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Compare Types of Sources
Vogel, T. LibGuides: CHEM 6C: General Chemistry III (Spring 2019): Flow of Scientific Information [Link](https://ucsd.libguides.com/chem6c/)
A database is a computerized and structured set of data that can be manipulated and searched.

**Database**
- Examples: Academic Search, JSTOR, library catalog, Literature Online, ebrary

**Popular Magazines and Newspapers**
- Examples: New York Times, People, National Geographic, Time, Rolling Stone

**Scholarly Journals**

**Multimedia**
- Examples: News clips, photos, music

**Books and E-books**
- Examples: To Kill a Mockingbird, Just Mercy, The Distance Between Us

**Item records**: Databases contain informational records for items. Usually you can access the actual item such as the full text of an article.

*Remember databases can be general or specific. For example Academic Search has scholarly journal articles, magazine articles, books, and more. ebrary contains e-books only. Literature Online, a database devoted to the discipline of literature, has articles, full texts of plays, and encyclopedias.*

Created by Rachel Arteaga 2016

Thompson, G. *LibGuides: ENGL 130 - Academic Writing: Databases*, from https://libguides.csuchico.edu/c.php?g=441744&p=3030659
Journal Articles

• Written by experts, for experts
• Peer-reviewed
• Reference: Title, Authors, Source
• Abstract – Informative
• Introduction
  – Provides the background for the research (literature review)
  – States the thesis (usually toward the end of the intro)
  – Answers the question: why is this research being done?
• Materials and methods
  – Subjects: experimental and control groups, tests run, and methods used.
• Results
  – Tables and Figures
• Conclusions
  – What the results mean in the framework of the research
• Discussion
  – How does this research fit into the big picture?
  – Why is it important to the field?
• Reference list
  – Usually extensive, and provides support and evidence for the research conducted and the statements made
• Supporting information
  – Repetitive experimental details or bulky data
  – Special format data or visualization
<table>
<thead>
<tr>
<th>Popular</th>
<th>Scholarly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written by journalists or experts for the general public</td>
<td>Written by experts for other experts</td>
</tr>
<tr>
<td>Use common language</td>
<td>Use jargon/technical language</td>
</tr>
<tr>
<td>Usually no citations</td>
<td>Usually fully cited</td>
</tr>
<tr>
<td>Visually attractive</td>
<td>Visually boring</td>
</tr>
<tr>
<td>Not peer-reviewed</td>
<td>Usually peer-reviewed</td>
</tr>
<tr>
<td>Examples: magazines, newspapers, books</td>
<td>Examples: journal articles, books</td>
</tr>
</tbody>
</table>
Web Resources

SURFACE WEB
- Google
- Bing
- Wikipedia

DEEP WEB
(full text not accessible via search engines)
- Medical Records
- Financial Records
- Legal Documents
- Subscription Information
- Scientific Reports
- Competitor Websites

DARK WEB
(only partially searchable via Dark Web browsers)
- Private Communication
- Contraband Sales
- Encrypted Sites
- Illegal Information

percentages from Greenberg (2014), Wired.com

Evaluate Your Sources: PACAR Test

Images
Storytelling
Books
Articles
The web
Social media
Your assignments
Conversation among scholars

Conversation!
PACAR Test

- Purpose
- Authority
- Relevance
- Currency
- Accuracy

https://doi.org/10.1007/978-0-387-93996-4_29
Literature Searching
AND / OR

AND = connects different concepts = narrows your search

OR = connects similar concepts = broadens your search
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• Allow our readers to investigate the validity of the facts on which we are basing our arguments
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Chicago Style

• Two systems within Chicago Style:
  − Notes and Bibliography
  − Author-Date References
Annotated Bibliography


Awbrey argues that general education reform efforts, to be effective, must first identify cultural perspectives and foster changes in institutional culture before seeking structural changes such as reorganization of curriculum. To assist in such a task, the article introduces a framework of organizational culture that operates at three levels: structural artifacts (e.g., distribution requirements or writing across the curriculum programs); models and their underlying values and beliefs about “what it means to be an education person” (e.g., “great books,” “scholarly discipline,” or “effective citizen” approaches); paradigmatic assumptions about “what can be known and how we develop knowledge” (e.g., positivism, pragmatism, or constructivism). In addition, the article introduces an analogous framework of organizational learning that operates at three levels: “single-loop learning” that is knowledge additive but does not alter underlying values or beliefs; “double loop learning” that is reflective and reshapes models and beliefs; and “triple loop learning” that is transformational insofar as it alters how members view themselves and their organization. Missing from the article, however, are any empirical case studies that illustrate the efficacy of the proposed models or document exactly how “unsuccessful” reform efforts have failed to follow the integrative approach suggested.


This article provides an analysis of the current context of general education requirements among liberal arts and doctoral-granting institutions, with focus on the two dominant approaches to general education: use of core curriculum and use of distribution requirements. After a useful overview of the historical evolution and role of general education, the study analyzes approaches used by the top twenty-five institutions in each category (liberal arts, doctoral-granting), as ranked by *U.S. News and World Report* in 2004. The findings indicate that the majority of institutions in both categories use the distribution requirement approach, although liberal arts institutions vary more widely in their approaches and tend to emphasize “holistic development of the student” more than research-oriented universities. The article notes that general education is in flux, with more research needed to ascertain the extent to which other institutions follow the approaches of the “top-tiers,” which approaches work best and to what extent “effectiveness” is reflective of institutional missions and culture, rather than a general model. In predictable fashion, the authors state that general education “is likely to face subsequent waves of reform as higher education evolves and the world changes.”
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1. Identify the source type (book; journal article; online article)

2. Find the appropriate citation examples on the Chicago Manual of Style Citation Guide:
https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html
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• Short form:


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• End note:


• Bibliography

Annotated Bibliography

• Complete bibliographic information (in Chicago Style)
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  − Scope and main purpose of the work
  − Theoretical basis and currency of the author's argument
• Critical evaluation
  − Value and significance of the work as a contribution to the subject under consideration
  − Any biases or limitation that you detect

https://www.library.mun.ca/researchtools/guides/writing/annotated_bibl/
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• Are you interested in the way the source uses a theoretical framework or a key concept?

• Does the source gather and analyze a particular body of evidence that you want to use?

• How do the source’s conclusions bear on your own investigation?

http://advice.writing.utoronto.ca/types-of-writing/annotated-bibliography/
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