

# Glendale College Library Information Competency Workshops

## Locating Journal & Newspaper Articles – Outline

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### Core Competencies:

- Develop and implement an effective search strategy appropriate for an information need by:
    - Differentiating various types of information sources (specialized encyclopedias, article databases, library catalogs, search engines, etc.) and the purpose of each.
    - Choosing and accessing appropriate information sources for the research question.
    - Transferring previously learned research skills to new projects.
  - Locate and retrieve information by:
    - Using the library's print and online resources effectively.
    - Accessing, downloading, printing, or emailing relevant information.
  - Organize, synthesize, and communicate information by:
    - Managing citations for research materials efficiently.
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### Preparation:

Get copies of the *Locating Journal & Newspaper Articles* handout, which includes the exercises.

Open up the **NetSupport** classroom control software so that you can allow students to demonstrate their searches. Alternatives to using the software would be to 1) have students use the Gyro Remote and remote keyboard to demo their searches, or, 2) have students step up to the instructor's computer (very time-consuming). See the Instructor Info section of your workshop binder for a review of how to use the Gyro Remote and the **NetSupport** classroom control software.

### Workshop Outline:

1. Even though the first page of the old handout has been deleted, I still think it important to spend a few minutes establishing some definitions. A good place to begin is with a question based on the workshop title: "What do we mean by *journal articles*?" Students' answers will lead to defining words such as: *article, journal, periodical, magazine, etc.* Take it one step further by asking students: "Where do you go to find periodical articles?" Use this discussion to differentiate between what's available for free on the Web and the proprietary databases at GCC. **(5 min.)**
2. Segue to **Exercise I** by introducing the *ProQuest* database. It's our biggest most popular database so is a good one to start with. Lead students to the database list and have them open *ProQuest*
3. Give a BRIEF demonstration of searching *ProQuest*. I use the example: *social responsibility and the Internet*. Be sure to point out the important features of *ProQuest*, but keep it basic and brief. We don't need to place emphasis on the changes to the interface since: 1) many students haven't used the previous interface, and 2) our students are much more adaptable than most of us are.

I try to touch on the following:

- Advanced Search
- Full-text, peer-reviewed, and scholarly journals check boxes
- Field searching – not in depth, but I do like to recommend CABS and explain why
- Search syntax – again, not in depth, but it's important to tell them how a 2-word phrase and a 3-word phrase are treated, basics of Boolean (see search syntax conversion guide)

I save demonstration of search results, etc. for the discussion during Exercise I. **(10 min.)**

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4. Walk students through **Exercise I** a step at a time, explaining the process and giving time for them to complete each step AND getting one or two students to share their results for each step.
  - Explain the hypothetical assignment.
    1. Draw their attention to the (partial) concept map (p. 1 of the handout) and point out that Internet Privacy is a very broad topic, not suitable for an 8-10 page essay. The concept map is meant to help them narrow and focus on a specific aspect of the topic. Ask students what they would add to this concept map and make notes of additions to their own map. Encourage each student to choose a focus that is interesting to him/her to use as an example for the rest of this class. [Maybe get them started by suggesting some additions such as: *Internet Voting, computer crime, government control*, etc.] Ask them to come up with a specific research question. [My example from my demonstration might be: "How has the concept of social responsibility been reflected, or not, in the development of the Internet?"]
  - Proceed through steps 1-6 of the exercise, circulating through the room to consult and observe, giving them time to do each step:
    1. Extract the important concept words from your research question and construct a search in *ProQuest* using those words. Be sure to include every concept that you want to be part of your search results.
    2. Encourage students to jot down all the steps because they might be asked to demonstrate their search later.
    3. Explain the rationale: This initial "analysis" of your search results is the first stage of analyzing and evaluating the sources on which you will base your essay.
    4. Explain why it might be advisable to revise one's search [too many irrelevant results? - try re-thinking your search terms; too few (or no) results? – check your spelling and re-think your choice of terms, etc.]
    5. and 6. Not much explanation needed for these two, but time and discussion are important. Ask for volunteers, or ask students you observed doing these steps successfully to report/demonstrate/share with the class.
  - As students demonstrate their search results; take the time to discuss the *ProQuest* display pointing out: output options, document type icons, citation/abstract/full-text, link to full text, the "cite" link, etc. **(30 min.)**
  
5. For **Exercise II** lead students back to the list of databases and have them choose—depending on their research question or their preference—either *Gale Science in Context*, or *Gale Opposing Viewpoints in Context*.
  - Give students time to do this exercise on their own
  - Move around the classroom providing assistance as needed
  - Discuss **Exercise II** using students' responses/comments to drive the discussion. Be sure to work into the discussion the different types of documents in these databases: Viewpoints (these are good examples of articles within anthologies—good to point this out to students), Reference, News, Magazines, Academic Journals, etc. Point out that they are not all "periodical" articles, and how different types of sources can be more or less useful depending on the research question and information need. **(15 min)**