

ENGL 1213 Online Library Sessions

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STILLWATER



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Introduction

Welcome to the online library lessons for English 1213: Composition II. There are a total of 2 lessons in this book. Your instructor should tell you which of the lessons you need to complete.

Each lesson includes a worksheet that you will download into Microsoft Word, complete as you progress through each section, and submit to your instructor when you are finished.

You can use the “Contents” menu to the left (or above if you are working on a mobile device) to navigate between each lesson and select the one(s) you have been assigned.

If you have questions or issues with accessing this content, please contact Holly Reiter at holly.reiter@okstate.edu.

Accessibility Statement

OSU Libraries and Oklahoma State University believe that education must be available to everyone; this means supporting the creation of free, open, and accessible educational resources. We are actively committed to increasing the accessibility and usability of the textbooks we produce.

Accessibility features of the web version of this resource

The web version of *Rain or Shine* has been designed with accessibility in mind. It is our goal to optimize the resource for people using screen-reader technology. Content should be navigable using a keyboard, and links, headings, and tables should be formatted to work with screen readers. All images considered essential include alt-tags. Information is not conveyed by color alone, and there is an option to increase font size. (See tab on top right of screen titled, "Increase Font Size.")

- It has been optimized for people who use screen-reader technology.
 - all content can be navigated using a keyboard.
 - links, headings, and tables are formatted to work with screen readers.
- All images in this guide are screenshots that are considered non-essential as they are described fully in the text. As such, they do not include alt tags.
- Information is not conveyed by color alone.
- There is an option to increase font size. (See tab on top right of

screen titled, “Increase Font Size.”)

Other file formats available

In addition to the web version, this book is available in a number of file formats including PDF, EPUB (for eReaders), MOBI (for Kindles), and various editable files. Here is a link to where you can download this book in another file format. Look for the Download this book drop-down menu to select the file type you want.

Known accessibility issues and areas for improvement

While we strive to ensure that this resource is as accessible and usable as possible, we might not always get it right. Any issues we identify will be listed below. There are currently no known issues.

List of Known Accessibility Issues			
Location of Issue	Need for Improvement	Timeline	Work Around

Accessibility standards

The web version of this resource has been designed to meet Web Content Accessibility Guidelines 2.0, level AA. In addition, it

attempts to follow all guidelines in Appendix A: Checklist for Accessibility of the Accessibility Toolkit – 2nd Edition.

Let us know if you are having problems accessing this guide

We are always looking for ways to make our resources more accessible. If you have problems accessing this resource, please contact us to let us know, so we can fix the issue.

Please include the following information:

- The location of the problem by providing a web address or page description
- A description of the problem
- The computer, software, browser, and any assistive technology you are using that can help us diagnose and solve your issue
 - e.g., Windows 10, Google Chrome (Version 65.0.3325.181), NVDA screen reader

You can contact us by completing this web form or by sending an email to kathy.essmiller@okstate.edu.

This statement was last updated on February 20, 2021, by Kathy Essmiller.

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PART I

SESSION I: PREPARING FOR THE INFOGRAPHIC

Infographic Introduction

Hello, and welcome!

This lesson is designed to prepare you for finding sources for your infographic assignment. In this lesson, we will focus on several different things:

1. Developing a concept map to identify search terms and create search strategies.
2. Evaluating information using infographics.
3. Using the Library Search/BOSS to locate sources for your assignment.

To get started, download this worksheet and fill it in as instructed. When you are finished with the lesson, you will submit this worksheet to your instructor through Canvas (or whatever method your instructor has specified).

Part 1: Getting started with research

This part is designed to help you brainstorm search terms (or keywords) and develop search strategies to begin your research. It is a form of concept mapping – or mind mapping – which is a process for visualizing ideas and making connections between them.

We will use a modified process of concept mapping to focus on developing search strategies.

Make sure you have downloaded and opened the lesson worksheet in Microsoft Word to complete this part of the lesson. Instruction for the worksheet, along with an example, are provided below.

First, type your research question or thesis into the box at the top of the page.

Write your research question or thesis statement in the box below.

What is the effect of exercise on the mental health of college students?

Example research question or thesis statement.

Next, highlight or change the text color of the **most important** words or phrases in your question. Each should be only 1-2 words long. These are your **keywords**. Focus on the most unique words, and ignore common words like *the, on, effect, what, who*, etc. Try to identify at least 2-3 keywords for your question.

Write your research question or thesis statement in the box below.

What is the effect of **exercise** on the **mental health** of **college students**?

Highlighted most important words or phrases in the research question.

Now, type each **keyword** into a separate box.

Now, type each keyword into a separate box.

Exercise

Mental health

College students

Separating key words into boxes.

Finally, list alternative words or phrases for each keyword underneath it in the corresponding box. Think about direct synonyms (i.e., physical activity for exercise) and words that may make your search broader (i.e., psychology for mental health) or narrower (i.e., undergraduates for college students).

Now, type each keyword into a separate box.

Exercise

Physical activity

Sports

Fitness

Working out

Mental health

Mental wellness

Depression

Psychology

College students

Undergraduates

Young Adults

Alternative words or phrases for each keyword.

When you are finished with your concept map, move on to the next section.

Part 2: Evaluating information

Before we begin to search for information, let's look at some sample infographics. You will evaluate them answering a series of questions, looking at such things as who the author is, what the purpose is, who the audience is, and if the claims it makes are accurate. This will prepare you to evaluate information sources you find in your research, as well as give you an opportunity to consider how others have chosen to present information through a visual format.

Choose one of the following infographics to examine:

- The Healing Power of Cat Purrs
- Cannabis Law: The Past, Present, and Future
- Olympic Gold Medal Winners
- Why Does Bacon Smell So Good?
- UFO Sightings
- What Makes Health Care So Expensive?
- U.S. Police Brutality

Then, using your worksheet, answer the following questions:

- Who is the creator/author?
- What is the purpose?
- Who is the intended audience?
- What (if any) financial interests are at play?
- What sources are cited?
- Choose one claim the infographic makes. Can you confirm or contest this claim in another, unrelated source?

Finally, consider the design of the infographic.

- How do the images/graphics/symbols, colors, and other

design choices contribute to the content and intent of the infographic?

Part 3: Finding sources

We're ready to start searching online. Before we begin, let's take a second to go over some quick search tips for using library databases.

Tip #1: Keep your search terms short and concise. Databases do not like long phrases or whole questions. Choose the most important words or phrases in your research question and eliminate common words like: *who*, *how*, *the*, *effect*, *on*, etc.

Tip #2: Combine multiple search terms using AND.

Examples:

- exercise AND mental health
- college students AND exercise
- exercise AND mental health AND college students

Tip #3: Use quotation marks for exact phrases

Examples:

- exercise AND "mental health"
- "college students" AND exercise
- exercise AND "mental health" AND "college students"

*Note that we're only using quotations for keywords that are more than one word long. If your keyword is only one word (like exercise), then you do not need quotation marks.

Watch the video below to learn how to effectively use the Library Search System, or BOSS, to find resources for your project.



Video: Library Search Basics

You're almost ready to start searching! Refer back to your concept map from **Part I** for potential search terms. On your worksheet, write down some ideas for combinations of search terms, following the examples above.

Access the Library Search System by visiting the library homepage: library.okstate.edu

When you're ready to start researching, use the keywords and search combinations you identified earlier. Pay attention to the filters and tools built into the database to help you refine your search. Refer back to the video above for assistance as needed. As you search, fill in details about your process on your worksheet.

Finally, find at least one good, relevant source, and record the citation on your worksheet.

Infographic Conclusion

You have now learned the basics of using the library databases for research. When you have completed your worksheet, make sure to upload it to Canvas, or submit to your instructor according to their directions.

If you have questions about any of the information you learned in this lesson, or need help with research for your classes, please contact the Library! We have a variety of ways for you to get in touch and let us know how we can help. You even have *your own librarian* who specializes in helping students in Engl 1213 classes. (See information below!)



Holly Reiter, Engl 1213 Librarian

- Email: holly.reiter@okstate.edu
- Phone: 405-744-1974
- 1213 Library Guide

Other Library Resources:

- Online chat: instant message a librarian and get your questions answered
- Library tutorials: Learn how to use other databases, how to evaluate information, cite your sources, and more

PART II

SESSION 2: SCHOLARLY ARTICLES & DATABASE SEARCHING

Scholarly Articles

Introduction

Reading research papers is not like reading novels. Nor is it like reading text books. Research papers are introducing new information or new ideas into the scholarly literature.

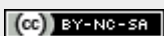
Research articles follow the conventions of their discipline for structure and purpose. Once you know these conventions, you can strategically approach how you read research.

In order to become strategic, you first have to know what information you are looking for. Then you have to know where that information is likely to be located in the article.

In this lesson you will learn:

- the standard structure for scientific primary research articles;
- a strategy for quickly locating key information in any scientific research article;
- how to search databases using what you learned from previous research.

To begin, download this worksheet in Microsoft Word and answer the questions as you progress through the lesson. When you are finished, you will submit the worksheet to your instructor according to their directions.



This lesson has been adapted from the New Literacy Alliance's lesson, Reading Scientific Research, which is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Part 1: Why Scholarly Articles?

There are many reasons one might read research. Here are a few of the most common reasons:

- To keep up with progress in a particular field
- To find a solution for a specific problem
- To get an idea for carrying out a new research project
- To read an article assigned by an instructor

Answer the question in “Part 1: Why Scholarly Articles?” of your worksheet.

Part 2: Parts of a Scholarly Article

Academic or scholarly articles tend to have a formal structure. While disciplines might vary the headings or structure, and journals may have different layouts, most articles will contain sections that serve a particular purpose. Below is a shortened version of a real scholarly article adapted to identify the parts of an article.

Let's look at some of the most useful parts by using this sample article below. Click each of the plus signs below to learn more.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://open.library.okstate.edu/engl1213/?p=128#h5p-1>

Click here for a PDF listing the definitions of the parts of a scholarly article.

Note: The original of the example article above is open access and can be read online.




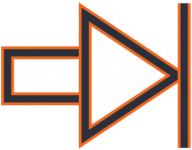
Once you have explored the different parts of scholarly articles, answer the questions in “Part 2: Parts of a Scholarly Article” of your worksheet.

Part 3: Reading a Scholarly Article

Unlike reading novels, scholarly articles do not need to be read from start to finish, in order. There's another, more efficient way to approach reading articles. The chart below provides a suggested reading order and questions you should ask yourself about each section.





Read These First

These four give you a high-level view of the article.

			
ARTICLE TITLE	ABSTRACT	INTRODUCTION	CONCLUSION
Keywords	Summary	Hypothesis & conceptual framework	Results & suggested research
Ask yourself: Does the article entice me to read further?	Ask yourself: Can I determine if it is worth reading more of the article?	Ask yourself: Why is the research important?	Ask yourself: Are the conclusions logically supported by the results?

Then, Dive for Details

These next four give you the particulars of the article.

			
DISCUSSION	RESULTS	METHODS	REFERENCES
Supported or failed hypothesis & limitations	Describe participants and tables & figures	Scientific procedures identified & explained	Influencing, supporting, or conflicting work
Ask yourself: Is the <i>meaning</i> of the results discussed?	Ask yourself: Are important results connected explicitly to the hypothesis?	Ask yourself: Are methods thoroughly explained? Are methods presented in chronological order?	Ask yourself: Are references current and comprehensive? Do I need any of these in my study?

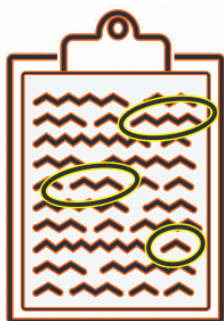
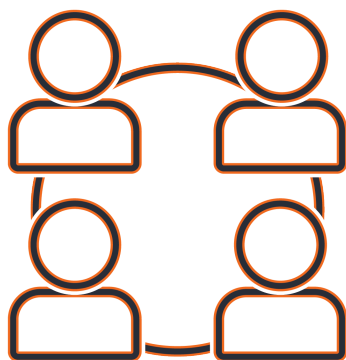
When you are ready, answer the questions in “Part 3: Reading a Scholarly Article” of your worksheet.

Part 4: Finding Additional Research

Once you had read and pulled out important information from at least one article, you can use what you learned to find additional information. Below are some ways you can use the article(s) you already have to locate even more sources.

References

Look at the article's list of references. These are going to be other articles, books, and websites that the authors used to inform their own research. You may find several that look useful for your topic, too. Pay attention to the authors in the citations, too. If you see an author listed on more than one source, you may have just found a lead expert in that field.



Key Ideas and Terms

Look for main idea, important terms, and key words that show up in the Introduction, Literature Review, and Conclusion sections. These could be search terms you can use to search for more articles.

What should you do once you find that information? Head over to the library website and access a database to search for articles, books, and more.

Tips

- If you found the title of an article you want to access, you can copy and paste that title into the Library Search System (or BOSS) to see if we have it available. You can use Google Scholar for this, too.
- Choose a database from our list of Databases by Subject to find one that specializes in articles for the area you are researching. Use the key ideas and terms you identified in your other sources as search terms.
- Watch the tutorial below to learn more skills for searching in library databases.



Video: Database Basics

When you are ready, answer the questions in “Part 4: Finding Additional Research” of your worksheet.

Scholarly Articles Conclusion

You have now learned the basics of reading scholarly articles and using existing sources to find additional information. When you have completed your worksheet, make sure to upload it to Canvas, or submit to your instructor according to their directions.

If you have questions about any of the information you learned in this lesson, or need help with research for your classes, please contact the Library! We have a variety of ways for you to get in touch and let us know how we can help. You even have *your own librarian* who specializes in helping students in Engl 1213 classes. (See information below!)



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