

ACADEMIC STUDIES

ENGLISH

**Support Materials and Exercises
for**

RESEARCH SKILLS



FALL 1998

RESEARCH SKILLS
ACADEMIC ENGLISH

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<http://www.nald.ca/CLR/search/>

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This support module may be used with BAU-ENG 4.2, Using References, and IAU-ENG 1.2, Using the Library and Researching.

BAU-ENG 4.2	USING REFERENCES
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<p>OBJECTIVE Upon successful completion of this unit, the learner will be able to</p> <ol style="list-style-type: none"> 1. research a topic appropriate to grade level.

TEACHING POINTS			Level
Using References	1	how to use glossary	5/6
	2	table of contents	5/6
	3	index	5/6
	4	Thesaurus	5/6
	5	encyclopedia	5/6
	6	identify parts of the library	5/6
	7	circulation desk	5/6
	8	reference area	5/6
	9	fiction	5/6
	10	non-fiction	5/6
	11	make notes from reference sources	5/6
	12	record author, title, page number	5/6

Note: Learners should continue to use and develop their research skills throughout this program, including BAU-ENG 4.3, Basic Geography and General Knowledge; 5.3, Speaking Skills; and 6.8, Paragraphs.

Note: Learners should also be familiar with all parts of the library.

OBJECTIVES

Upon successful completion of this unit, the learner will be able to

1. use all sections of the library easily.
2. use reference materials effectively.
3. use a variety of research sources with ease.
4. create a simple bibliography.

TEACHING POINTS			Level
Library	1	Catalogue systems: Dewey Decimal	7/8
	2	Library of Congress	7
	3	Call numbers	7
	4	Catalogue methods: cards, computers	7
	5	microfiche	7/8
	6	Sections: circulation, referenece, periodical, vertical files	7
	7	fiction (youth and adult), non-fiction,	7
	8	audio-visual, other (toys, interest classes, etc.)	7
Reference Books	9	Dictionaries: general and specific	7
	10	Thesaurus: types - alphabetical	7
	11	categories with index	7
	12	Encyclopedias: general and specific	7
	13	Atlases	8
	14	Almanacs and yearbooks	8
	15	Indexes: periodical	8/9
	16	newspaper	8/9
	17	Books in Print, etc.	8/9

(Continued)

Reference Sources	18	Primary Sources (e.g. personal interviews)	9
	19	Secondary Sources: public library, corporate/government libraries)	9
	20	personal libraries (friends)	9
	21	pamphlets (government, industry, etc.)	9
	22	bibliographies	9
	23	internet, etc.	9
Book Parts	24	Title page	7
	25	Publication information	7
	26	Table of Contents and preface/forward	7
	27	Glossary	7
	28	Appendices	7
	29	Index	7
	30	Bibliography: purpose and format	7
Other	31	Inter-library loans	7
<p>Note: Researching and using the library should be a regular activity as they also build reading comprehension skills. In addition, learners should also be encouraged to report the results of their research to classmates either formally or informally. Sharing the results of research helps build general knowledge and provides an opportunity for learners to develop and apply listening, speaking, writing, and reading skills. The objectives and teaching points in this module can be combined regularly with many others in the program.</p>			

NOTE TO FACILITATORS AND LEARNERS:

1. The Research Skills module presents information and exercises to accompany the objectives of BAU-ENG 4.2, Using References and IAU-ENG 1.1, Using the Library and Researching.
2. Learners who successfully complete the sections marked with an asterisk (*) will have covered the objectives listed in BAU-ENG 4.2.
3. Learners who successfully complete all sections will have covered IAU-ENG 1.2 objectives.
4. Facilitators are free to use any support materials appropriate to their learners' needs.
5. Additional resource materials and practice may be required for those wanting more information on this topic or for those needing more practice mastering certain areas.
6. Alternate support materials may be appropriate.
7. The “pre-test” provided at the end of this module is intended to help learners determine for themselves when they are ready for the final evaluation. It is not a “final test”.
8. A field trip to the library is a recommended activity to accompany this module.
9. This module should also be used as a review before learners start work on any major writing/speaking assignment which requires research.
 - BAU-ENG 4.3, Basic Geography and General Knowledge
 - BAU-ENG 5.3, Speaking Skills
 - BAU-ENG 6.8, Paragraphs
 - IAU-ENG 2.6, Writing Paragraphs
 - IAU-ENG 2.8, Writing Longer Essays
 - IAU-ENG 2.9, Writing Informal Reports
 - IAU-ENG 4.1, Speaking Skills
10. Learners should continue to develop their research skills whenever possible throughout this program.
11. Do **NOT** write in this module. Please make your notes and complete the exercises in your own notebooks so that other learners may also use them.

TABLE OF CONTENTS

INTRODUCTION	1
WHAT ARE RESEARCH SKILLS?	2
WHEN ARE RESEARCH SKILLS USEFUL?	3
WHERE CAN I FIND THE INFORMATION I WANT?	4
1. The Dictionary	4
2. Local Experts	5
3. Personal Libraries	6
4. Corporate Sources	6
5. Other Community Libraries	7
6. Government Sources	7
7. The Internet	7
8. The Public Library	9
HOW TO USE THE LIBRARY	9
1. The Circulation Area	9
2. Reference Area	10
A. Dictionaries and Thesauruses	10
B. Encyclopedia	10
C. Indexes	11
D. Yearbooks and Almanacs	12
E. Biographical References	13
3. The Main Library Area	13
4. The Catalogue Area	14
A. Card Catalogues	14
B. Microfiche Catalogues	16
C. On-line Computers	16
5. The Periodical Area	17
6. Vertical Files and File Drawers	17
7. The Media Area	17
8. The Government Document Area	18
HOW ARE BOOKS ARRANGED IN THE LIBRARY?	19
1. The Dewey Decimal System	20
2. The Library of Congress System	22
THE ROLE OF RESEARCH IN THE “REAL WORLD”	24
HOW TO GATHER INFORMATION	25

TABLE OF CONTENTS (cont.)

HOW TO RECORD INFORMATION	27
HOW TO ORGANIZE THE INFORMATION	29
HOW TO WRITE A REPORT	30
A WORD ABOUT PLAGIARISM	30
HOW TO MAKE A WORKS CITED PAGE OR BIBLIOGRAPHY	31
A. Parenthetical References	32
B. Works Cited or Bibliography	32
CONCLUSION	34
SOME MAJOR DIVISIONS IN THE DEWEY DECIMAL SYSTEM	35
ANSWER KEY	36
BAU-ENG PRE-TEST	37
IAU-ENG PRE-TEST	38
FEEDBACK FORM	39

RESEARCH SKILLS

INTRODUCTION*

Have you heard the term “Information Age” recently? This is the name given to the time we are living in today.

The world’s history is divided into time periods called Ages. These ages are named after the one thing that most influenced the way people lived their lives in that time. For example, thousands of years ago during the Stone Age, people learned how to make tools from stone. This made life easier for people, but it also meant that their lives changed too. The Iron Age was a much later era¹ when humans learned to use iron to make tools, weapons, and simple machines. The use of iron meant that more food could be produced more easily, but it also meant that weapons were more effective and that people had to adjust to a new way of thinking about their world. The most recent age (1760-1980) was called the Industrial Age. During this 200 year period, complicated machines powered by energy from water, steam, and electricity were invented and assembly line factories appeared in almost every community. People began to move away from the country-side and into the big cities to find work. Once again, humans had to change the way they did things. In each age throughout the world’s history, changes occurred which disrupted people’s way of living and forced them to adapt to new situations.

Today, we are living through the changes and disruptions that go along with the beginning of a new age in human history, the Information Age. “Knowledge is doubling ever five years”, researchers tell us. People all over the world are discovering new ideas and thinking new thoughts more often than ever before. In 1995, there was twice as much information in the world as there was in 1990. Five years from now, there will be at least twice as much as there is today.



Computers have made it possible to store more information than ever before and to find it more quickly and easily. We know more today about the world around us than in all the other time periods before us put together. This has made it possible to discover and invent things faster than at any other time in history. As a result, information is one of the most important influences in the late twentieth century, and

¹ period in time

our world is being changed rapidly by it. We are now living in a new age called the Information Age.

Information is power. Throughout history, the people who possessed the best information have always been the most powerful. This is especially true today. Knowing where and how to find the knowledge you need is an essential skill for success at home and in the work place.

The research techniques outlined in this resource booklet will help you find and use whatever information you may need in the rest of your life. What you learn here should become an essential tool not only for completing this program but also in anything else you may do.



Exercise 1*

1. Think of five things that have changed in the world of work since the 1960s.
2. How many of these are related to the Information Age? How?
3. What do you think New Brunswickers can do to equip themselves to live successfully under these new conditions?

WHAT ARE RESEARCH SKILLS?*

Research skills are the techniques that allow you to find whatever information your need to help you learn something new, solve a problem, form an opinion, or make a decision. They start with the ability to ask questions and find the answers in sources containing reliable information (sometimes called references). The researcher must be also able to read, listen and view effectively so that he or she can get the best and most accurate information available.

No one on earth knows everything, but every one of us knows some things well. Everyone, including you, is an expert on some topic. Perhaps you are an expert at salmon fishing; maybe you grow the best vegetables around. When you share a terrific recipe, help a friend fix a car, or make suggestions about raising



children, you are sharing information and expertise². Over the years, you have gathered a lot of information that really works and learned many things from experience. When people ask you to share what you know, they are using research skills to get the information they need from you. You become a reference, a source of information.

When you want to know something, you first identify people or places that might have the answers you are looking for. Second, you gather information from these sources by reading, asking questions, or even viewing an activity or a presentation. Third, you arrange what you have learned so that it makes sense and discard anything that isn't useful. Lastly, you prepare the information in such a way that it is useful to you and/or anyone else you decide to share it with. Developing good research skills is the foundation for success in any academic program or job.

Reference skills include knowing

12. when you need more information
13. where to find that information
14. how to locate the information you need
15. what kind of information is appropriate
16. who will be using this information
17. why you are gathering this information
18. how to arrange the information in a useful and appealing way
19. how to present the information effectively

WHEN ARE RESEARCH SKILLS USEFUL?*

The obvious answer for many learners might be, “When the teacher assigns a project”. Research projects and essays assigned in the classroom are, however, only a chance to practice, with the teacher’s help, finding and organizing information. A better answer to the question is that research skills are really most useful in the “real world”, at home, at work and in the community.

For example, you may be planning a garage sale and wonder what price to put on that ugly pink pitcher from your grandmother’s garage. Should it be priced at 50¢ or \$1.00? Some research might help. At the library, you discover that it is a

² the skill of an expert

piece of Depression Glass made between 1920 and 1940, and it is worth \$150.00! Your investigation put money in your pocket, and it's better there than in the pocket of some Saturday morning bargain hunter.

Perhaps someone suggested that your "really busy" seven year old should take the drug Ritalin. You realize that it is your responsibility as a parent to make an informed decision about your child's health so you read some articles and talk to other parents. As you gather information, you hear that some children have experienced serious side effects. Obviously, you need to know more before you make a decision.

Maybe your boss is thinking of buying computers for the office and has asked you to find out what kind to buy and how much they will cost. In all of these cases and many more you will encounter every day, research is essential to making good choices.

Research is a good idea any time you want to know something.

WHERE CAN I FIND THE INFORMATION I WANT?*

Information is all around you and easy to find when you know how. Most people think of the public library when they think about finding information. It is an excellent place to look, but there are many other sources of information in your community that you can explore first.

1. The Dictionary*

The first, and often easiest, place to start researching is in a good dictionary. If you have already completed the module, Dictionary Skills, you know just how much information you can find there. In addition, you will probably save time by checking the definitions of the important words in your question or research project. For example, knowing, before you start researching, that tomatoes are a member of the nightshade family of plants and are really a fruit and not a vegetable might help find the information more quickly.

Perhaps you want to research the drug Ritalin. Merriam Webster's Collegiate Dictionary (Tenth Edition) states that Ritalin is a trade name for methylphenidate. When you look up methylphenidate, you learn that the word was first used in 1958 and that the drug is "a mild stimulant ($C_{14}H_{19}NO_2$) of the central nervous system used in the



form of its hyperchloride to treat narcolepsy³ and hyperactive behaviour disorders in children”.

With this basic information, you now have more ways to search for answers to your questions.



Exercise 2*

1. List at least five different things you would like to know more about.
2. Use a good dictionary to find basic information about each one.
3. Record what you learned in your notebook.

2. Local Experts*

Some people in your community may have information that will also help you continue with your research. Perhaps you already know someone who can help. For information on tomatoes, you might ask a local gardener or farmer. In the case, of the drug Ritalin, some parents and teachers may have valuable information or first hand observations about the drug and its effects on hyperactivity. Some may report that it helped their child to be calm throughout the morning when most of the teaching takes place; others may say the drug seemed to do little; still others may tell you that their child became virtually addicted to the drug. A doctor, pharmacist, or the public health nurse will certainly have information for you.



Exercise 3*

1. For each topic you looked up in the dictionary, think of one or more people in your community who might have some information you could use.
2. Find out how to contact each of these people. Use a telephone book if needed.
3. Record the names and contact information for each of your possible sources in your notebook.

³ a condition that causes people to fall asleep at any time

3. Personal Libraries*

Often the same people who have first hand knowledge on a subject may also have gathered books, pamphlets or newspaper clippings useful in your research. If they have a computer, they probably know appropriate web sites on the Internet (see section 6 below for more information on the Internet). In most cases, people who have done their own research will gladly share what they have with you.

The biggest job is to locate these people. Ask everyone you meet if he or she knows a good person to talk to on your subject. Read the newspapers and look in the phone book for interest groups that might have some knowledge you can use. The local gardening club may help you find out more about tomatoes. In the case of Ritalin, a friend of your next door neighbour may have already contacted Health Canada for the information available to the public.

4. Corporate Sources*

Businesses, large and small, cannot operate without information. Many have collections of materials in their offices. With the proper permission, you may be able to use some of these. A plant nursery may have information sheets on various fruits and vegetables while local pharmacists can provide a typed page of instructions and warnings about Ritalin like the one they give out with each new prescription. Usually they are glad to supply you with one, or else they will look up the information in their special reference book, Compendium of Pharmaceuticals and Specialties⁴. You can even ask them to contact the drug's manufacturer for you. Often the drug company will fax additional information directly to your local drug store where you can pick it up. Don't overlook any source in your community, and don't be afraid to ask for information. Most people are really pleased to share, particularly if they have a lively interest in the subject.



Exercise 4*

1. Find and record contact information for businesses in your community that might have information on the five topics you identified in Exercise 2.

⁴ a special book used by pharmacists that tells them all about each drug they dispense

5. Other Community Libraries*

Do not overlook libraries in post-secondary institutions, high schools, and even elementary schools. These can usually be used with special permission.



Exercise 5*

1. Make enquiries about how to get permission to use other libraries in your community.
2. Record the information in your notebook.

6. Government Sources*

Governments today offer a wide variety of information to the public. This is one of the good things that your tax dollars pay for, so use it. You can usually locate the material you need by calling 1-800-667-3355. An information officer will direct your call to the right department. They will mail, fax, or email you government pamphlets on anything from copyright laws to the ingredients in health foods. Give it a try and you'll be surprised how easy it is to find what you want.

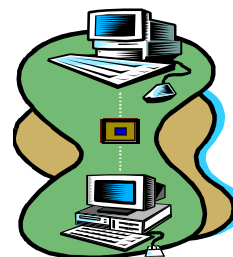


Exercise 6*

1. Choose one of the five topics you have been using in these exercises.
2. Think of a good question you would like answered on this topic.
3. Try the 1-880 government telephone number. Ask them to send you the appropriate material.

7. The Internet*

The Internet is really a huge electronic library that you can use through a computer. Information is stored in computer files all over the world, and the computer you are using can look at any



one of these through the phone (and now cable) lines. By typing “key words” into a search engine⁵, your computer instantly find and connect to web sites⁶ published by governments, corporations, and just ordinary people. Once you have browsed through the most suitable titles, you can download⁷ pages of information on any topic you can imagine. If you don’t have Internet access yourself or know someone who does, most communities in New Brunswick have Community Access Sites where for free or for a small hourly charge you can search the Net.

Computers are not hard to learn how to use. Once you have tried it a couple of times, you will be “surfing”⁸ like a pro.



Exercise 7*

1. Find at least three different places in your community where you can connect to the Internet.
2. Make arrangements to visit a community access site. Make sure that you have someone with you who can show you how to use the World Wide Web.
3. Look up at least one of your topics on the Web. When you find some useful information, download it on a printer. Save the information you found in your notebook. Perhaps it might be useful later.

Warning: When you download information from the Web, be aware that it is largely unedited. Unlike books and other sources which must publish verifiable true facts, no one checks on the reliability of information published on the Web. There are no guarantees about the accuracy of its information. Your best protection is to only take things from reliable sources, like major corporations, which are conscientious about what they publish or who know they cannot afford to make mistakes.

⁵ a special place on the Internet that will search for information by matching the word(s) you type in to the same words typed in by someone else anywhere in the world

⁶ “places all over the world that store information electronically

⁷ tell your computer to bring you specific information

⁸ a computer term that means travelling electronically from one site to another on the net

8. The Public Library*

Most communities have good public libraries, filled with resource materials on a wide variety of topics.. Even if you live in a rural area, you may be able to get to a library or have access to a bookmobile. In addition to their own materials, libraries can borrow materials from other libraries within your city, province, or even from outside the province or the country by means of *inter-library loans*. The librarian will arrange to have material brought to your library from another location, but you usually need to know the title of the book you want. Sometimes this can take several days or even weeks, depending on how far the material has to travel. For this reason, it is always a good idea to start your research projects early, so that you have the time to take advantage of this service.

HOW TO USE THE LIBRARY*

When you enter any library for the first time, look for a map or diagram that shows the various areas in the library. It should be located near the entrance. If you can't find one, ask the librarian to explain the layout of your library. Take time to wander around and get acquainted with the location of the various sections. The next time you come you won't feel like a stranger, and you'll be more likely to use the library effectively. As a learner and researcher, you need to be familiar with libraries: how they are arranged and how they organize their collection of books.

1. The Circulation Area*

All libraries have a *circulation area*. This is where you register for a library card, borrow and return books, or consult the librarian. It is usually located near the front doors of the library. Once you are familiar with your local library, you should try to find materials for yourself, but until you feel comfortable or when you get stuck, ask the librarian. Librarians love books, know the materials on their shelves well, and often have ideas for additional sources of material. Get to know the librarians; they are trained to help you and make your search for information as easy as possible. Feel comfortable asking for help. One of their goals is to encourage more people to use the library regularly.

2. Reference Area*

The *reference area*, usually located near the front of the library, often has large tables and comfortable chairs available. Library users are expected to use the reference materials right in this area as these books do not circulate⁹; that means you cannot borrow them and take them home. You are more than welcome to find a comfortable spot to read and make notes from the reference material which include

Dictionaries and Thesauruses Encyclopedias Indexes Yearbooks and Almanacs Biographical Indexes
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A. Dictionaries and Thesauruses*

The reference section usually contains a variety of general and specific dictionaries as well as a selection of Thesauruses, all of which you learned to use in Module 1.

B. Encyclopedia*

Encyclopedia are also stored in the reference section. There are two types of encyclopedia: general and specific.

General encyclopedias usually have about 20 volumes filled with articles written by recognized experts. The entries are arranged alphabetically by topic. The last volume of a set of encyclopedia is often an index where you can search for the topic you want. Each entry in the index is followed by a volume number and page number (e.g. Bears, polar: Volume II p 349), showing exactly where to find the information you want. These indexes may also use abbreviations to indicate photographs, related articles, etc. Look for the part of the index that explains how to use it.

You can also find information in an encyclopedia by using the Guide Letters on the spine of each volume. If the guide letters look like this **Bat-Bur**, this means

⁹ cannot be borrowed because they must be available to library users all the time

that the volume contains topics, like Batavia, bears, binoculars, bubbles, that naturally come alphabetically between these letters. There are many different sets of encyclopedia. Here are five common ones.

- World Book Encyclopedia
- Encyclopedia Americana
- Compton's Encyclopedia
- Encyclopedia Britannica
- Grolier Encyclopedia

The second type, specific encyclopedias, focus on one topic. Here are some examples of the wide variety of encyclopedias you may find in your library.

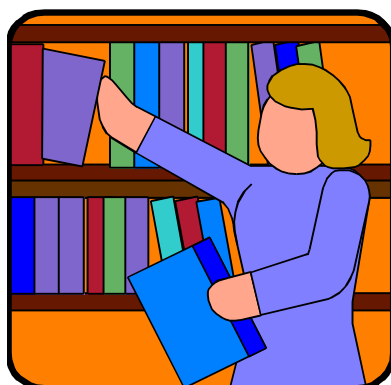
- Better Homes and Gardens Encyclopedia of Cooking
- Childcraft (15 volumes)
- Encyclopedia of World Art (15 volumes)
- The Illustrated Encyclopedia of World Coins
- The Illustrated Family Health Encyclopedia (24 volumes)
- The Illustrated Encyclopedia of Aviation and Space
- Larousse Encyclopedia of Mythology
- The Ocean World of Jacques Cousteau
- The Baseball Encyclopedia
- Quick Canadian Facts
- The Oxford Companion to Film
- The Trivia Encyclopedia
- Compton's Precyclopedia (for very young children, 16 volumes])

C. Indexes

Many of the indexes available in the reference area are used to locate additional resource material. For example, *periodical indexes* list magazine and journal articles by title, author, and subject that go back many years. All entries are arranged alphabetically and are followed by the names of magazines that carried the article, by the month, year and page on which it can be found. When you find a listing for an article you would like to read, the librarian will help you find it, either at the library itself or through an inter-library loan. The titles below are just some of

the indexes you will find in most libraries.

<u>Canadian Periodical Index</u>	Canadian magazine articles
<u>Reader's Guide to Periodical Literature</u>	magazine articles
<u>Facts on File</u>	Canadian newspaper articles
<u>The New York Times Index</u>	American newspaper articles
<u>National Geographic Index</u>	articles from the magazine
<u>Industrial Arts Index</u>	trade and industrial journals
<u>Social Sciences and Humanities Index</u>	articles from professional journals (i.e. psychology, sociology, literary)
<u>Art Index</u>	
<u>Agricultural Index</u>	
<u>Applied Science and Technology Index</u>	



D. Yearbooks and Almanacs

A yearbook is a yearly updating volume written by the encyclopedia's publishers to present the most accurate information available. It can also be a book of facts, statistics and current events. An almanac is an example of a book that is published every year and contains a variety of information.

Here are some examples.

The Canada Yearbook (official facts about Canada)
 Annual Register: A Review of Events at Home and Abroad
 The Canadian Almanac
 Whitaker's Almanac (Great Britain)
 United Nations Yearbook
 International Yearbook and Statesman's Who's Who
 World Almanac and Book of Facts
 Canadian Almanac and Book of Facts
 Stateman's Almanac (commercial and political facts)

E. Biographical References

Biographical references and books about authors are also shelved in the reference area. Here is a sample of what you might find in your library.

Who's Who (British subjects)
 Who's Who in America
 Who's Who in Canada
 Who's Who in the East
 The International Who's Who
 Twentieth Century Authors
 American Men and Women of Science
 Contemporary Authors
 Dictionary of Canadian Biography
 Something About the Author
 Dictionary of National Biography (Oxford University Press)
 Dictionary of Literary Biography

3. The Main Library Area*

In this area, you find books of all kinds on every subject you can imagine. **Fiction** books are located in their own separate section of the library and filed on

the shelves by author's name in alphabetical order. Fiction for children and youth is usually found in a special area and each book is marked with "J" for juvenile.

Non-fiction books are filed according to one of two systems:

Dewey Decimal System (smaller Canadian libraries)

Library of Congress System

Non-fiction books are filed by subject area and then within a subject area by author. Based on the system your library uses, the main library area is divided into sections. Often the end of each row of shelves has numbers printed on it (e.g. 700-800). This indicates that the books on this set of shelves have numbers on their spines which fall between these numbers. In other words, all the books on physics are placed in one section; all the cookbooks are shelved together, as are all books on golf.

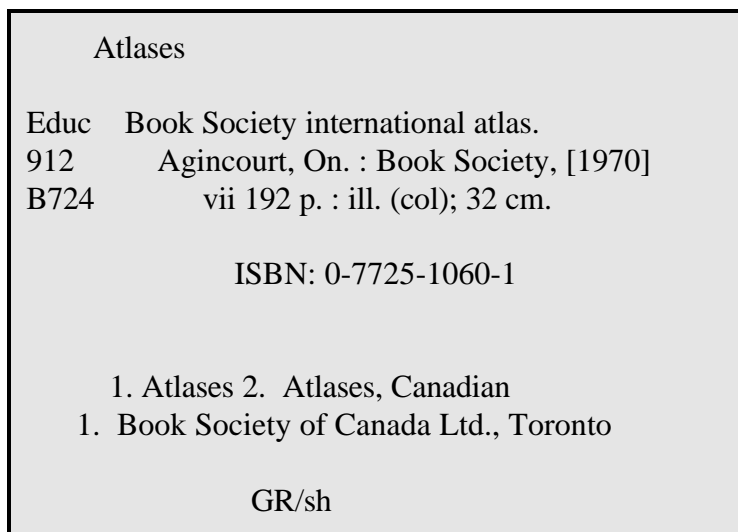
4. The Catalogue Area

The next area of the library to explore is the *catalogue area*. This is usually located near the entrance and the circulation area. The catalogue area provides information about every one of the books (and other materials) the library owns in one of three ways: either in card catalogues, on micro-fiche files, or through on-line computer files. Once you know how to read the catalogues, you will be able to go directly to whatever book or piece of material you are looking for.

A. Card Catalogues

Card catalogues are the oldest method of keeping track of a library's collection of materials. They are located in a series of large cabinets divided into three sections. Each of the three sections contains drawers full of small file cards, arranged in alphabetical order. The cards in the first section lists each book by its *title*; the second section lists them by *author*; the third by *subject*. Each book, therefore, has three separate cards, one for each of the three different ways the item is catalogued: by title, by author, by subject. Even if you don't know the title, you can still find the book by looking it up by its author or by its subject.

Here is an example of a *subject card*. Notice that the subject “Atlases” appears on the first line.



Each card in the catalogue carries a number (*call number*) at the top left corner. This number is the same as the one printed on the spine¹⁰ of each book in the library. The numbers come from either the Dewey Decimal System or the Library of Congress System of cataloguing books. These systems both organize books by their subjects. This means that all books on music are shelved together, as are those on dogs, or health, or history. What is the call number on the card above?

Can you find the title of the book listed on this card, the place of publication, the publishing company, and the year of publication? The line that appears under the publishing information tells you that the book has 192 pages, colour illustrations and its size (32 cm.). In addition, you can find the International Standard Book Number (ISBN) on the card, important information if you want to order the book from a bookstore. The numbered notations at the bottom of the card show other cards for this book. In this case, you will also find this book listed in the subject catalogue under “Atlases, Canadian”.

The *author card* looks almost the same as the subject card. The first line of an author card carries the author’s name. In this case, the author is considered to be

¹⁰ the back of the book, the part that shows when it is placed on a shelf

Book Society of Canada, Ltd. The *title card's* first line carries the title, Book Society World Atlas on its first line.

Until recently, card catalogues were the only way to look for a book, but today only small libraries still use this system.

B. Microfiche Catalogues

The *microfiche catalogue* is a newer method of cataloguing books. It is really just the information from a card catalogue, recorded on small sheets of transparent¹¹ plastic, called microfilm. Each sheet contains miniature pictures of pages of listings of information about the library's books. One set of microfiche list books by title; another by author; a third by subject. Each listing includes a Dewey Decimal or Library of Congress number, which helps locate the book within the library. Because the pictures on the microfiche are so small, a special machine, called a microfiche reader¹², is required to read them. A single sheet of microfiche may contain information on 4,200 to 8,000 cards. Libraries use them because they can now shelve more books in the space the card catalogues used to take up.

C. On-line Computers

The **on-line** computer catalogue is the newest system of cataloguing books. It is generally used in large libraries at universities or in national libraries. It allows the user to scan and search the materials kept in several libraries or universities at once by looking at a computer. At the University of New Brunswick, for example, the PHOENIX system allows the user to search eight separate databases¹³ from one computer terminal. The eight databases are listed on the next page.

LIBRARY	books catalogued at the university since 1977 (pre-1977 on cards)
ENLIST	Applied Science and Engineering library
CLIO	microfilmed books since 1900
MMI	Micmac-Maliseet Institute
WCL	Ward Chipman Library - at UNB in St. John

¹¹ something you can see through e.g. glass is transparent

¹² a special machine which magnifies the tiny pictures on microfilm

¹³ catalogues, separate library collections

LAW	Law Library
CLS	Computing Centre documentation
GLENER	Indexed articles from the Daily Gleaner ¹⁴ since 1984

5. The Periodical Area

This section of the library contains current periodicals (magazines and journals) and newspapers. Old issues may be bound in hard cover or microfilmed and placed in special areas. If you are looking for information on a specific subject you should first go to the reference area and look up the topic in a periodical index, like Books in Print. Periodical indexes list articles by title, subject and author, just like card catalogues do for books.

Once you have found the location of the articles you want, you can find the magazine or newspaper and read the articles that relate to your research. Pay attention to the date of the publication to make sure that the information is up-to-date.

6. Vertical Files and File Drawers

Usually located in or near the Periodical Area, these files contain clippings, pamphlets, brochures, posters and other materials which would be difficult to place on shelves. They are filed by subject.

7. The Media Area

Often this area looks more like a large living room with comfortable chairs and a variety of devices which play tapes, CDs, videos, films or slides for library users. The holdings in this area are catalogued separately. This is where you will find films based on books or Shakespeare's plays, for example. Many libraries also offer loans ranging from one day to two weeks for these kinds of materials. Libraries in larger areas even provide rentals of the various devices needed to use these materials.

¹⁴ Fredericton's daily newspaper

8. The Government Document Area

One of the largest publishers in the country is the government. In many larger libraries, there is a section completely devoted to government documents. These can be invaluable to someone who needs access to information on programs and statistics. If your library does not have a government document area, you may be able to find what you want in the reference section in books like the Canada Yearbook or in reports from Statistics Canada.



Exercise 8*

Arrange to make a trip to the nearest library. Make sure you allow enough time to really explore it. Then make a diagram of your library that includes all the various library areas.



Exercise 9*

While you are at the library, find and record the following information. Ask your instructor to check your work.

1. Name and date of publication of two sets of general encyclopedias. (If possible, one should be Canadian.)
2. Name and date of publication of 3 specific encyclopedias. Write a sentence that describes the kind of information each includes.
3. Name three countries in Africa and their capital cities. What is the most recent population figure you can find for each country, each capital city.
4. What are the most recent figures for the population of New Brunswick? Be sure to include the year when the statistics were gathered.
5. Record the call numbers and titles of one book on dogs, one on cooking, and one that includes the symptoms of childhood diseases.

6. Find the title, author, and call number of a book on New Brunswick history, on Canadian history, and on American history.
7. Find the address for McCain Foods.
8. What kinds of books have the call numbers 821, 642, 946?
9. Ask the librarian how many books your library contains.
10. Make a list of things or activities (other than books) that you can find at your library.

HOW ARE BOOKS ARRANGED IN THE LIBRARY?

To find the books that contain the information you need, you begin your search in the catalogue area, using whichever catalogue system your library uses: cards, microfiche, or computer. In the case of Ritalin, you should look in the subject catalogue under words like Ritalin, drugs, hyperactivity, behaviour disorders, even under its chemical name, methylphenidate. Remember that you found all of these “key words” by looking in the dictionary when you first started your research. When you find something that looks interesting in a catalogue, you will also find a *call number* associated with it.

A call numbers look like this: **640.7**
F593t
1974

640 indicates the broad subject area of the book (Domestic Economy)
.7 narrows the broad subject area (Home Economics)
F593t represents the author’s last name (Henrietta Fleck)
1974 is the date the book was published.

Every non-fiction book in a library carries a call number on its spine. The books are then shelved in numerical order. If, for example, the call number in the catalogue is 821.32, look first for the section of shelves that has the books in the

800 range. Then, move along the shelves reading the call numbers until you find the 820s. Now you are getting a lot closer. Look for the 821s and then the book itself, filed numerically as 821.32.

Another way to find the books you want is to learn something about the Dewey Decimal System and the Library of Congress System. Sometimes it is more effective to go directly to section you want and look at the titles until you see something interesting.

1. The Dewey Decimal System

In this system, general topics are assigned numbers. Here are the ten basic divisions in the Dewey Decimal System.

000	Generalities
100	Philosophy and Related Disciplines
200	Religion
300	The Social Sciences
400	Language
500	Pure Sciences
600	Technology (Applied Sciences)
700	The Arts
800	Literature (Belles Lettres)
900	General Geography and History

Each of these general categories is subdivided into more specific areas. For example, science books are arranged as follows:

500	Pure Sciences
510	Mathematics
520	Astronomy and allied sciences
530	Physics
540	Chemistry and allied sciences
550	Sciences of earth and other worlds
560	Paleontology
570	Life sciences
580	Botanical sciences

590 Zoological sciences

Each of these categories is further subdivided into even more specific areas. For example, you would find books on various aspects of geology arranged as follows:

- 551 Physical and dynamic geology
- 552 Rocks (Petrology)
- 553 Economics of Geology
- 554 Geology of Europe
- 555 Geology of Asia
- 556 Geology of Africa
- 557 Geology of North America
- 558 Geology of South American
- 559 Geology of other areas and worlds

Where would you look for information about the kinds of rocks in the Rocky Mountains in British Columbia?

Even these categories are subdivided into more specific areas. If you were looking for information on the Black Hawk War, a conflict involving North American native people, you would first go to the 900s where material on geography and history are stored. The general history of North America is found in the 970s. The place and date of the Black Hawk War places it in the 973s. Finally, you find a book that has the information you want. The call number on the spine is 973.5.

**Exercise 10**

1. What number would you expect to see on the spine of a book dealing with the music of Mozart? About the Islamic religion? About psychology? About growing tomatoes?

2. The Library of Congress System

The Library of Congress System uses an alphanumeric¹⁵ system to organize books. Here are some of the categories in this system.

A	General Works
B-BJ	Philosophy, Psychology
BL-BX	Religion
C	Auxiliary Sciences of History
D	History: General and Old World (Eastern Hemisphere)
E-F	History: America (Western Hemisphere)
G	Geography, Anthropology, Recreation
H	Social Sciences
J	Political Science
KD	Law of the United Kingdom and Ireland
KF	Law of the United States
L	Education
M	Music, Books on Music
N	Fine Arts
P-PA	General Philology and Linguistics
	Classical Languages and Literatures
PB-PH	Modern European Languages
PG	Russian Literature
PJ-PM	Languages and Literatures of Asia, Africa
PN, PR, PS, PZ	General Literature, English/American
PQ, Part 1	French Literature
PQ, Part 2	Italian, Spanish and Portuguese Literatures
PT, Part 1	German Literature
PT, Part 2	Dutch and Scandinavian Literature
Q	Science
R	Medicine
S	Agriculture
T	Technology
U	Military Science
V	Naval Science
Z	Bibliography, Library Science

¹⁵ using letters of the alphabet and numbers



Exercise 11

1. What letter would you expect to find on the spine of a book dealing with the drug Ritalin? About tomatoes? About the Black Hawk Wars? About Kubla Khan, a ruler of ancient China?



Exercise 12

Use what you know about the library to find as many of the following as you can.

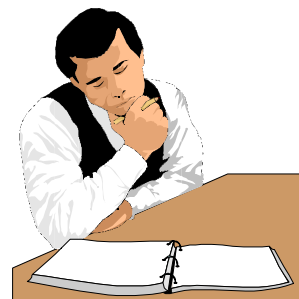
1. The name of the country where Beethoven died.
2. The names of three books by Ernest Hemingway.
3. A recipe for cooking fennel.
4. A treatment for ear mites in cats.
5. Two uses for spearmint.
6. The title of a book on thermodynamics.
7. The author of a book on Wilfred Laurier.
8. A magazine article on Ritalin.
9. A newspaper clipping on the Olympics in Atlanta.
10. A picture of a painting by Christopher Pratt.

THE ROLE OF RESEARCH IN THE “REAL WORLD”*

Up until now, you have used one or two textbooks in school which contained all the information you were required to know for any subject you were taking. Your teachers helped you understand the material in the textbooks by presenting summaries of the facts on the blackboard which you could then copy into your notebook and later use to study from. In addition, teachers answered your questions about confusing points, prepared exercises to give you practice using new information and tested you regularly to make sure that you really did know and understand the material in the textbook.

As an adult learner, you are now part of a learning system that is designed to create independent learners. As an independent learner, you will eventually be able to find out everything you need to know about a new topic by yourself. In other words, once you become an independent learner, you probably won't always need a teacher to help you learn.

You are now working toward that goal and you are expected to go beyond the textbooks and modules provided. As an adult learner, your goal is to develop strong research skills in order to learn independently and effectively for the rest of your life. For example, when you are studying a novel, you should not only read the novel itself but also find other books that comment on the story itself, that provide information on the life of the author, or that tell more about the political situation at the time that the novel was written. Your instructor will not necessarily tell you what books to read or even to read extra material. It is simply taken for granted that adult students will quickly begin to take responsibility for their own learning.



This attitude is similar to those you will find in the business world. An employer is not likely to tell you what you need to know or read to complete a given work assignment. It is up to you, the employee, to find the information, read it, learn it, and be ready to use it on the job. For example, in the workplace, employees are rarely sent on courses anymore because most businesses feel that it is an unnecessary expense. Instead they expect that employees will be able to find and acquire the information they need on their own. It is not uncommon today for employers to give employees a set of manuals on a new procedure or machine and

expect them to put into practice on Monday what they have read over the weekend. It is up to the employees to read and learn the material and gather additional resource material. Sometimes weekend seminars may be offered, but not always.

Similarly, in business, the supervisor may ask for a report on a new aspect of the industry. In order to do this, research is often required. The subject or topics must be investigated in detail. This means that the employee/learner must first find the information available on the subject (often in a library), and then record and organize it. If a report is required, the information gathered must be turned into a piece of writing which clearly explains the information.

HOW TO GATHER INFORMATION*

Learning to research topics is a valuable skill.

Before you begin, you need to know more about the *parts of a book* and what kinds of information you can find in each. Books obviously have a front and back cover. The part of the book that you see as it sits on the shelf is called the *spine*. The first printed page is the *title page*, which presents

the book's title,
the author's name,
the publisher's name,
the cities in which it is published
the edition (the larger the number the more recently the book has
been updated).

Some books have subtitles, like From Sight to Insight: Stages in the Writing Process, a textbook on how to write effectively. The title is not very helpful in deciding what the book is about, but the subtitle, Stages in the Writing Process, shows it clearly. The back of the title page carries the date of publication and the International Standard Book Number (ISBN). If you want to order a book from the bookstore, the ISBN will make it easier to identify the book you want. Many books next contain a *preface* or *forward* which is a short note or essay written by the author or editor about the subject, purpose, or plan used in the book. The *table of contents* comes next and lists section and/or chapter titles along with the appropriate page number.

At the end of the book, you will find several useful sections. Some books contain a *glossary*, which is a mini-dictionary explaining unfamiliar or difficult words the author has used. A book can also contain one or more *appendices*¹⁶ which list explanations, statistics, diagrams, etc. helpful in understanding the information in the book. The author may also include an *index* which lists specific topics, names, places, etc. along with the page or pages on which they appear. The last section in a book is often the *bibliography* or *Works Cited* page. A bibliography is a list of book titles, authors, and publishing information readers may need if they want to consult a book the author has quoted or referred to. Not all books contain all these sections.

Start by using dictionaries, library catalogues and other community resources to locate other information. Then go to the library and look for materials in the card catalogue, on microfiche, or on the computer. As you look at the catalogue, be sure to pay attention to the year of publication. This is important because it tells whether the book contains current information and statistics. For some topics, like famous people or historical events, the year of publication may not be so important. However, when you are looking for information on a drug like Ritalin or on the population of a city, it is essential that you use the most up-to-date information. Catalogues will also tell you whether a book contains pictures and how many pages the book contains.

When you have decided that a book probably contains the kind of information you need, find it on the shelves. Check the Table of Contents and/or Index of each book to narrow your search. You do not need to read every book from cover to cover. Simply read the sections that apply to your topic. Locate the sections that look like they may have something relating to your research, then skim or scan them until you identify the sections which will be most useful. Then read those sections best suited to your needs carefully, and make notes on the information you think that you might be able to use. The librarian may also be able to help you by pointing out books and other resources that you might have missed.

When you are researching, don't overlook other parts of library such as periodical indexes, encyclopedias, or vertical files. In addition, remember to explore your community for local experts and unofficial libraries. Information you

¹⁶ The singular form of appendices is appendix.

get from people with first hand knowledge is called a *primary source*. Information from books and other sources which provide second hand information are called *secondary sources*.

HOW TO RECORD INFORMATION*

Once you have identified the best books for your research, you can start taking notes so that you will remember the various facts you have found. Although you can use ordinary sheets of paper, it is sometimes easier to use catalogue cards (like recipe cards) or to cut paper into squares about 3 inches by 2 inches. These are sometimes called *reference cards*. Record each idea, fact or quotation you find that you think might be useful on a separate card along with the page on which you found it. At the top of each card, write the title, author, call number and publishing information of the book in which you found it.. If you need to find that particular source again, you won't have to go through the whole search process again.

Here is a sample reference card prepared by a student working on an essay on perception and its role in creating effective advertisements.

<p>Everett, B. <i>Looking Out, Looking In</i>. New York: Grolier 1989</p>

<p>page 76</p>

<p><i>"Attention is also frequently related to contrast or change in stimulation. Put differently, unchanging people or things become less noticeable."</i></p>

You can also use catalogue cards to jot down your own ideas and questions about the topic. Perhaps there are questions you want answered or ideas you want to explore. As well, you may suddenly create a sentence in your head that really works. Write it on a separate card too so that when you start to write you will be able to remember it.

Here are two examples of resource cards that contain ideas the writer wants to include in an essay. In the case of an essay on advertising, this card might then be clipped to a stack of photocopies of old ads that could be part of the final report.

<i>History</i>
<i>Find examples of advertising from the 1930s, 1940s, etc. to show what consumers expected in ads at those dates</i>
<i>Possible Opening Sentence</i>
<i>Advertising is as much a question of fad and fashion as the mini-skirt and platform shoes.</i>

Research Tip

It is time consuming to write all the information about each book on the top of every card you use. Here is a method that will save you time. It's called a *master list*.

Write the appropriate information about each book you are using on one piece of paper (or more if you are using lots of books). Give each separate title a number. Now instead of having to write the bibliography information on the top of each separate card, you simply write the number from the master list associated with that book at the top of each card.

The master list of sources must include the following information:

- the author's (or authors') name(s)
- the title and subtitle
- edition number (if needed)

the date of publication
 the publisher's name
 the place of publication

When you are ready to create a Works Cited page or a bibliography at the end of your report, you have all the information you need in one place.

Here is an example of a Master List.

<i>Master List</i>
<ol style="list-style-type: none"> 1. Jones, H. <i>Academic Essays</i>. New York: Longman, 1995. 2. Brown, J. <i>Prose Symbols</i>. Toronto: McMillan, 1994. 3. Yan, T. <i>Supper for Six</i>. Ottawa: Sunrise Press, 1989. 4. Scott, J.P. and K. Smith. <i>Tower of Tales</i>. London: Oxford Press 5. Everett, B. <i>Looking Out, Looking In</i>. New York: Groler, 1989

HOW TO ORGANIZE THE INFORMATION

Once you have gathered all the information, statistics, quotations, and ideas you will need in your report, you can start to use the cards to create the outline or plan you will use when you start to write.

Sort the cards into piles of similar information. Try to think of major headings under which you can develop your report and place each card under its appropriate heading. As you proceed through this step, you may find that there are holes in your research that require that you do more reading.

At this point in the process, you haven't yet started to write the report as you are still in the planning stage. After the first sorting of the research cards, you may find that the report isn't developing too well. Perhaps you need to restructure your ideas. No need to worry. Simply gather up the research cards and rearrange them under a different set of headings. Continue to arrange and re-arrange your resource cards until you are satisfied with the way the report will read.

A word of advice. Once you have made a final decision on the order in which the information you have gathered will be presented, number each one of the

cards sequentially. Then if you should happen to drop them or get them mixed up, you won't have to try to reconstruct the same order again. All you will have to do is sort them by number.

HOW TO WRITE A REPORT

When you are satisfied with the overall organization of the major topics in your report and when you have gathered all the research material you will need, you can begin to write the paper. Experienced writers say that the research and organization stage of the process probably takes about 75-80% of their time. The remaining 25-20% is devoted to writing, revising and proofreading.

Sit down with pen and paper (or at a computer) and start to write from your notes. This means going through the cards you have prepared in the order you assigned them in the planning stage and stringing them into sentences, paragraphs, and chapters that follow the outline you have prepared. If possible, write the rough draft in one sitting.

You will learn more about writing and using the results of your research in IAU-ENG 2.8, Writing Longer Essays and 2.9, Writing Informal Reports.

A WORD ABOUT PLAGIARISM*

Plagiarism is using someone else's ideas and/or words in your writing without giving credit to the person who created them. The dictionary defines this as "literary theft".

To copy a writer's words, summarize them, or even reword them (from resource material) in your own work is the equivalent of stealing from a store or someone's home. Anything writers create from their own mind, whether it is music, art, or writing, is considered to be their personal **intellectual property**. In general, no one is allowed to use what someone else has created, without permission, until fifty years after his or her death. Whenever you write or create something, you too own the **copyright** to your intellectual property and you have the right to say how and when it can be used or photocopied. Plagiarism is considered a major offence and brings severe penalties in both the academic or business community.

Plagiarism may result in immediate dismissal from an academic institution.



Certainly anyone found plagiarizing material will receive a “0” on the assignment, without the opportunity to rewrite. In the business community, plagiarism can bring major law suits and/or fines for copyright infringement. It is never acceptable to “steal” someone else’s work, ideas or words.

Be very careful when researching to make accurate notes and record all the bibliographic information from each resource books. This information is then used to give credit to the author on a *Works Cited* page or *bibliography* at the end of your paper.

PLAGIARISM IS ALWAYS UNACCEPTABLE.

HOW TO MAKE A WORKS CITED PAGE OR BIBLIOGRAPHY*

A bibliography is an **alphabetized** list of all the books and other sources you borrowed material from and included in your report. Many people think that the purpose of a bibliography is to prove to the teacher or readers that you spent a lot of time researching. In fact, the purpose of a bibliography is much more important. It directs the readers to the exact place where you found your ideas, facts, or quotations so that readers can check out your facts or perhaps read more about your topic for themselves..

Several styles are acceptable for recording your sources, depending on the school or organization you work for. Basically, all formats are similar but there are some small differences. Be sure to find out which format is acceptable in your particular circumstances.

Here are three common formats for recording research information.

MLA Modern Language Association (most English reports)

APA American Psychological Association (reports in the social sciences)

Chicago Manual of Style (University of Chicago)

Information about sources appear twice in your writing. Once, in an abbreviated form, right after you use the material (*parenthetical reference*) and later in full form on a separate page at the end of your paper (*Works Cited* or *Bibliography*). The examples below use the MLA format.

A. Parenthetical References*

In the body of your report, you must show where borrowed material came from when you use the author's exact words. Even if you only summarize what you have read or reword a sentence instead of using a *quotation* (the author's exact words), you must also give the source.

There are two ways to present a *parenthetical reference*.

1. Author's name and page (or pages) in parentheses¹⁷ right after the borrowed material. Do not place a comma after the author's name.

“Give yourself credit for all the good writing you already do” (Klauser 14).

2. Author's name in the sentence and page number in parentheses.

Bryson states that the number of words in English far exceeds the 615,000 listed in the revised *Oxford Dictionary* when you consider that words like mousy, mice and mouselike are counted as only one word (139).



Exercise 13*

Do some research on the history of your area, the province of New Brunswick, or a famous New Brunswicker. Write a paragraph about this. Be sure to use a quote from your reference material and give credit to your source(s) with at least one parenthetical reference.

B. Works Cited or Bibliography

At the end of the paper, the Works Cited page includes a list of all the sources that you took material from, listed in alphabetical order by author. Always start a new page for a bibliography or Works Cited page. Pay special attention to the punctuation and spacing as this is an essential part of the format. Examine the excerpt from the Works Cited page below.

¹⁷ brackets

Bryson, Bill. Mother Tongue: The English Language. Toronto: Penguin Books Canada, Ltd., 1990.

Carter, Bonnie, and Craig Skates. The Rinehart Handbook for Writers. Montreal: Holt, Rinehart and Winston, Inc., 1988.

Childs, Leslie. "Ode to the Veranda" Reader's Digest Apr. 1996: 38-39.

Levins, Harry. "The Novel." Dictionary of World Literature. Ed. Joseph T. Shipley. Rev. ed. Totowa, N.J.: Littlefield, 1968.

Small, Edward. Personal Interview. 8 June 1997.

Notice that there are 2 spaces before and after the title, one space before the publisher's name, and all lines are double spaced. If an entry takes more than one line, the second and all following lines are indented five spaces.

If you would like to learn more about the various styles of formatting Works Cited and parenthetical references, ask your instructor to suggest several sources you can research. Most good handbooks for writing contain specific examples of how to document (list research sources) a wide variety of books, articles, interviews, etc.



Exercise 14

Using at least six sources (books, pamphlets, magazine articles, interviews, etc.), create a bibliography. The sources you choose do not necessarily have to be related.

CONCLUSION*

Information is one of the world's most valued commodities¹⁸ today. Even thirty years ago, a country, province, or city/town relied on natural resources like lumber, fish, grain, or minerals to provide jobs and income for its citizens. Today, world markets have changed and there is supplies of these things are running out and there is less demand for them.. As a result, many of the traditional ways of making a living are disappearing, leaving many people and their families on low incomes or without jobs.

Learning to live successfully in the Information Age means that everyone has to develop the skills to find and use whatever information he or she needs to make his/her way of life satisfying. As an adult learner, you now have an opportunity to learn where and how to find information efficiently. In today's world, it is impossible to know too much. Good research skills make it easier to learn new things on your own. Continue to use and improve the research skills you have acquired in this module throughout this program and for the rest of your life, and you will see that managing information effectively will have a positive impact on your life.

¹⁸ anything bought and sold

Some Major Divisions in the Dewey Decimal System

000 General Works	690 Building
100 Philosophy	700 Fine Arts
150 Psychology	720 Architecture
170 Ethics	730 Sculpture
200 Religion	740 Drawing
290 Mythology	750 Painting
300 Sociology	780 Music
320 Political Science	790 Amusements/sports
330 Economics	800 Literature/General
340 Law	810 American
370 Education	820 English
380 Commerce	830 German
390 Customs/Folklore	840 French
400 Language/Philology	860 Spanish
500 Pure Science	880 Greek
510 Mathematics	890 Other Languages
520 Astronomy	900 History
530 Physics	910 Geography/Travel
540 Chemistry	920 Biography
550 Geology	930 Ancient History
570 Biology	937 Roman
580 Botany	938 Greek
590 Zoology	940 European
600 Applied Science	942 English
610 Medicine	944 French
620 Engineering	950 Asiatic
630 Agriculture	960 African
640 Domestic Economy	970 North American
650 Business	978 United States
670 Manufacturing	980 South American
680 Mechanical Trades	990 Other Areas

ANSWER KEY**Exercise 1 - 9**

Answers will vary.

Exercise 10

700, 200, 300, 580

Exercise 11

R, S, E-F, D

Exercise 12

Answers will vary.

BAU-ENG PRE-TEST

1. In a paragraph, explain how research skills are useful in everyday life. (5)
2. Why is the dictionary often a good place to start your research. (2)
3. Name and explain four sources of information other than the public library. (8)
4. Draw a rough diagram of your local library and label the following sections: (6)

circulation area	non-fiction area	reference area
catalogue area	fiction area	one other area
5. Explain the kind of information found in any 3 of the library areas above. (6)
6. In which area of the library would you expect to find these materials. (8)
 - Rand McNally World Atlas
 - Saint John Telegraph Journal
 - A Brief History of New Brunswick (a pamphlet)
 - Statistics Canada's Report on Adult Literacy
 - Mel Gibson's movie, Hamlet
 - Birds of Paradise (a novel)
 - Books in Print
 - Nutritious Meals in Minutes
7. Create a Works Cited page from the information given in this paragraph. (15)

I spent most July 2, 1998, at the library researching the history of my community. On page 27 of Discovering New Brunswick by Mark Freeman, I found information on the first settlers. This excellent book was published in 1979 in Sackville, NB, by Elgin Press. Later, I found an magazine article on pages 37-41 of "Atlantic Progress" by Emily Stormont, entitled "Living with the New Economy". I knew that the information on the mining industry was reliable because it came from the February 1998 issue of a magazine published locally. I also interviewed John Michaels, a local business man, who knows lots about local businesses and the families which founded them.

Total /50

IAU-ENG PRE-TEST

1. In a sentence for each, explain the kinds of information you might find in (10)
 - a) catalogue area
 - b) the media area
 - c) vertical files
 - d) periodical area
 - e) reference area

2. What are the benefits of microfilm over cards? (2)

3. a) Name the two systems a library can use to shelve its collection of books. (2)
 b) What are the differences between the two systems. Give examples. (4)
 c) Where would you expect to see each system used? (1)

4. Explain, with examples, primary and secondary sources. (2+6=8)

5. Choose any six of the following terms related to research and explain each. (12).

call number	spine	intellectual property
Internet	MLA	copyright
plagiarism	bibliography	master list

6. Create a Works Cited page from the information given in this paragraph. (15)

I spent most July 2, 1998, at the library researching the history of my community. On page 27 of Discovering New Brunswick by Mark Freeman, I found information about the first settlers. This excellent book was published in 1979 in Sackville, NB by Elgin Press. Later, I found a magazine article on pages 37-41 of "Atlantic Progress" by Emily Stormont, entitled "Living with the New Economy". I knew that the information on the mining industry was reliable because it came from the February 1998 issue of a magazine published locally. I also interviewed John Michaels, a local business man who knows lots about local businesses and the families which founded them.

Total /50

FEEDBACK PROCESS

For feedback, please forward your comments to:

New Brunswick Community College - Woodstock
 100 Broadway Street
 Woodstock, NB
 E7M 5C5

Attention: Kay Curtis

Tel.: 506-325-4866 Fax.: 506-328-8426

- * In case of errors due to typing, spelling, punctuation or any proofreading errors, please use the enclosed page to make the proposed correction using red ink and send it to us.
- * For feedback regarding the following items, please use the form below:
 - insufficient explanations;
 - insufficient examples;
 - ambiguity or wordiness of text;
 - relevancy of the provided examples;
 - others...

Page number	Nature of the problem	Proposed solution (include your text if possible)

FEEDBACK PROCESS

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Comments:		