Library Research
Tour and Scavenger Hunt

Using Polaris Online catalog to find books and materials. (35 minutes)

1. From the Library page (http://www.napavalley.edu/library) click on the blue “Books” link “

2. This will open in the Polaris online catalog.
Under the search box, you can see the choice to search by: keyword, author or name, subject, title or series, etc. Type your search term in the box and then choose “keyword”.

4. Keyword searching is the broadest form of searching. It searches the entire book record for the occurrence of the word(s). It can also return extraneous or inaccurate results. If I have a biology paper to write and I choose research “python” – the snake, a keyword search may return results on “Python programming language” or “Monty Python”!

Notice that our keyword search for “python” has retrieved some irrelevant hits dealing with Python programming language!
5. Subject-heading searching is a more effective way to search. As we saw, keyword searching may return irrelevant results on “Python programming language” or “Monty Python”. This is because keyword searching relies on the language used by the author, the publisher, or the person writing the abstract or summary about the book or article found in the book’s record. Once you know the correct subject heading for your topic, you can find all the books and materials on that topic in any library. Subject headings are part of a “controlled vocabulary”. Subject Headings are recognized as the authorized, “official” term established by the Library of Congress.

Search Polaris using search term “global warming” and select “subject browse” for subject-heading search:

![Search Polaris](image)
6. Next, select a subject heading the heading that best describes what you are searching for.

Selecting a subject heading is like adding a # hash tag to your search.
Think: #global warming
All the books sharing that subject heading or # will be listed.
How to put a book on hold:

To place a book on hold, click on place a hold. You will then be prompted to enter your library card number, your last name, and your library card pin.

How to Tell the Difference Between Popular and Scholarly Articles

Popular Articles (Magazines)

- Are often written by journalists or professional writers for a general audience
- Use language easily understood by general readers
- Rarely give full citations for sources
- Tend to be shorter than journal articles

Examples of Popular Magazines:
Scholarly Articles (Journals)

- Are written by and for faculty, researchers or scholars
- Uses scholarly or technical language
- Tend to be longer articles about research
- Include full citations for sources
- Are often refereed or peer reviewed (articles are reviewed by an editor and other specialists before being accepted for publication)
- Book reviews and editorials are not considered scholarly articles, even when found in scholarly journals

Examples of Scholarly Journals:

Some points to remember:

- Both magazine and journal articles can be good sources for your work.
- When selecting articles, think about how you intend to use the information:
  - Do you want background on a topic new to you? (use magazines)
  - Did your instructor say to cite scholarly resources? (use journals)
- Often a combination of the two will be most appropriate for undergraduate research.
When you search for information, you’re going to find lots of it . . . but is it good information? You will have to determine that for yourself, and the CRAAP Test can help. The CRAAP Test is a list of questions to help you evaluate the information you find. Different criteria will be more or less important depending on your situation or need.

Evaluation Criteria

**Currency:** *The timeliness of the information.*
- When was the information published or posted?
- Has the information been revised or updated?
- Does your topic require current information, or will older sources work as well?
- Are the links functional?

**Relevance:** *The importance of the information for your needs.*
- Does the information relate to your topic or answer your question?
- Who is the intended audience?
- Is the information at an appropriate level (i.e. not too elementary or advanced for your needs)?
- Have you looked at a variety of sources before determining this is one you will use?
- Would you be comfortable citing this source in your research paper?

**Authority:** *The source of the information.*
- Who is the author/publisher/source/sponsor?
- What are the author’s credentials or organizational affiliations?
- Is the author qualified to write on the topic?
- Is there contact information, such as a publisher or email address?
- Does the URL reveal anything about the author or source? examples: .com .edu .gov .org .net

**Accuracy:** *The reliability, truthfulness and correctness of the content.*
- Where does the information come from?
- Is the information supported by evidence?
- Has the information been reviewed or refereed?
- Can you verify any of the information in another source or from personal knowledge?
- Does the language or tone seem unbiased and free of emotion?
- Are there spelling, grammar or typographical errors?
**Purpose:** The reason the information exists.

- What is the purpose of the information? Is it to inform, teach, sell, entertain or persuade?
- Do the authors/sponsors make their intentions or purpose clear?
- Is the information fact, opinion or propaganda?
- Does the point of view appear objective and impartial?
- Are there political, ideological, cultural, religious, institutional or personal biases?

Library Guides: Fracking Resources, Biodiesel Resources (10 minutes)

Librarian-led Library Tour (15 minutes)
**Introduction**

20 students will be split into 4 groups of 5 students each. Each group will be assigned to one side of the two debates:

**Group 1:** Fracking is a safe “energy revolution” that will provide a secure energy independence.

**Group 2:** Fracking poses a real threat to the environment and health.

**Group 3:** Biodiesel: Government support for ethanol and biodiesel is an effective and safe means to achieve energy sustainability and independence.

**Group 4:** Biodiesel poses economic and environmental challenges.

Students will be re-introduced to finding a database articles for the purpose of identifying supporting information for their position. Demonstration will be given by instructor on how to search for graphics and evaluate source. (20 minutes)

**Materials**

Demo databases: how to find, read and email article (Points of View; Access Science; GreenFILE)

1. Groups will access and search online to the databases to locate two additional articles supporting their positions saving them in a google document account. (30 minutes)

2. Groups will create in Word or Google a document outlining of their points of information supporting their argument accompanied with a graphic. (30 minutes)
3. Groups will present their side of the issues assigned. Each group will have 10 minutes to orally present argument and introduce graphic. (40)