Urbana Middle School

Media Center Reference Handbook

Empowering You For Success

Fall 2006

This handbook serves as a step-by-step guide to the research process for students and staff of Urbana Middle School. It also contains a guide to the reference materials, online databases, and other resources available in the media center.

©Trudy Griebenow, Media Specialist

UMS—Soaring to Excellence!

Media Center Staff

Mrs. Griebenow—Media Specialist   Email: *trudy.griebenow@fcps.org*

Mrs. Young—Media Aide   Email: *tammie.young@fcps.org*

Media Center Web Site

Make this your first destination! It is my goal to have everything you need for research available from this one location!

The media center site can be found on the UMS website http://ums.fcps.org

Media Center Hours

The Media Center is open daily from 7:45 a.m. to 3:15 p.m. Extended hours to be arranged. Lunch passes may be obtained in the cafeteria most days. Students are welcome before school, at lunch (with pass), after school, with Language Arts classes, with classes conducting research, or by individual pass.

Media Center Address and Phone

3511 Pontius Court

Ijamsville, MD 21754

(240) 566-9200 (main office)   (240) 566-9256 (media center)

Media Center Checkout Policies

Students may check out up to three resources for three weeks. I encourage all students to have at least one book for pleasure. Additional materials for projects may be checked out with special permission.

- ▶ **Books** and **audio books** may be checked out for **three** weeks
- ▶ **Reference** materials may be checked out **overnight**
- ▶ Past issues of **magazines** may be checked out for **one** week

Table of Contents

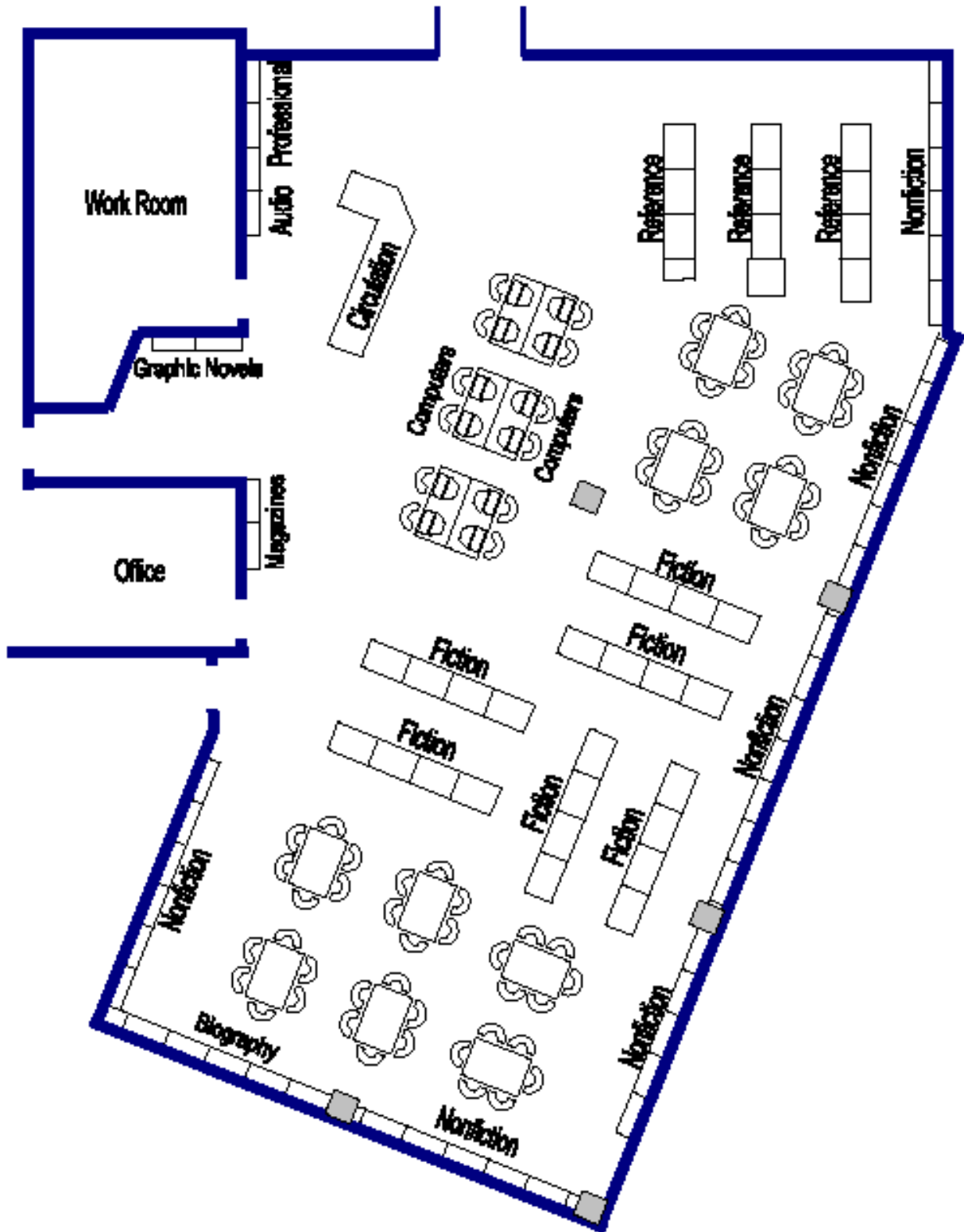### Mrs. Griebenow's Two Mottos to Live by When Working on a Research Project

1. Organize or Agonize!

2. If you haven't the time to do it right, when will you find the time to do it over?

Urbana Middle School Media Center

Work Room

Audio Professional

Circulation

Graphic Novels

Magazines

Office

Computers

Computers

Reference

Reference

Reference

Nonfiction

Nonfiction

Fiction

Fiction

Fiction

Fiction

Fiction

Fiction

Nonfiction

Nonfiction

Biography

Nonfiction

Your Research Path—An Overview

Although each of your teachers may break your research project into different steps or stages a little bit differently, you will find that they all follow the same basic path.

Stage 1—Pre-Search

▶ Choose a broad topic
▶ Get an overview
▶ Narrow the topic
▶ Develop focus statement
▶ Formulate research questions
▶ Form Preliminary Outline
   ▶ Color-code
▶ Plan for research
   ▶ Keywords and phrases
   ▶ Resource types
   ▶ Time management

At Urbana Middle School, we will often use the BIG 6 Model to guide our research process.

Stage 2—Search for Information
▶ Find sources
▶ Evaluate sources

Stage 3—Research and Select Information
▶ Take notes to record information you found
▶ Track your sources (color-code)
▶ Evaluate your findings (complete?)

Stage 4—Create Your Project
▶ Organize your information
▶ Create Draft (write paper, design presentation, project, etc.)
▶ Revise Product

Stage 5—Communicate the Information
▶ Present final product

Stage 6—Evaluate the Process
▶ Reflect

The Big6™ Guide to Information Problem-Solving

1. Task Definition:
- Define the information problem
- Identify information needed

2. Information Seeking Strategies:
- Determine all possible sources
- Select the best sources

3. Location and Access:
- Locate sources
- Find information within sources

4. Use of Information:
- Engage (e.g. read, hear, view, touch)
- Extract relevant information

5. Synthesis:
- Organize from multiple sources
- Present the information

6. Evaluation:
- Judge the product (effectiveness)
- Judge the process (efficiency)

©1987, Michael B. Eisenberg/Robert Berkowitz

Stage 1—Pre-Search

You may have noticed on the Research Path Overview page that the first stage of the research process, Pre-Search, has many steps. Completing each one will help you be successful in your research project.

The first few stages around a research project involve choosing your topic. Choose wisely! You will be spending a lot of time investigating and learning more about your topic, so it is important to choose something that both <u>interests you</u> AND <u>meets the requirements</u> for the assignment.

Step 1—Choose a Broad Topic

Often, this step is chosen for you by your teacher assigning the research project.

Step 2—Get an Overview of Your Topic

One of the best sources to start with for a general overview of a topic is a general reference encyclopedia.

- ▶ We have a few print editions in the library.
- ▶ Our online subscription databases also include general encyclopedias
    - ▶ World Book Online
    - ▶ SIRS Discoverer contains Encyclopedia Britannica
    - ▶ World Almanac contains an Encyclopedia
    - ▶ Student Resource Center contains an encyclopedia
- ▶ There are also some fairly reliable encyclopedias on the Internet
    - ▶ See page 18—Selected Online Resources

Another great thing about good encyclopedia articles is that they often give you an outline of your topic, keywords, and good cross-references to related information.

Step 3—Narrow Your Topic

Once you have browsed around your broad topic you will see many possible areas to **focus** your research and narrow your topic to a manageable one. Often, it is hard to choose just one! Some things to consider include:

- ▶ Personal interest—What caught your attention?
- ▶ Assignment Requirements—make sure it meets your teacher's requirements. Also take the type of final product into consideration. Some topic's work better for papers, other for presentations.
- ▶ Possible success—does it appear you will find enough information in the time you have to complete the assignment?

Step 4—Develop Focus Statement

When you have your specific topic chosen, you are ready to turn it into a preliminary focus statement (sometimes called a thesis statement or controlling idea). Your focus statement is your main argument for your paper or point you will be proving. It will provide your overall focus for your research.

Step 5—Formulate Research Questions

Turn focus statement into questions to guide your research. What do you already know about your topic? What do you need to find out? This step will help you know in what types of resources to look and on which material to take notes.

Research questions will make you more efficient at taking notes by giving you a focus and keeping you from just taking random, general notes that you would not end up using in your project.

Step 6—Formulate Preliminary Outline

There are many ways to form an outline for research. First, check your teacher's specific requirements. Even if an outline is not required, it is always a good idea to formulate one to help you guide your research.

▶ Bulleted list
▶ Formal outline
▶ Graphic organizer

Pages 8 and 9 show examples of outlining.

Keep in mind that this is just a preliminary outline to guide your note taking. You can always add to it, take things off, and move things around later.

Step 7—Plan for Research

The last step before you begin actually searching for information is to form your **"Plan of Attack."**
Keywords and Phrases

▶ Make a list of keywords and phrases related to your topic to use as you look up information in indexes, tables of contents, and to enter into online searches
▶ Consult your general overview encyclopedia article for ideas
▶ Keep this list handy and add to it as you find more

Resource Types

▶ Consider which types of specialized resources best fit your topic

Time Management

▶ Take a look at your assignment's final due date and due dates for any steps along the way.
▶ Sit down with a calendar and set goals for what you want to have accomplished by when.
▶ Stick to your plan!

Graphic Organizers can easily turn into Preliminary Outlines

Kelly is writing a report on Eastern Diamondback Rattlesnakes. The first thing she did was map out her ideas. Notice how she used capitals, squares, solid lines, and dashed lines to separate levels.
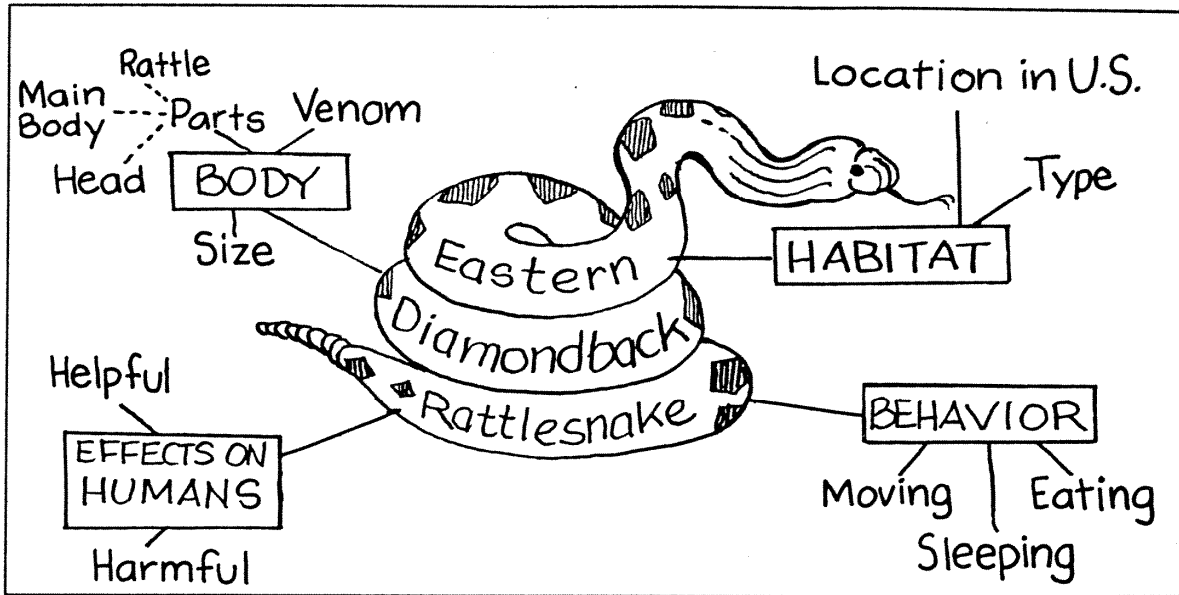
Now Kelly wants to organize her ideas into an outline form. Her outline will list the information in the same order in which she will use it when writing the report. It will also keep similar facts together. Kelly considers the order in which she should present the information so her reader will understand the topics. First, she labels the **topics** (I, II, III, IV) with Roman numerals. Then she labels the **subtopics** for each (A, B, C) and **details** for each of those (1, 2, 3).
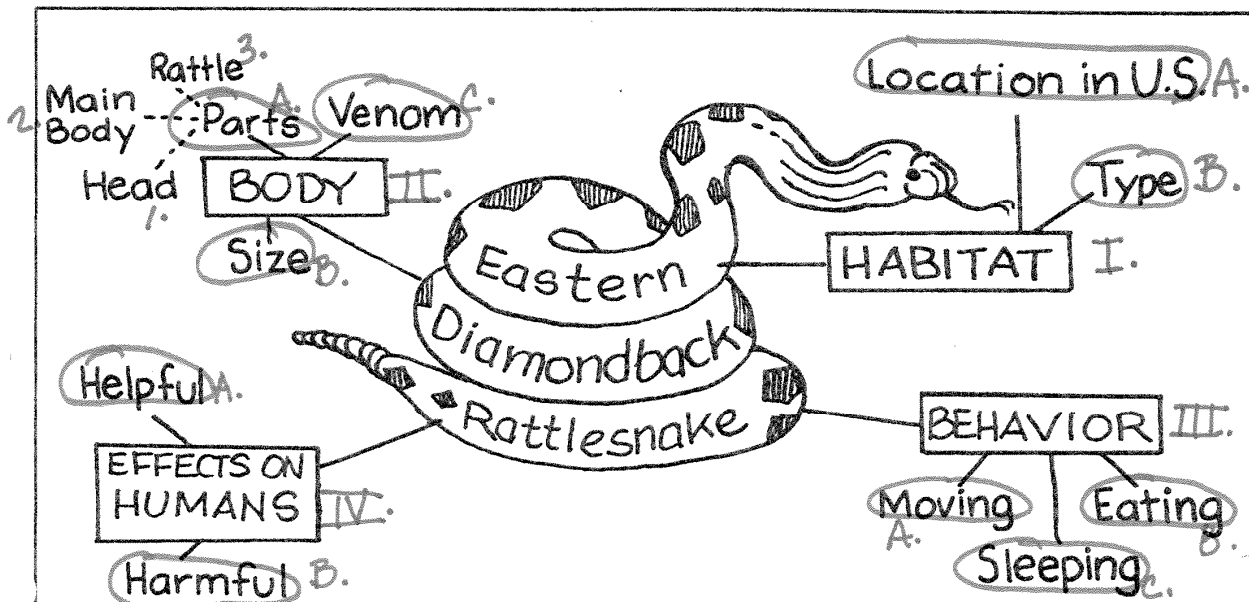
Preliminary Outlines

Kelly can then write or type her Preliminary Outline by arranging her **topics**, **subtopics**, and **details**. **Subdetails**, if needed, would be listed in lowercase (a,b,c).

I. **Habitat**
    A. Location in U.S.
    B. Type
II. **Body**
    A. Parts
        1. Head
        2. Main body
        3. Rattle
    B. Size
    C. Venom
III. **Behavior**
    A. Moving
    B. Eating
    C. Sleeping
IV. **Effects on Humans**
    A. Helpful
    B. Harmful

Color-coding the Outline
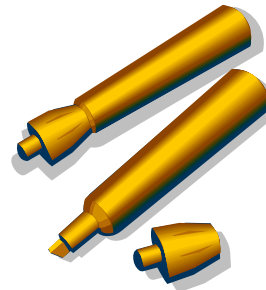
Take some highlighters or colored pencils and color over the main topics. I cannot stress the value of this enough!

Color-coding your outline is a very useful way to organize your notes. More will be explained in the section on Taking Notes (page 28).

Three levels is usually enough depth for a preliminary outline. A preliminary outline usually does not need to be in complete sentences as a formal outline would. Check your teacher's requirements.

Inspiration Software Program

We have a computer software program named **Inspiration** that is great for brainstorming. Once you are finished with your organizer, you can easily turn it into an outline and print it out! Ask your teacher or media center staff for more information.

What If I'm Doing a PowerPoint Presentation, Not a Report?

Even if you are doing a multimedia presentation, you still will need to brainstorm and make a Preliminary Outline. Create a new slide for each topic and possibly for subtopics and details as well. Just use the basic text layout and put your information in the title bar. You can change the layout later. PowerPoint even has a built-in outline view! It is easy to re-arrange you slides in PowerPoint using the slide sorter view.

Locate a Variety of Resources

Most teachers will require you to use information from both print and electronic resources. Check your teacher's requirements for how many of each type you will need to use.

Here are a few tips to keep in mind when locating sources:

- ▶ Be sure to follow the cross-references listed in the article
- ▶ Check to see if there are any suggested resources for further reading at the end of the article
- ▶ Check the bibliography or resources the author used. Are any of those available? Are there any keywords not already on your list?
- ▶ Check your preliminary outline frequently—for what areas do you still need to locate information?

Other Libraries

In addition to the UMS Media Center, other libraries are available to you.

The **C. Burr Artz Branch** is located in downtown Frederick at

110 East Patrick Street

Frederick, MD 21701

(301) 694-1630

Hours: Monday-Thursday 10-9, Friday and Saturday 10-5, Sunday 1-5.

The **Urbana Branch** will open in the Fall of 2006 in the Villages of Urbana.

9020 Amelung Street

Frederick, MD 21704

Future Hours: Monday-Thursday 10-9, Friday and Saturday 10-5, Sunday 1-5.

The following pages contain brief bibliographies of selected print resources located in the Reference Section of the UMS Media Center. They have been specifically chosen to be listed here because of their connection to the middle school curriculum.

Encyclopedias

World Book Encyclopedia. World Book Inc. 2006.

Compton's Encyclopedia. Compton. 2006.

DC Comics Encyclopedia, 1st American Ed. Dorling Kindersley, 2004.

Junior Worldmark Encyclopedia of the Canadian Provinces. UXL, 2004.

Junior Worldmark Encyclopedia of the Mexican States. UXL, 2004.

Junior Worldmark Encyclopedia of the Nations. UXL, 2004.

Junior Worldmark Encyclopedia of the States. UXL, 2004.

Junior Worldmark Encyclopedia of World Cities. UXL, 2000.

Almanacs and Directories

World Almanac and Book of Facts 2006.

Gale's Quotations, Who Said What. Gale Group, 2005.

Grammatically Correct. Writer's Digest, 2004.

Guinness World Records, 2005. Bantam Doubleday Dell Publishing, 2005.

Handy Politics Answer Book. Visible Ink Press, 2003.

Handy Science Answer Book. Visible Ink Press, 2003.

Issueweb : A Guide and Sourcebook for Researching Controversies. Libraries Unlimited, 2004.

Online Kids : A Young Surfer's Guide to Cyberspace. John Wiley & sons. 1999.

Oxford Guide to Library Research. Oxford University Press, 2005.

Scholastic Book of Firsts. Scholastic Reference, 2005.

Atlases

National Geographic Student Atlas for the World. National Geographic, 2005.

DK Geography of the World. Dorling Kindersley, 2004.

Junior Worldmark Encyclopedia of Physical Geography. UXL, 2003.

Kingfisher Student Atlas of North America. Kingfisher Books, 2004.

Dictionaries and Thesauruses

American Heritage College Dictionary, 4th/Revised Ed. Houghton Mifflin Company, 2002.

American Heritage Dictionary of Idioms. Houghton Mifflin Company, 2003.

American Heritage Student Dictionary, Updated Edition. Houghton Mifflin Company, 2006.

Collins Dictionary of First Names. HarperCollins, 2003.

Facts on File Student's Thesaurus. Checkermark Books, 2006.

Merriam-Webster's Intermediate Dictionary, Revised Edition. Merriam Webster, 2004.

Roget's International Thesaurus, 6th Edition. Harper Collins Publishers, 2002.

Roget's Student Thesaurus. Scott Foresman & Company, 2000.

Scholastic Dictionary of Synonyms, Antonyms and Homonyms. Scholastic Reference, 2001.

Ultimate Visual Dictionary. Dorling Kindersley, 2002.

Social Sciences Reference Materials

Astronomy & Space : From the Big Bang to the Big Crunch. UXL, 2000.

CDs, Super Glue, and Salsa : How Everyday Products Are Made. UXL, 2003.

Complete Life Science Resource. UXL, 2001.

Complete Weather Resource : Recent Developments in World Weather. UXL, 2000

Encyclopedia of Modern Everyday Inventions. Greenwood Publishing Group, 2003.

Endangered Species, 2nd Edition. UXL, 2004

Experiment Central : Understanding Scientific Principals. UXL, 2004.

Guide to the Elements. Oxford University Press, 2002.

New Way Things Work. Walter Lorraine, 1998.

Science, Technology, and Society. UXL, 2002.

Space Exploration Reference Library. UXL, 2005.

Technology in Action : Science Applied To Everyday Life. UXL, 1999.

Art and Music Reference Materials

Art : An A-Z Guide. Franklin Watts, 2000.

Artists : From Michelangelo To Maya Lin. UXL, 1995.

Dictionary of Art Titles : The Origins of the Names and Titles. McFarland & Company, 2000.

Encyclopedia of Musical Instruments. Chelsea House, 2005.

Great Artists. Marshall Cavendish, 2004.

Health Reference Materials

Body by Design : From The Digestive System To The Skeleton. UXL, 1999.

Encyclopedia of the Human Body. Dorling Kindersley, 2002.

Gale Encyclopedia of Genetic Disorders, 2nd Edition. Gale Group, 2005.

Human Diseases and Conditions. Scribner Reference, 2006.

Sick! : Diseases and Disorders, Injuries and Infections. UXL, 2000.

Student's Guide to Mental Health & Wellness. Greenwood Publishing Group, 2004.

History Reference Materials

American Civil War Reference Library Cumulative Index. UXL, 2000.

American Revolution Reference Library. UXL, 2000.

Ancient Civilizations Reference Library. UXL, 2000.

Colonial America Reference Library. UXL, 2000.

Early Civilizations in the Americas Reference Library. UXL, 2005.

Encyclopedia of the Holocaust. Macmillan Library Reference, 1995.

Explorers & Discoverers : From Alexander The Great To Sally Ride. UXL, 1999.

Middle Ages Reference Library. UXL, 2001.

Middle East Conflict Reference Library. UXL, 2005.

Reconstruction Era Reference Library. UXL, 2005.

Biography Reference Materials

We have an extensive collection of Collective Biographies located in the 920s.

We have an extensive collection of Individual Biographies located in the 921s.

Here are a few of the reference collections and series we have.

A to Z of African Americans. Chelsea House, 2006.

A to Z of American Women. Chelsea House, 2006.

American Presidents. Salem Press, 2005.

American First Ladies. Salem Press, 2005.

Biographical Encyclopedia of Mathematicians. Marshall Cavendish, 2004.

Baseball Hall of Famers. Power Kids Press, 2005.

Basketball Hall of Famers. Power Kids Press, 2005.

Biography Reference Materials (continued)

Extreme Sports Biographies. Power Kids Press, 2006.

Football Hall of Famers. Power Kids Press, 2005.

Great Lives of the Ancient World. Salem Press, 2002.

Great Lives of the Middle Ages. Salem Press, 2005.

Great Lives of the 17th Century. Salem Press, 2005.

Great Lives of the 18th Century. Salem Press, 2005.

Leaders of Ancient Egypt. Power Kids Press, 2005.

Leaders of Ancient Greece. Power Kids Press, 2005.

Leaders of Ancient Rome. Power Kids Press, 2005.

Leaders of the Middle Ages. Power Kids Press, 2005.

Library of Author Biographies. Power Kids Press, 2005.

Library of Famous Artists. Power Kids Press, 2005.

Library of Famous Composers. Power Kids Press, 2005.

Lives and Works in the Arts. Sharpe Reference, 2004.

Middle East Leaders. Power Kids Press, 2005.

Parents Aren't Supposed to Like It : Rock & Other Pop Musicians. UXL, 2002.

Philosophers of Enlightenment. Powers Kids Press, 2005.

Rulers, Scholars, and Artists of the Renaissance. Power Kids Press, 2005.

Women Hall of Famers in Math and Science. Power Kids Press, 2005.

Literary Reference Materials

World's Best Thin Books : What to Read When Your Book Report Is Due Tomorrow. Scarecrow Press, 2000.

Cyclopedia of Young Adult Authors, Salem Press, 2005.

Favorite Children's Authors & Illustrators. Child's World, 2005.

Great American Writers. Marshall Cavendish, 2004.

Foreign Language Reference Materials

New International Webster's German & English Dictionary. Trident Press International, 1997.

Vox Compact Spanish and English Dictionary. Contemporary Books, 2002.

Webster's New World Concise French Dictionary. John Wiley & Sons, 2006.

Webster's New World Concise Spanish Dictionary. John Wiley & Sons, 2006.

Periodic, Serial, and News Sources

Urbana Middle School subscribes to the following magazines:

Boy's Life—A magazine for boys aged 7-18.

Calliope—A World History magazine for ages 9-14.

Car and Driver—Magazine for the car enthusiasts.

Faces—A World Cultures magazine for ages 9-14.

Frederick News Post—The local newspaper for Frederick, Maryland.

Girl's Life—A magazine for girls ages 10-17.

Imagine—A magazine for gifted and talented precollege students.

Kid's Discover—A science-based magazine for kids.

Library Media Connection—A professional magazine for school library media and technology specialists.

Newsweek—A weekly news magazine.

Odyssey—A science magazine for students aged 10-16.

Popular Science—A magazine about current science and technology.

School Library Journal—A professional magazine for school librarians.

School Library Media Activities Monthly—A professional magazine supporting K-8 school library media specialists as they plan collaborative lessons and units with teachers.

Shonen Jump—A magazine on manga-style graphic novels.

Sports Illustrated Kids—A sports magazine for students.

Time—A weekly news magazine.

Current issues are on display and do not circulate. See the circulation desk for checkout procedures for back issues.

UMS Subscribes to the Following Online Subscription Databases:

From home, you can access these online data bases from the UMS Media Center website, the FCPS Middle School Portal site, or by typing in the URLs listed. *For many of these online databases, no passwords, UserIDs, or web addresses are needed when you access the databases from a school computer.*

BRIDGES
Explore • Plan • Achieve

UserID: 1210891   **Password:** umshawks

http://www.bridges.com

Career and education planning system offering test prep, career information, and planning tools.

THE WORLD ALMANAC REFERENCE DATABASE

ISSUES & CONTROVERSIES

UserID: fredco
Password: fredco
http://www.2facts.com/formsligin.asp?db=wa
http://www.2facts.com/formslogin.asp?db=icof

Facts, figures, and other frequently updated statistical information on topics of general interest. Includes special features available only online.

Issues & Controversies—Topical essays provide a thorough review of all sides of an issue.

Users can search The World Almanac Reference Database, The World Almanac Encyclopedia @ FACTS.com, and Issues & Controversies at the same time.

INFOTRAC®

UserID: fcpsums   **Password:** ums
http://www.infotrac.galegroup.com/itweb/fcpsums

Student Resource Center Junior—Magazine and newspaper articles, primary source documents, biographies, essays, multimedia content (photographs, illustrations, audio, and video)
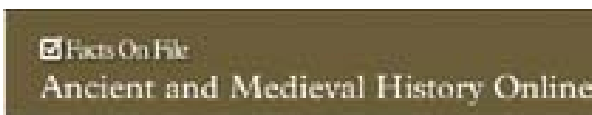
Science Resource Center—an in-depth, curriculum-oriented science database that provides a one-stop resource for all science-related research needs—earth science, science history, life science, physical science, science and technology, space and much more

Junior Edition—periodical database of indexed, full-text magazine, newspaper, and reference articles on current events, the arts, health, history, government, sports, and more

Facts On File Science Online

UserID: fcpsums   **Password:** ums
http://www.fofweb.com/Direct2.asp?ID=16364&ItemID=WE40

Presents a broad range of scientific disciplines through extensive definitions, essays, diagrams, biographies, and experiments.

Facts On File Ancient and Medieval History Online

UserID: fcpsums   **Password:** ums
http://www.fofweb.com/Direct2.asp?ID=16364&ItemID=WE49

Explores the pre-modern world with in-depth focus on Egypt, Mesopotamia, Greece, Rome, Africa, Europe, the Americas, and Asia.

Online Subscription Databases (continued)

WORLD BOOK
ONLINE REFERENCE CENTER

UserID: fredco   **Password:** fredco
http://www.worldbookonline.com

Full-text of the print version plus additional articles, an atlas, multimedia content, and "Behind the Headlines" (current events), as well as an intermediate-level Spanish language encyclopedia. Also includes a "kids" version.

CultureGrams

UserID: fcpsums   **Password:** ums
http://online.culturegrams.com

Cultural, historical, and geographical information on countries around the world and the 50 states. Also includes photographs, timelines, short biographies of famous people from each country, maps, and audio files of state songs.

TeachingBooks.net
Sharing the spirit of children's literature

Password: fredco
http://www.teachingbooks.net/signin.cgi

Offers original, in-studio movies of authors and illustrators, audio excerpts of professional book readings, guides to thousands of titles and a wealth of multimedia resources on the best of children's and young adult literature.

SIRS Knowledge Source

UserID: fcpsums   **Password:** ums
http://sks.sirs.com/

Full-text articles, graphics, photographs, government documents, ebooks, and previewed websites.

SIRS Researcher: Magazine and newspaper articles on current and reference topics

SIRS Government Reporter: Historic and government documents, directories, and almanacs

SIRS Renaissance: Magazine and newspaper articles on Arts and Humanities issues

SIRS Web Select: Approved web sites for general reference topics

SIRS Discoverer on the web

UserID: fcpsums   **Password:** ums
http://discoverer.sirs.com

General reference database designed for young researchers with full-text articles and images. Features include activities such as science experiments, craft projects, writing activities, biographies of every U.S. President and other notable people, fiction articles, and country facts. Discoverer WebFind is a database of carefully chosen Internet resources on almost any subject appropriate for researchers in grades 1-9.

Safe Search Engines:

You should search in our online subscription databases first, but if you need additional information, and with your teacher's presence and supervision, you may use the following search engines for research on your topic.

OneKey the kid safe search engine http://www.onekey.com/

Ask for Kids http://www.askforkids.com/ Formerly known as Ask Jeeves for Kids—a fast, easy and kid-friendly way for kids to search online. Designed to be a fun destination site focused on learning and "edutainment," Ask for Kids uses natural-language technology

Fact Monster from Information Please http://www.factmonster.com/ Atlas, Almanac, Dictionary, Encyclopedia, Homework help, games, and much more

KidsClick! Web searches for kids by librarians http://sunsite.berkeley.edu/KidsClick!/

Answers.com The world's greatest encyclodictionalmanacadedia! http://www.answers.com/

Search Engine Collections

FCPS Middle School Research Portal http://acad.fcps.org/portals/ms.htm Official Frederick County Public Schools Research Links

TekMom's Search Tools for Students—Many convenient safe search tools all on one page! http://www.tekmom.com/search/index.html

CyberSleuth Kids—An internet search guide for the K-12 student http://cybersleuth-kids.com/

Kids' Search Tools http://www.rcls.org/ksearch.htm Many of the resources listed above conveniently located on one page!

Directories:

Subject directories are organized listings of web pages arranged by subjects.
Using a directory is better than keyword searching if

> ▶ you are looking for broad concepts,
> ▶ you want to narrow your topic,
> ▶ you cannot identify a keyword to search

Awesome Library http://www.awesomelibrary.org/ Awesome Library organizes the Web with 31,000 carefully reviewed resources, including the top 5 percent in education.

Blue Web 'N—A library of Blue Ribbon learning sites on the Web http://www.kn.pacbell.com/wired/bluewebn/

Virtual Middle School Library http://www.sldirectory.com/virtual.html#top

Online! http://www.bedfordstmartins.com/online/iresindex.html

Librarian's Internet Index http://lii.org/

Internet Public Library KidSpace http://www.ipl.org/div/kidspace/

Internet Public Library TeenSpace http://www.ipl.org/div/teen/

Yahooligans! The web guide for kids http://yahooligans.yahoo.com/

ALA Great WebSites for Kids http://www.ala.org/gwstemplate.cfm?section=greatwebsites&template=/cfapps/gws/default.cfm

Online Dictionaries and Thesaruses:

Merriam-Webster OnLine *http://www.m-w.com*

> The site is easy to use and very fast. (Additional levels such as collegiate and unabridged are available by subscription.) Merriam-Webster's Online Thesaurus is also accessible through the home page.

Ask Oxford *http://www.askoxford.com/*

> In addition to the dictionary's quick, simple definitions, users have access to all of AskOxford.com.

Roget's Internet Thesaurus *http://www.thesaurus.com*

> Quick and easy to use. Standard entries include synonyms and antonyms, many of which are hyperlinked. It also contains links to other resources—encyclopedias, dictionaries, handbook info. Please ignore all the advertising!

The American Heritage® Dictionary *http://www.bartleby.com/61/*

> American Heritage has long been known for its etymology. Includes pronunciation. Links to other Bartleby.com resources are available from this home page. Please ignore the advertising!

Dictionary.com *http://dictionary.reference.com/*

> Simple, easy. Includes pronunciation and etymology without additional links. Includes link to thesaurus. Please ignore the advertising!

Thesaurus.com *http://thesaurus.reference.com/*

Specialized Dictionaries

Silmaril—An acronym Dictionary *http://silmaril.ie/cgi-bin/uncgi/acronyms*

Dictionary of Measures, Units, and Conversions *http://www.ex.ac.uk/cimt/dictunit/dictunit.htm*

RhymeZone *http://www.rhymezone.com/*

WriteExpress Online Rhyming Dictionary *http://www.writeexpress.com/online2.html*

Poetry.com *http://rhyme.poetry.com/*

Free Online Encyclopedias:

Encyclopedia Britannica Online *http://www.britannica.com/*

MSN Encarta *http://encarta.msn.com/*

Wikipedia *http://en.wikipedia.org/wiki/Main_Page*

Biographical Sites:

Biography.com   http://www.biography.com/

HyperHistory Online http://www.hyperhistory.com/online_n2/History_n2/a.html

Biography Dictionary http://www.s9.com/biography/

Biography's BIOs http://www.biography.com/search/

Biographical Resources   http://www.wisdomportal.com/Biography/Biography.html

Internet Public Library Biographies   http://darkwing.uoregon.edu/~atlas/

Government Sites:

FirstGov Portal http://firstgov.gov/.

Center for Disease Control and Prevention http://www.cdc.gov/index.htm

Government sites for Kids http://www.westga.edu/%7Elibrary/depts/govdoc/kids.subject.shtml

FedStats—the gateway to statistics from over 100 U.S. Federal Agencies http://www.fedstats.gov/

State and Local Government on the Net http://www.statelocalgov.net/index.cfm

State and Local Government (Library of Congress) http://www.loc.gov/rr/news/stategov/stategov.html

Maryland State Government Access http://www.sailor.lib.md.us/MD_topics/gov/_inf.html

Miscellaneous Useful Sites:

How Stuff Works http://www.howstuffworks.com/

National Geographic Map Machine http://plasma.nationalgeographic.com/mapmachine/index.html

Bartelby.com Bartlet's Quotations   http://www.bartleby.com/100/

The Quotation Page http://www.quotationspage.com/

The CIA World FactBook   https://www.cia.gov/cia/publications/factbook/index.html

Mapping History Project http://darkwing.uoregon.edu/~atlas/

Old Farmer's Almanac   http://www.almanac.com/

50 States and Capitals   http://www.50states.com/

Graphics and Images:

Library of Congress Prints & Photographs   *http://www.loc.gov/rr/print/catalog.html*

American Memory Collections   *http://memory.loc.gov*

Microsoft's Digital Graphics Library   *http://office.microsoft.com/clipart/default.aspx?lc=en-us*

The National Archives   *http://www.archives.gov/exhibits/index.html*

National Geographic's Photography   *http://www.nationalgeographic.com/photography/*

Classroom Clip Art   *http://classroomclipart.com/*

Discovery School Clip Art *http://school.discovery.com/clipart/index.html*

Educational Audio Sites:

Yahoo Audio   *http://www.yahoo.com/*

Alta Vista Audio   *http://www.altavista.com/audio/default*

SingingFish   *http://search.singingfish.com/sfw/home.jsp*

FindSounds   *http://www.findsounds.com/types.html*

Learn Out Loud Free Directory   *http://www.learnoutloud.com/Free-Audio-Video#directory*

Search Engine Math and Boolean Searching

One of the best explanations for web searching that I have come across can be found on the Pandia search site: http://www.pandia.com/goalgetter/index.html . It uses an analogy we can all relate to—pizza!

The following is excerpted from sections 3-5 and 10 of Pandia's Goalgetter Tutorial.

Advanced Web Searching -- as easy as ordering pizza

You're hungry. You go into a restaurant, sit down by the table and wait for the waiter.

"I would like a pizza with pepperoni and ham, but with no olives and no garlic."

If you are able to order a pizza like that, you are able to use advanced "Boolean" searching on the Internet. It's actually that easy!

Boolean Searching -- the operators AND, AND NOT, OR

elephants AND lions

You have asked for pizza with pepperoni and ham, but without olives and garlic. Here's how your order will look using Boolean operators:

pizza AND pepperoni AND ham AND NOT olives AND NOT garlic

A search engine would interpret this Boolean expression in the following way:

"The user wants me to show him or her links to all the pages that include the word *pizza* as well as the word *pepperoni* and the word *ham*, but he or she wants me to subtract pages that include the word *olives* or the word *garlic.*

elephants AND NOT lions

It isn't poetry, but it is logical and it works. The operator AND means that the word that follows *has to* be in the text of the pages that are to be listed. Pages including the words following AND NOT will *not* be listed.

If you suspect that the restaurant is out of pepperoni, you may be a little more open-minded about this, and say: "I would like pepperoni or chicken". In Boolean terms that is:

elephants OR lions
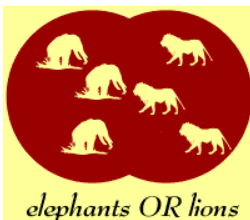
pepperoni OR chicken

On the Net an order like this one will give you all the pages that include the word pepperoni, all the pages that include the word chicken and all the pages that include both of these words.

What happens if you take out the operators AND, AND NOT and OR and write the following line instead?

pizza pepperoni ham olives garlic

Most search engines interpret the space between the words as AND. That is, they will give you all the pages that include *all* these word. But that was not what you were looking for, was it? You are interested in pages that do *not* include the word *olives* or *garlic*, not in pages that *have to* include these words.

Then again, some engines may interpret the space between the words as OR. This means that they will even give you pages that include only *one* of these words. You will, for instance, end up with a lot of irrelevant information about the garlic industry.

At the moment true Boolean searching is supported by most of the major search engines.

"Phrases"

Search engines are useful, but they are extremely stupid. If you ask them for a *pan pizza* they may not only give you pages on *pizza* and *pan pizza*, but also information about *the god Pan, Pan flutes, frying pans, Peter Pan, Pan Arabian co-operation* and more.

You need a way of telling the search engine that *pan pizza* is an expression or a phrase. For this you use double quotation marks: "...", like this:

"pan pizza" AND "Italian pepperoni" AND "black olives"

This will tell the search engine to look for pages that include the text string *pan pizza*, not the word *pan* in general.

Search Engine Math -- the easier way

Now, if you find Boolean operators too intimidating, there is an easier way. This is called simplified search syntax, pseudo-Boolean searching, implied Boolean or (according to Danny Sullivan of Search Engine Watch) "search engine math".

It goes like this:

+pizza +pepperoni +ham -olives -garlic

Put a plus sign in front of words that *must* be present on the webpage. A minus sign in front of a word will tell the search engine to *subtract* pages that contain that particular word. Hence + equals the Boolean search term AND, and - the term AND NOT.

In most search engines you can combine the pluses and the minuses with quotation marks, as explained above. However, you cannot use brackets or the OR-operator.

Here is one example:

+"pan pizza" -olives pepperoni

This means that the pages the search engine shows you *must* include the phrase *pan pizza,* they *must not* include the word *olives*, and they *should preferably* include the word *pepperoni*.

SUMMARY	Boolean term	Search engine math
Must be present	AND	+
Must not be	AND NOT	-
May be present	OR	(add no sign*)
Search for the complete phrase	" "	" "
Nesting	( )	(not available)

If there is no sign in front of a word, most search engines will nevertheless read a + sign. The engine reckons that the word *should* be present . In other words: it will default to AND if it finds no "mathematical signs". Some search engines will nevertheless give priority to keywords that you give an explicit + sign.

For the complete Pandia tutorial, visit the link above.

Another handy reference page can be located at http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Boolean.pdf

Koch, Per and Susanne. "A Short and Easy Search Engine Tutorial." The Pandia Goalgetter. 2006. Pandia. 24 Jun 2006 <http://www.pandia.com/goalgetter/index.html>.

Resource Evaluation Criteria:

You should evaluate each resource you use in your research, whether print or electronic. There are several key areas to evaluate. Thinking of ABC will help you remember them.

Authority

Who wrote and or/published the document? What do you know about this person/organization? Is he/she an expert on the subject? Is bio information on the author available? Contact information?

Accuracy

Is the information reliable and error free? Is there an editor or someone who verifies and checks the information? Are the resources used credited and or linked? Is it consistent with your other resources?

Bias/Objectivity

What is the purpose of the document? Is the document designed to sway opinion? Is the organization or author selling or advertising anything? Is the language objective and free of emotion-rousing words?

Currency

How old is the information? When was the last update? For web pages, are the links updated? How important is the age of the information to your topic?

Coverage

What topics are covered? What does this resource offer that is not found elsewhere? How in-depth is the material? For web pages, are the links annotated? Is there an access fee?

Where do I find the information to make an informed judgment?

For a print resource, the copyright page and the bibliography pages will be the most helpful.

A credible website will contain links to find evaluation material easily. You shouldn't have to look very hard. Look for links saying "About Us" or "Contact Us." Every page should have a date telling when it was last revised.

Because it is easy for anyone to publish anything on the web, Internet resources need careful evaluation. With the software tools available today, web authors can make almost anything look legitimate.

At Urbana Middle School, you will need to fill out a UMS Web Page Evaluation Sheet for each web resource you use in your research.

UMS Website Evaluation Form

Student Name: _____ Class: _____ Teacher: _____

URL: www._____ Date viewed: _____

This evaluation form must be filled out for all websites you want to use in your research unless the website meets the automatic "pass" requirements below:
  A) The website is from one of our online subscription databases = automatic 'pass'
  B) The website is from a list of bookmarked websites given to you by your teacher = automatic 'pass'

		Yes	No	
Authority	Can you find the author of the page? Is contact information listed?	Yes	No	Author: Title:
	Is there enough information given about the author to show he/she is qualified to write on the topic?	Yes	No	
	Is the site's domain .edu, .net, .org, .mil, or .gov? (If you see a ~ in the URL, it may be a personal site, not an official site. Also be careful with sites that end in a slash (/) or in .htm or .html)	Yes	No	
	Did a credible source (i.e. subscription database, national agency, etc.) link to this page?	Yes	No	Source:
Accuracy	Does the site list a bibliography or cite its sources?	Yes	No	
	Is the site without spelling, typographical, and grammatical errors?	Yes	No	
	Are the sources of the facts, photos, and data documented? If there are photographs, can you tell that they have not been altered?	Yes	No	
	Is the information consistent with other credible sources?	Yes	No	
Bias	Does the website seem free of opinion? If an opinion is stated, are both sides of the issue clearly addressed?	Yes	No	
	Is the site free of absolute words ("always" or "never") or superlatives ("best" or "worst")? Also watch for emotional-rousing words.	Yes	No	
	Is the site free of advertisements? Are you able to view it without filling out a registration?	Yes	No	
Currency	Is there a recent revision/copyright date?	Yes	No	Copyright/Revision Date:
	Is the information on the site current?	Yes	No	
	Do all the links on the site function properly?	Yes	No	
Coverage	Does the site load quickly? Is it easy to navigate? Is the site complete?	Yes	No	
	Is it easy to determine the topic and purpose of the site? Are there useful headings and subheadings on the pages of the site?	Yes	No	Topic:
	Is the design of the site professional? Is it easy to read? Does it have a search feature?	Yes	No	
	Are the links annotated or explanatory? Are the links on the site relevant?	Yes	No	
	Is the information useful for your research? Does it contain enough information?	Yes	No	

	Does NOT Pass. Better look again	Could go either way. May use if facts can be backed up by another source.	This site passes! Good source of info.
Count each Yes you circled.			
Page Rating	1 2 3 4 5 6 7 8 9 10	11 12 13 14 15	16 17 18 19

Trudy Grisbenow, 2006.

What is Plagiarism?

The word "plagiarism" comes from the Latin word for kidnapper, *plagiarus*.

Plagiarism is taking another's words or ideas and attempting to pass them off as your own, whether you mean to (deliberately) or not (accidentally).

Plagiarism may include:

▶ Submitting a paper written in whole or in part by someone else

▶ Copying and pasting information from another source into your work

▶ Using another's key words and phrases without documentation

▶ Following the overall organization and content of another document

▶ Too close paraphrasing of a passage

By their very definition, research projects require you to "borrow" information gathered from other writers. It is not wrong to use their ideas; in fact, it is necessary. Just remember to give credit where credit is due.

Plagiarism is a very serious offense and carries severe penalties, often including lawsuits, fines, firing from employment, failure in a course, expulsion from school, not to mention discrediting your reputation! Your teacher will go over the consequences for plagiarism in middle school.

Common Misunderstandings

▶ Even if you put an author's information in your own words, it is still not your idea, and you must give credit to the author.

▶ Just because you didn't mean to doesn't make it okay to plagiarize.

▶ It is not necessary to credit information that is common knowledge or mentioned in several sources (considered common knowledge in that field).

Keeping Track of Sources Form

In middle school, students are not expected to compile complete MLA Works Cited lists (bibliographies), use footnotes, endnotes, or parenthetical references. You will learn that in high school.

You do, however, need to keep careful track of all the sources you use in your research. Each middle school has a form for students to use to record their sources.

At UMS, our form is called **Keeping Track of Sources**.

- ▶ Extra copies are always available in the media center.
- ▶ You can print a copy from the link on the UMS Media Center website.
- ▶ Your teachers also have copies of the form for you.

The **Keeping Track of Sources** form is divided into different types of resources.

- ▶ Print resources
  - ▶ books, encyclopedias, magazines,
- ▶ Online resources
  - ▶ Websites and subscription database documents

The **Keeping Track of Sources** form is designed so that you fill in the information for each source. There is also a place to attach citations printed from databases. Use as many of these **Keeping Track of Sources** forms as you need for each research project. Some teachers may ask you to cut them apart and staple them to your report.

<u>Color-Code your sources!</u> I suggest you color-code each source so you can use that color-code on note cards as well. This helps you keep track of which and how much information you found from each source.

Further Help with Citations

In the event that you are doing a project which requires full citation (such as for National History Day, for example), there are some great websites that help make full citations. Here are a few of my favorites:

- ▶ Citation Machine http://citationmachine.net/
- ▶ RapidCite http://www.rapidcite.com/
- ▶ Easy Bib http://www.easybib.com/

Taking Detailed Notes

So you've done your Pre-Search, located your sources, and evaluated your sources. You are now ready for Stage 3 of the Research Process—researching and selecting your information.

There are many ways to take notes.

▶ Note (index) cards

▶ Two-column notes in a notebook

▶ Lists in a notebook

▶ Notes in a word-processor

Check with your teacher for his/her specific requirements.

I highly recommend using index cards, even in the 21st century! Note cards make it easy to sort and organize the information you gather. Each card should contain the following four things:

1. The **note** itself (the information you want to use)

2. The **source** of the information (use the author's last name; if none, first word of title) **Color-code** this from your list of sources.

3. The **page number** (or web page title) from where you took the note

4. A **heading** or general topic statement (from preliminary outline). **Color-code** this heading in the same color you used in your preliminary outline.

Each note card should follow this form:

```
                                        Source

  Heading (from outline)

      Notes: XXXXX XXX XXXX

            • xxx

            • xxx

            • Xxxx

                                        Page #
```

Use a separate card for each note. This way you can sort them into paragraphs.

Write on only one side of the card. If a note contains more information than you can fit on one card, continue on a second card, making sure to note that the information is continued to/from another card. This is to be sure you won't overlook some important information when drafting your paper.

Tips for Taking Notes

▶ If you are quoting material directly, put quote marks around the note on the card so you will remember later that this is copied word for word.

▶ **A better idea is to take notes in bulleted lists. This forces you to use your own words, and later it will be easier to put information from various sources together.**

▶ Look for the main idea of a paragraph first. Usually, it is in the topic sentence.

▶ Take time to be accurate and neat. (Avoid doing it twice!)

▶ If you abbreviate, make sure you will know what it means later!

▶ Summarize and paraphrase most of your information. Use direct quotes sparingly.

▶ When paraphrasing, be sure you do not misinterpret or distort what the author is saying.

▶ Distinguish between fact and opinion by labeling it as such on your note card. Ex: According to…

Evaluate Your Findings

Once you think you have taken enough notes to complete your research project, it is time to sort them into paragraphs or sections and evaluate what you have found.

1. Sort your cards by subject heading. If you color-coded your notes, this will be easy and fast.
2. Take a look at your preliminary outline. Do you need to make any changes or additions?
3. Organize your piles of note cards into the same order as the information on your outline.
4. Take each pile and organize those notes in the same order as the information on your outline.

Keep in mind that you do not need a note card for every detail. Some things are common knowledge and do not need to be documented.

What did you find?

Are there any places where you need to do further research?

Did you use enough different sources and information from the required types of sources?

Are there any sources you ended up not using? If so, take them off your source list.

The following information is summarized from *Copyright for Schools*, by Carol Simpson. (Linworth, 2005)

Fair Use

If you use copyrighted materials (graphics, photos, sounds, video clips, etc.) in your multimedia presentation, your opening slide needs to contain a notice similar to the one below. This can be done in small print,

> NOTICE: The following presentation contains copyrighted materials used under the Multimedia Guidelines and Fair Use exemptions of U.S. Copyright law. Further use is prohibited.

Basically, this says, "I borrowed other people's materials to create my project. I followed the rules. Please don't copy my project."

Quantity Limits

Fair Use guidelines specify the amounts of different types of copyrighted materials from a single source that may be used in a project.

Motion Media—10% or 3 minutes, whichever is less

Text—10% or 1,000 words, whichever is less

Music, Lyrics, and Music Video—10% but not more than 30 seconds from a single work

Illustrations, Cartoons, Photographs—no more than 5 images from a single artist or photographer

Numerical Data Sets (spreadsheets, databases)—10% or 2,500 fields, whichever is less
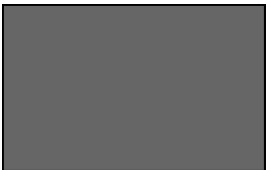
Attribution

In addition to tracking the source of copyrighted images and sounds on your **Keeping Track of Sources** sheet, you will need to document copyrighted material inside the presentation itself.

In small type below or beside the photograph, graphic, or sound icon, type the last name or title of the source and the copyright date.

Title of Slide

- Detail
- Detail

Name, date

Try to use copyright-free clip art, sounds, and photos in your presentations as much as possible!

Creating Your Project

This part of the project really depends on your teacher's requirements. Be sure to go over them carefully.

Remember your first draft is never final!! Continue to revise your paper or presentation. Get feedback from others on ways to improve your project.

If you are creating a multimedia project, be sure to have all the content in first. THEN, add in the backgrounds, colors, sounds, transitions, etc. Too often, students waste time playing with these features and then run out of time to add the more important material—the content.

Presenting Your Project

This is your moment to shine!

Finally, you have the opportunity to communicate the information you gathered and the conclusions you've made.

You've worked hard to get this far; make sure your final project reflects your best effort.

Check over your teacher's rubric one more time and make certain you have all the components.

If your project is a paper, proofread carefully. Have someone else proofread it as well. Make sure your report is neat and professional looking.

If you are presenting your project orally, practice, practice, practice! Practice till you know it inside out and don't need to look at notes or your slides to present your information.

Evaluate the Process

Celebrate your success! You have worked hard and have something great to show for it. Congratulate yourself on a job well done.

Take a minute to reflect.

▶ What went well? What didn't?

▶ What will you do differently on your next research project?