described what your sources have to say, you will be able to incorporate your various sources and your own ideas into a connected whole.

RECOMMENDED LINKS:

- Sophia: Critical Reading as a Learning Strategy
- University of Minnesota: Critical Reading Strategies

QUESTION 34: Critical reading is being involved in what you are reading, which helps you find the author's views and interpret them.

a) True
b) False

QUESTION 35: Which of the following is true?

a) Critical reading is active reading
b) Critical reading means not believing what an author has written, regardless of evidence
c) Critical reading is passive reading
d) Critical reading is the same thing as a literature review

QUESTION 36: When you are involved in critical reading, you are:

a) Reading just for facts
b) Passively reading
c) Fully engaged with the text to find the author's point of view and evidence
d) Being critical of the author's writing style

Writing the Paper: Synthesis and Integration

Synthesis: *The ability to combine the main ideas of several sources with your own intelligence into a new and harmonious concept.*

The point of your research paper is to support the conclusions you reach after reading and analyzing a number of sources. These conclusions must represent a new idea, based on a combination of the readings and your own thoughts about them. You have to provide evidence to convince the reader that your conclusions are sound. To do that you need to synthesize and integrate your sources to present your new point of view.

Synthesis is something you do all the time in everyday life. If you buy a new sound system, you first look at what is available, read about the claims of each brand, talk to experts and friends, and come to a conclusion based on evidence filtered through your own thoughts and judgments.

Synthesis is taking the evidence you have collected from your sources PLUS your own ideas about your topic and coming to a new, independent conclusion. This new conclusion should reflect and be based on the research question you posed at the beginning of the process.

Eventually you will write the research question as a statement, which becomes your thesis statement

RECOMMENDED LINKS:

- University of Illinois: Synthesizing Research
- Writing Commons: Synthesizing Your Research Findings (scroll down to see article)
- Bowling Green State University: Help! I've Been Asked to Synthesize! (Links to an external site.)
- Purdue OWL: Tips and Examples for Writing Thesis Statements

QUESTION 37: What is synthesis?

a) Combining your Works Cited page and in-text citations
b) Finding new ways to say what others have written
c) Summarizing the ideas of other writers in your paper
d) Combining your own ideas with those of others

What is the Thesis Statement?

The thesis statement is the answer to the research question you posed at the beginning of your project. It is usually a one-sentence statement informing the reader of the main point of your research paper. You will then support your thesis with examples and evidence in your writing.

Example:

Research Question: Should genetically modified foods have to be labeled?

Thesis Statement: Genetically modified foods should have to be labeled so consumers know what they are eating.

OR

Thesis Statement: Genetically modified foods should NOT have to be labeled because they are as safe as other food.

The thesis statement will help you keep your focus as you finish gathering sources and evidence. You may tweak your thesis statement as you write and your position gets clearer. If you keep the research question front and center as you read, it will be easier to create your thesis statement when you are ready to write.

QUESTION 38: Which best describes a thesis statement of a research paper?

a) It is all the conclusions you reach in your paper
b) It is always the last sentence of the paper
c) It is always the first sentence of the paper
d) It is the sentence that answers the research question

Integrating Your Sources

Now that you understand synthesis and have produced a thesis statement that answers the research question, you are ready to incorporate your sources into your own interpretation of what you have critically read. The three ways of integrating your sources are:

- Summarizing: stating the main points of the text briefly (shorter than original)
- Paraphrasing: restating the main points of the text in a different way (may be same length as original)
- Quoting: using another author's exact words

Knowing how to properly integrate your sources is not only an essential skill in writing research papers, but is important in avoiding plagiarism, which we discuss in the next section.

For a fuller discussion of synthesis and integration, check out the recommended resources below.

RECOMMENDED VIDEO:

Video from Suffolk County Community College Library

RECOMMENDED LINKS:

- Purdue OWL: Quoting, Paraphrasing, and Summarizing
- Purdue OWL: Paraphrase: Write It in Your Own Words

QUESTION 39: What are the 3 best ways to include the words of other writers in your research paper?

a) Criticizing, integrating, synthesizing

b) Copying, reading, printing
c) Quoting, synthesizing, rephrasing
d) Summarizing, paraphrasing, quoting

Balancing Your Voice

When you incorporate the writing of others with your own ideas, remember to strike a balance between outside sources and your own conclusions. If you use only items you have read, what you are writing is simply a summary of your sources. In a research paper you must come up with a new conclusion from the sources you used plus your own thinking on the subject.

The "voice" of the paper is always yours, and the evidence from the sources you critically read is included to explain and bolster your point of view.

QUESTION 40: When you are writing your paper, your conclusion should be based on what others have already written, as well as your own original ideas.

a) True

b) False

Avoiding Plagiarism

Plagiarism*: Taking the work (words, ideas, images) of another and using it without proper credit or acknowledgement in your own work.*

A good researcher is one who knows how to use information efficiently and ethically. In particular, it is important to know how to avoid plagiarizing and how to properly cite the sources you use in your paper.

Maybe you think you should not use other people's words and ideas in your research paper because you are concerned about plagiarism. But research is a response to the ideas (and published words) of other writers. As you write, you respond to their ideas and add your own.

Earlier in the assignment, we discussed integrating other people's work into your research by learning to **summarize**, **paraphrase** and **quote** what others have written. You are expected to use other writers' words and ideas in your papers.

However, using other people's words and ideas without giving them credit is a serious violation of academic standards and college rules, called plagiarism.

QUESTION 41: Which of the following are examples of plagiarism? (Select all that apply.)

a) A student uses information found on a website for a report, but changes the wording, and does not mention where the information came from.
b) A student creates a meme featuring a quote, but can't remember who said the quote, so he attributes the quote to Albert Einstein.
c) A student finds an image on the Internet and pastes it into a report without acknowledging where it came from.
d) A student quotes two lines of text from a book in her research paper but surrounds the quote in quotation marks and gives the author credit in her paper and in her bibliography.

Academic Honesty

To use someone's ideas or expressions in your writing without acknowledging them is to plagiarize. Plagiarism is an ethical concept. It is intellectual theft that carries penalties. Cuesta College has established policies prohibiting plagiarism and providing disciplinary action against students guilty of academic dishonesty.

REQUIRED LINK: Review Cuesta College's Academic Honesty Policy

QUESTION 42: Which of the following are potential consequences for committing plagiarism at Cuesta College?

a) Fail the course
b) Be reported to the VP of Student Services
c) Receive an "F" on your assignment
d) Be subject to additional disciplinary action

Using Other People's Work

Always give credit when you use someone else's words or ideas in your writing. Organize and incorporate the information you use so that your reader does not confuse your writing with the words and ideas of others. Use MLA format to give credit to other authors in the body of your paper and in your Works Cited page.

In writing your research paper you should document everything that you borrow—not only direct quotations and paraphrases but also information and ideas. Of course, common sense as well as ethics should determine what you document.

For example, you don't need to give sources for familiar proverbs ("You can't judge a book by its cover"), well-known quotations ("We shall overcome"), or common knowledge (George Washington was the first President of the United States). But you must indicate the source of any borrowed material that readers might otherwise mistake for your own. If you have any doubt about whether or not you are committing plagiarism, cite your source or sources.

To avoid errors, organize your research material while you research and before you write a draft. Keep track of where you got material so you don't have to scramble when finishing your paper.

For examples of how to use information taken from other peoples' work, go to any search engine and type in examples of plagiarism.

RECOMMENDED VIDEO:

Plagiarism: How to avoid it

RECOMMENDED LINKS:

- **Purdue OWL: Avoiding Plagiarism**
- **Indiana University: How to Recognize Plagiarism**
- **University of Idaho: Information Literacy: Sharing**

QUESTION 43: Which of the following sources need to be cited in the body of your paper and in your Works Cited page? (Select all that apply.)

a) Streaming videos
b) Common knowledge
c) Articles from an online database
d) Print books
e) Encyclopedia entries

QUESTION 44: Is it ethical for you to use the ideas of another person in a research paper?

Click the previous page, if needed, in order to answer this question.

a) Yes, but only if you give them credit
b) No, it is not ethical for you to use the ideas of someone else in a research paper
c) Yes, but only if you do not use their exact words
d) Yes, but only if you use their exact words

Using Information Appropriately: Citation

***Citation**: In a scholarly paper, citation is giving proper credit when quoting, using, or directly referring to the work of another.*

Each research paper you write requires that you **cite every source you use**. There are several reasons to do this. First, it lets the reader know when you paraphrase, quote, or summarize the work of another, allowing the reader to find the original source of information. Having a citation means they can go to the sources you used to read for themselves. Second, it keeps your work free of plagiarism by making sure you give credit to the author of the idea. Third, it gives credibility to your work.

QUESTION 45: Why do you need to use in-text citations and a Works Cited page? (Select all that apply.)

a) To direct the reader to the original source of a borrowed idea
b) To avoid plagiarism
c) To add credibility to your work
d) To give credit to other authors

Citing and Documenting Sources: MLA Style

A style manual is a guide to writing and formatting your term paper correctly. There are several different academic styles of citation. You use APA in your social sciences classes and CSE in your biology class. Most English teachers use the MLA (Modern Language Association) style. The ***MLA Handbook for Writers of Research Papers,* 8th ed. 2016** is the most recent style manual for MLA. Copies of the *MLA Handbook for Writers of Research Papers* are available at the Cuesta Library in the Reference section and at the Circulation Desk. There are also some useful websites that you can reference when formatting citations. The Purdue Online Writing Lab (OWL) is one that is highly recommended.

Citations that acknowledge the sources you used in your research paper are found in two places: the body of the text and the Works Cited page.

QUESTION 46: Where would you look to find the most reliable information for formatting in-text citations using MLA style? (Select all that apply.)

a) The American Library Association website
b) The MLA Handbook for Writers of Research Papers
c) The Purdue Online Writing Lab (OWL)
d) Twitter

In-Text Citations

You use **in-text citations** (also called parenthetical citations) in the body of the paper to give the reader enough information to find the source in your Works Cited page at the end of the paper. Both in-text citations and a Works Cited page are necessary and important parts of your paper; they ensure that you will not be guilty of plagiarism.

In-text Citation Tips

1. **Context**: The first time you introduce a source, offer some context about the source non-parenthetically: (Author, title, etc.).
   Writing Commons: Introduce Evidence
2. **Signal Phrase**: Always introduce quotes, paraphrases, or summaries with a signal phrase. Example: Joe Smith argues that “the truth cannot. ...”
   George Mason University: The Writing Center: Signal Phrases

3. **Page or paragraph numbers**: Place in parentheses with the appropriate information: Examples: (12). Or (par. 12). Or (pars. 4-12).
   Columbia College of Missouri: MLA Citation Format
4. **Avoid redundancy**: Examples: Smith argues, "the truth is unavoidable" (~~Smith~~ 2). Don't write Smith twice. Correct form: Smith argues, "the truth is unavoidable" (2).
5. **Two works by the same author**: Differentiate them by the next bit of information, using the "article" or *Book Title*.
   Purdue OWL: MLA In-text Citations
6. **If you paraphrase or summarize, make it clear who said it through signal phrases** at the beginning and parentheticals at the end. Without quote marks, readers find it difficult to know when your ideas stop and start.
   University of New Orleans: Integrating Quotes and Paraphrases in Research Papers (
7. **Indirect source**: a source cited in another source. For such indirect quotations, use "qtd. in" to indicate the source you actually consulted.
   Example: Ravitch argues that high schools are pressured to act as "social service centers, and they don't do that well" (qtd. in Weisman 259). A responsible researcher will attempt to find the original source, rather than citing an indirect source.
8. **The in-text citation should match the first part of the Works Cited entry** for that particular source, usually author's name, and/or article title.
   Virtual Salt: MLA In-Text Citation Style
9. **Do not begin or end paragraphs with a quotation, paraphrase, or summary**. Provide an introduction followed by analysis of the quote's significance in relation to the paragraph's point and the paper's overall argument.
   Columbia College: Suggested Ways to Introduce Quotations
10. **Block quotes**: If you are using a quotation that is 4 or more lines long, create a block quote by eliminating the quote marks, indenting 2x on the left hand side, and placing the parenthetical after the period.

RECOMMENDED LINK:

- Purdue OWL: MLA In-text Citations

RECOMMENDED VIDEOS:

- MLA Citations
- MLA Citation style

QUESTION 47: Which of the following in-text citations is formatted correctly?

a) Amy Roberts mentions that companies do not have to let their workers know if they are "handling genetically sensitive materials" (Roberts 147).
b) Amy Roberts mentions that companies do not have to let their workers know if they are "handling genetically sensitive materials" (147).
c) Amy Roberts mentions that companies do not have to let their workers know if they are "handling genetically sensitive materials." (Roberts 147)
d) "Amy Roberts mentions that companies do not have to let their workers know if they are handling genetically sensitive materials." (147)

The Works Cited Page

A **Works Cited** page or **bibliography** is a requirement for a research paper. It is a list of the books, articles, personal interviews, Internet sites, DVDs, eBooks, or other works that you used or referred to in the paper. The purpose of documenting sources is two-fold:

1. To list your information sources so that your instructor or another person can easily find them again in a library or online.
2. To give credit to the sources of information and ideas, thus avoiding **plagiarism**--or as Webster's defines it, "literary theft."

REQUIRED VIDEO:

Formatting Works Cited in MLA 8.

REQUIRED LINK:

- Purdue OWL: MLA Works Cited Page: Basic Format

RECOMMENDED LINKS:

- Purdue OWL: MLA Sample Works Cited Page
- Purdue OWL: MLA Sample Paper

QUESTION 48: View the required video and link above. Which of the of the following are elements of a properly formatted MLA Works Cited page? (Select all that apply.).

a) Single spaced
b) Double spaced
c) Hanging indentations
d) First line indentations
e) 12 point font

Citing an Article in Your Works Cited Page

Refer to the MLA Handbook, Purdue Owl website, or other reliable MLA formatting guide to answer the following question.

QUESTION 49: Which of the following is the correct way to cite the following online article in your Works Cited Page? (Refer to the Purdue OWL for guidance.)

QUESTION 49: Which of the following is the correct way to cite the following online article in your Works Cited Page? (Refer to the Purdue OWL (Links to an external site.) for guidance.)

Title: In GMO Debate, Uganda Seeks to Balance Hope and Fear

Author: Christopher Bendana

Publication: Christian Science Monitor

Date of Publication: February 16, 2018

Database: EBSCO*host*

URL:
cuesta.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=f6h&AN=128025668&site=ehost-live.

a) Bendana, Christopher. *In GMO Debate, Uganda Seeks to Balance Hope and Fear. "*Christian Science Monitor," 16 Feb. 2018. *EBSCOhost,* cuesta.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=f6h&AN=128025668&site=ehost-live.
b) Christopher Bendana. *In GMO Debate, Uganda Seeks to Balance Hope and Fear.* "Christian Science Monitor," 16 Feb. 2018. EBSCOhost, cuesta.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=f6h&AN=128025668&site=ehost-live.
c) Christopher Bendana. "In GMO Debate, Uganda Seeks to Balance Hope and Fear." *Christian Science Monitor*, 16 Feb. 2018. *EBSCOhost,* cuesta.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=f6h&AN=128025668&site=ehost-live.
d) Bendana, Christopher. "In GMO Debate, Uganda Seeks to Balance Hope and Fear." *Christian Science Monitor*, 16 Feb. 2018. *EBSCOhost*, cuesta.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=f6h&AN=128025668&site=ehost-live.

Online Citation Generators

Online citation generators can be useful tools for creating citations; however, use these online sites with caution, as you would Wikipedia. They are often mostly right, but not always entirely right. Verify that your citation is correct by referring to the *MLA Handbook for Writers of Research Papers* or the Purdue OWL website. Also keep in mind that any spelling mistakes you enter will show up in the citation. Some of the more popular citation engines are Citation Machine, KnightCite and EasyBib. Some Cuesta Library Databases also contain citation generators.

QUESTION 50: When is it acceptable to use online citation generators?

a) It is never acceptable to use citation generators because they are unreliable
b) It is always acceptable to use citation generators because they automatically detect errors
c) Only use citation generators found in one of the Cuesta Library databases
d) It is acceptable to use citation generators if you check the citations against the MLA Handbook or other reputable formatting guide