Library and Information Studies

Library and Information Studies

ANNIE KNIGHT, SANTA ANA COLLEGE

Contents

WEEK 1: INTRODUCING INFORMATION LITERACY

1. "5 Components of Information Literacy" Video Tutorial

The information literate person can:

Identify + Find + Evaluate + Apply + Acknowledge

Information

A YouTube element has been excluded from this version of the text. You can view it online here:
https://library.achievingthedream.org/saclibrarystudies/?p=17

2. Week 1 Discussion Board Assignment: Getting to Know One Another and Building Community

Instructions:

Please read the following instructions carefully. There are 4 parts to this discussion board assignment. Treat your discussion board posts as you would a paper assignment. It is important that you do your best to write in complete thoughts/sentences and be mindful of writing mechanics (grammar, punctuation, etc.) to ensure clarity. If you would like assistance or support with your writing, please email me early in the week so that we can arrange a time to work together. I'm happy to work with you to strengthen your reading and writing as well as your research skills. I see all these skills as connected and integral to one another.

1. In the first paragraph of your post (3-5 sentences) tell us about yourself (name you prefer to go by, major, and career goals). Feel free to add anything else that helps us know who you are (what you like to do; places you'd like to visit in the world; something you'd like to change if you could, etc.). Also, if you are comfortable doing so, please upload a picture of yourself so that we can attach a face to each other's online presence.
2. For the second paragraph of your post (3-5 sentences), explain how the video "5 Components of Information Literacy" made you think your own research skills and how you would like to strengthen them. Remember that research is a lifelong skill

that can continually be improved upon, especially when we think about the many ways we use research in our academic, professional, and personal lives.

3. For the third paragraph of your post, think about times — out of school as well as in school — when you learned something new. Write 3-5 sentences about what helped you feel comfortable about learning in that situation. Focus on what made the learning happen rather than the content you learned. I feel it is really important for us to better understand our own and each other's learning preferences and styles as we work together this term as a class and learning community.

Your post (parts 1 & 2) is due by 11:59pm on Thursday (to allow time for you to respond to classmates' posts — see below)

4. Respond to TWO of your classmate's posts (3-5 sentences per response). Do your best to be respectful and supportive of one another in your responses (refer to our course "Netiquette" guidelines).

Your responses to classmates are due by 11:59pm on Sunday. This assignment is worth 20 points (15 points for your post and 5 points for your responses to 2 classmates).

3. The Danger of a Single Story

*A TED element has been excluded from this version of the text.
You can view it online here:*
https://library.achievingthedream.org/saclibrarystudies/?p=19

4. Week 1 Journal Assignment: "The Danger of a Single Story"

Please read the following instructions carefully before writing your journal entry. Your journal entry should be 5-8 sentences. You can write more if you feel you need to. What you write in your journal entries will only be seen by me. For journal assignments, I am not grading you on your writing abilities. I am more interested in your thought process and that you are really trying to expand your mind around the issues you are asked to write about. The journal entries you complete for this course will ask you to examine your own research process in a variety of ways. Doing this type of critical thinking and self examination will make you a more conscientious and skillful researcher. Learning to become a better researcher is not just about knowing where to find things but also how to examine and evaluate what we find and think about how it relates to our learning goals and larger lives.

1. Take some time to reflect on Chimamanda Adichie's TED Talk, "The Danger of a Single Story" and consider how we piece together stories when conducting research. It may help for you to talk about this with someone else you trust (family member, friend, co-worker, or another student, for example) before beginning to write your journal entry.
2. Write a 5-8 sentence journal entry that addresses the following questions.

• Why do you think it is important to look at many different information sources and consider multiple perspectives when

developing research stories/narratives?

- How do you think you can find multiple perspectives when researching a topic or trying to find an answer to a research question?
- What comes to mind when you think about conducting research as piecing together a story or narrative?

Within your journal entry feel free to use quotes from Adichie's talk that really spoke to you or inspired you (this is not a requirement). If you do decide to use a quote in your journal entry, please be sure to explain why you selected it and how it helps you express your feelings on this matter.

   If you are unclear about what you are being asked to write here or have any questions or concerns, please feel free to contact me (knight_annie@sac.edu) or post to the Questions discussion board forum.

   This assignment is worth 10 points and is due by 11:59pm on Sunday.

5. Week 1 Supplementary Content

WEEK 2: INTRODUCING RESEARCH AS A PROCESS & CRITICAL READING SKILLS

6. Effective Reading

A YouTube element has been excluded from this version of the text. You can view it online here:
https://library.achievingthedream.org/saclibrarystudies/?p=23

7. Week 2 Journal Assignment: Exploring Your Background as a Reader

This journal assignment asks you to share your reflections from the "Effective Reading" video tutorial and share about your personal history and identity as a reader. You are also being asked to reflect on your understanding of how developing critical reading strategies is integral to conducting research successfully. This type of self reflection is also intended to help you gain a more holistic understanding of yourself as a learner.

Please include the following in your journal entry:

1. Your reading reflections (thoughts, questions, and meaningful quotes) from the "Effective Reading" video tutorial. Your reflections should include a minimum of 8 sentences, bullet points, and/or questions.
2. Your responses to the following questions regarding your reading history (1-3 sentences for each)

- What support have you had (if any) for your development as a reader?
- What challenges have you faced at various stages in your life as a reader?
- How would you like to further develop as a reader, considering your academic, professional, and other personal goals?
- How do you see developing your reading skills as helping you strengthen your research skills? (If you are still unsure about this, that is totally OK — you can write about this uncertainty. This is a complex question and one we will be exploring throughout the term, so please don't worry if you aren't exactly

sure how to answer this question.)

Please remember that I (the instructor) am the only person who ever reads or sees your journal entries.

This assignment is worth 20 points and is due by 11:59pm on Sunday.

8. Determining Information Needs Tutorial

[Click here for "Determining Information Needs Tutorial"](#)

9. Field Trip and Discussion Board Assignment: Exploring Your Local Library

This assignment provides you the opportunity to visit a local library near you of your choice, and then you will share your experience with your classmates in this discussion forum. Please read the following guidelines and instructions carefully.

As this week's "Determining Information Needs" tutorial explained the different types of information sources necessary to consider when doing research (books, articles, websites, etc.), it is also important to know where you can go to actually find these information sources. A great place to start is your local library!

If you live in Orange County or any other major metropolitan area, you have access to many different libraries, including public libraries, college and university libraries, and special libraries (e.g., Orange County Public Law Library). Even though we will be using Santa Ana College's Nealley Library and its many online resources for much of our research this term, you are encouraged (and it is good practice as a scholar) to use other libraries around you. As library collections differ, using multiple libraries exposes you to a variety of resources, making your research process more diverse and well rounded. In addition to the information resources available through your local libraries, you may be pleasantly surprised to learn about the community services and resources also available.

Getting Started:

- Select a library to visit near where you live:
  You may visit a public, academic (college/university), or special

library. If you live near Santa Ana College, you are welcome to take this opportunity to visit the Nealley Library. If you are not sure where your local libraries are located, you can use Google Maps in the following way: Go to www.maps.google.com and in the search box, type "libraries near [insert your address]". You are also welcome to contact me individually (knight_annie@sac.edu) for assistance with finding a library near you

- Plan your visit:
  Keep in mind that many libraries have limited hours and may even be closed on certain days, so visit the library's website or call ahead to ensure you are planning to go when the library is open.

- During your library visit, have fun exploring and take notes on the following:

1. Which library did you visit?
2. What is the physical address of the library and what is their website address (URL)?
3. What are the library's hours?
4. How can you receive research assistance (in person, online, etc.)?
5. What types of information sources does the library offer? Include physical and online resources — e.g., print books, audiobooks, magazines, online databases, etc. You will need to look at the library's website as well as look around the actual library building. Please be specific in your list here.
6. What types of community services does the library offer? For example, most public libraries offer storytimes for children and homework help for students. Again, you will need to look at the library's website as well as look around the actual library

building to find information about the different services the library offers. Again, please be specific in your list here.

7. How do you feel your local library can help you as a student, professional, and as a lifelong learner?

IMPORTANT: Please do not ask a librarian or library staff member to answer all of these questions for you. The point of this exercise is for you to begin exploring what your local library has to offer. If you have a specific question regarding a library resource or service you learned about during your exploration it is fine to ask a librarian or library staff member for assistance. We just want to be respectful of their time and the many other patrons they serve.

- Post your findings to this week's discussion board:
  Share your answers for 1-7 above in the discussion board forum for this assignment. This way, we can all learn from each other about the offerings at different libraries in the area. Please also respond to two of your classmates' posts (3 sentences minimum per response).

- Extra Credit (optional):
  Spread the love for your local library and receive 5 extra credit points by taking a family member, friend, or any other special person in your life with you on your library visit. To receive the extra credit points, please note who you brought with you in your discussion post. Also, consider taking a picture of you with your person at the library you visited, and add the photo to our class wiki, "Libraries that Inspire Us."

This assignment is worth 20 points and is due by 11:59pm on Sunday.

WEEK 3: INTRODUCING REFERENCE AND BACKGROUND INFORMATION SOURCES

10. Week 3 Discussion Board Assignment: Your Reading Comprehension Strategies

As we've discussed in past weeks, a large part of the research process involves interacting or interfacing with different types or sources of information. When trying to find information about a topic, it is good practice to look at a variety of information sources (websites, books, articles, professional web sites, government and non-profit organization reports, etc.). For this assignment, I would like us to discuss and share our strategies for understanding different types of information sources, especially those that are more difficult to read and comprehend, due to technical research data, industry jargon, and complicated theories.

For this discussion assignment, you are being asked to post about reading comprehension strategies you use to make sense of complicated texts and pieces of information. For example, you may have a favorite dictionary you use, you may take notes while doing your reading, you may read something out loud and repeatedly in order to better understand. I find walking while reading out loud helps me break down complex sentences in a difficult text (I'm a kinesthetic learner, and the walking helps provide a sense of rhythm or cadence to reading text out loud that helps my brain process information better). You may even use different strategies or tools depending on the task at hand. Everyone has their unique reading comprehension processes.

Please write about your reading comprehension approaches (5 sentences minimum). Also, please respond to at least two classmate posts.

- Please post your thoughts to this discussion forum by 11:59pm

on Thursday and respond to at least two of your classmates by 11:59pm on Sunday.
- I will be creating a handout for you and future students to refer to that include the helpful strategies and tips you share in this discussion forum.

11. Reference Information Seeking Assignment

DIRECTIONS:

This assignment gives you an opportunity to practice using a variety of reference sources to help you find background and statistical information on different topics. Please read the directions below carefully (pp.1-5).

- For Questions 1-5 (Part 1), you will be using the Gale Virtual Reference Library (GVRL), available through SAC's Nealley Library website. The Gale Virtual Reference Library contains articles from different subject encyclopedias.
- For Questions 6-10 (Part 2), you will use free, online versions of reference sources listed in Part 2 of this document.
- Please submit your answers in a Word (.doc, .docx, .rtf) or .pdf document through Blackboard.

PART 1: GALE VIRTUAL REFERENCE Library (Questions 1-5)

- Use the Nealley Library's online collection of Gale Virtual Reference Library (GVRL) to answer Questions 1-5 below.
- To access the GVRL, take the following steps:

1) Go to the Nealley Library homepage at www.sac.edu/library
2) Click the link "Find Articles and E-books" (left side of screen)
3) Click the link "Gale Virtual Reference Library"(under the heading

"General Databases (Find Articles on All Topics)")
4) Login with your WebAdvisor username and password, if prompted

- HINT: The bolded words in the questions indicate key words you want to use to find information. I'm helping you out because we haven't yet learned to search online products – that is coming soon. I want you to focus on the information.
- The screenshot below shows a sample GVRL article. I've highlighted where to find the title of the encyclopedia articles and the title of the encyclopedia. You will be asked to identify this type of citation information for some of the questions in this assignment.

- Begin Questions 1-5 on the next page.

1. You are doing a short presentation on hoodies (their origin, popularity, etc.) for your fashion design class. Find an article in Gale Virtual Reference Library (GVRL) product for your report, and then read it to answer the following questions . HINT: Use the search box located in the top center of the GVRL homepage.

- Who were the first hoodies made by and for whom?
- Title of reference book used:

2. You are researching the topic of the minimum wage for a 3 page research report for English. You need to find out why the federal

minimum wage for tipped workers is lower than the standard minimum wage. Find an encyclopedia article that provides background to this topic.

- Why is the federal minimum wage for tipped workers lower than the standard minimum wage?
- Title of reference book used:

3. You want to learn more about privacy issues involving cloud computing for an information ethics project. Find an encyclopedia article that provides background to this topic.

- How does the article on this topic define cloud computing:
- Title of reference book used:

4. For your criminal justice class, you are doing a 2-3 page paper on the controversial Stand Your Ground laws (allowing people to defend themselves with force, as considered with the Trayvon Martin and George Zimmerman case in Florida). You need to find an article in a reference book (GVRL) that explains it in depth so you can better describe it. Be sure to put the answer in your own words for paraphrasing practice.

- What is the Stand Your Ground Law? (summarize in 1-2 sentences)
- Title of the reference book used:

5. For your psychology class you want to do a research paper on technology and relationships but you aren't sure what to write about. You want an encyclopedia article to help you focus your interest into a research question. Search for one in Gale Virtual Reference for an article which can help you do that.

- What is the name of the article you found provided the best overview to the topic?
- Title of the reference book used:

PART 2: FREE ONLINE REFERENCE SOURCES (Questions 6-10)

Use free, online versions of traditional reference sources/tools to answer the following reference questions. I provided links to the online reference tools you'll need to answer Questions 6-10. These can be somewhat awkward to use since they are each organized differently, so you'll want to have patience and give yourself time to navigate them.

HINT: the bolded words are the ones you probably want to use when searching the source for the answers.

6. SOURCE: Roget's Thesaurus – http://www.thesaurus.com/Roget-Alpha-Index.html

You are writing a paper and need to find other words that mean research to vary the terminology in your writing.

a. What are some other terms (synonyms) for the word "research"?

7. SOURCE: Data.gov (U.S. Government's Open Data) – http://www.data.gov

This site offers free data sets and other types of resources on a wide variety of topics including agriculture, climate, finance, health, public safety, local government, and science. For example, if you wanted to learn more about different impacts of climate change, you might find helpful data and information sources on this site compiled by government agencies such as the Environmental Protection Agency (EPA).

a. On the Data.gov site, select the "Climate" link under "Browse Topics" and answer the following:

What type of data and resources can you find within the "Climate" section?

Select the link for the U.S. Climate Resilience Toolkit (scroll down the page to see all the features). List one feature of this page that looks interesting to you and explain why you chose it (1-2 sentences).

8. SOURCE: United States Census Bureau Website – http://www.census.gov/ The Census Bureau collects and distributes data about the U.S. population (its people) and its economy. Using resources provided through the Census Bureau website, answer the questions for parts A and B below.

   1. You need to find up-to-date figures for the U.S. and world population. Use the Population Clock on the U.S. Census Bureau homepage to find those numbers and list them below.U.S. Population: World Population:

   2. You need demographics (or statistical data) about the people who live in California for a Sociology paper. Use the Quick Facts tool located on the U.S. Census Bureau homepage to access the following information.What percentage did the population of California increase from April 1, 2010 to July 1, 2015?What percentage of Californians have a bachelor's degree or higher?

9. SOURCE: WebMD – http://www.webmd.com
   WebMD is a health reference site managed by medical experts.You just learned a member of your family has epilepsy and you want to find information about this condition. Go to the WebMd site and enter "epilepsy" into the search box (located on the upper-right side).

   1. What were the first 3 results of your search?

   2. What types of information does the "Epilepsy Health Center" offer?

IMPORTANT: "The contents of the WebMD Site, such as text, graphics, images, and other material contained on the WebMD Site ("Content") are for informational purposes only. The content is not intended to be a substitute for professional medical advice."
– http://www.webmd.com/about-webmd-policies/additional-info?ss=ftr

10. SOURCE: The official website of the city or county where you live

Local government websites often provide reference information such as demographics about

their residents, services available for their community, public records, and much more.

a. Visit the official website of the city or county where you live and provide the URL or web address of a page within the website that lists local services.

HINT: Try starting with Google or another search engine of your choice (e.g., Bing), and enter the name of your city or county followed by "California" into the search box. It's important to include state information (California) so that you do not retrieve sites for cities or counties with the same name as yours that reside in other states (e.g., Orange County, Florida).

Local services URL:

List 3 local services provided in your city/county:

– End of Assignment –

12. Using Reference Sources Tutorial

[Click here for "Using Reference Sources Tutorial"](#)

13. Week 3 Research Activity: Using Wikipedia for Academic Research

For this assignment you will be searching Wikipedia on your topic of Interest to gain background information and explore references to potentially useful and quality information sources. Please carefully read and follow the steps below. You will need to view the video "Using Wikipedia for Academic Research" before beginning this activity.

1. Go to wikipedia.org and conduct a search on your topic of interest (the topic you wish to research this term).
2. Read at least one Wikipedia entry/article about your topic.
3. Take notes as you read through the entry/article. Please include the following in your notes:

- What are three new things you learned about your topic that you would like to research further?
- What are key terms/words/phrases that you think would be helpful to use in order to further research your topic? (Please list a minimum of 5 keywords/phrases.)
- Look at the references listed at the end of the Wikipedia entry and explore a minimum of 2 that you think will provide additional and reliable information on your topic.
- List the references you explored and explain what you found helpful about the information they provided. Please also explain why you find them to be reliable sources of information.

4. Submit your notes to Blackboard as a .doc, .rtf, or .PDF format.

If you have questions about this activity or would like assistance, please post to our "Course Questions" discussion forum in Blackboard or contact me individually at <u>knight_annie@sac.edu</u>.

This assignment is worth 20 points and is due by 11:59pm on Sunday.

WEEK 4: PRINT AND E-BOOK SOURCES

14. Finding Books Assignment

For this assignment you will practice what you've learned about finding and using books on your topic of interest. Remember back to the Wikipedia assignment from last week that asked you to identify key terms/words/phrases related to your topic of interest. Try using these key terms to find print and e-books on your topic, as directed below in #1 and 2.

- If you wish to use a library other than Nealley, that is fine. Just make sure the alternative library you choose has print and e-book options.
- This assignment does not require you to physically visit a library; however, you are more than welcome to do so if you prefer.
- You can answer the following questions within Blackboard or by creating a document, then uploading it to the assignment page. Please make sure you answer all parts to the questions! ?
- If you would like research assistance, or have questions about this assignment, please contact instructor Annie Knight at knight_annie@sac.edu or the Nealley Reference Desk (714) 564-6708.

1. Search the SAC Library online book catalog (at www.sac.edu/library > Select "Find Books"), and find a print book on your focused research topic/question. Once you've found a book, answer the following questions. (NOTE: If you did not find a book on your topic, try searching on a broader topic related to yours. If you are still having trouble finding a book related to your topic, please contact Annie or a reference librarian for assistance.)

   ◦ What is the title of the book?
   ◦ Author(s)?

- The call #?
- What is the publisher's name?
- When was the book published (year of publication)?
- Is it available on the shelf or is it checked out?
- List at least one of the subject headings assigned to the book that relates to your topic and explain its connection to your topic (or some aspect of your topic).
  (Remember that subject headings can help you think of different search terms to use when conducting future searches on your topic.)

2. Go to the SAC Library home page and look for an EBSCO eBook on your topic(at www.sac.edu/library > Select "Find Articles and E-books"), and answer the questions below. (Again, if you did not find a book on your topic, try searching on a broader topic related to yours. You may also search other local library catalogs online to find relevant e-books. If you are still unable to find an e-book related to your topic, please email Annie for assistance.)

   - What is the title of the book?
   - Author(s)?
   - What is the publisher's name?
   - When was the book published (year of publication)?
   - What subject headings are assigned to the book?
   - List at least one of the subject headings assigned to the book that relates to your topic and explain its connection to your topic (or some aspect of your topic).

3. Share one of the books you found with your classmates. For more details on how to do this, please see the instructions for the "Book Share" discussion board activity listed in the Week 4 folder in Blackboard.

15. Book Share Discussion Board Assignment

For this discussion you will be sharing one book you found when completing the Finding Books assignment and explaining how you think it will help you with the research topic you've chosen to focus on this term. Please develop your post according to the directions below. You will also comment on 2 of your classmates' posts. I hope you all enjoy our book share!

- Introduce your research topic to the class and explain why you want to continue research it throughout the rest of the term. Also, explain why you think your topic is significant and could be helpful for others to understand. What I'm trying to get you to think about is how better understanding your topic could help your community and/or people on a larger or more global scale. I'm sure we can all agree on the importance of thinking about how our research interests and work can make a positive impact.
- Share the book you selected and explain why you think it will help you further research the topic you've chosen. Be sure to provide the following citation information for your book:
  - ▪ Title
  - ▪ Author
  - ▪ Publisher
  - ▪ Year of publication

  - ◦ Write 3-5 sentences about a particular chapter or part of the book that looks interesting to you, as it relates to your topic. You are not expected to have read the entire book — I just want to make sure you browsed/skimmed the table of contents and other major parts of the book before

deciding to select it.

- ◦ Share about your search strategy and process (3-5 sentences). In other words, while looking for books related to your topic, what search strategies from the book tutorials did you try? Do you feel more confident searching for books? Are there things about book searching that you are unsure about? If you have uncertainties or questions about book searching, this is a great place to get advice and feedback from your instructor and classmates! ?

3. Please respond to two of your classmates' posts (3-5 sentences per response).

Please post your book share to the discussion board by 11:59pm on Friday, and respond to two of your classmates by 11:59pm on Sunday. This way, everyone has the weekend to view and respond to each other's book shares.

16. Using Books for Research (Tutorial)

[Click here for "Using Books for Research (Tutorial)"](#)

17. Supplementary Content

WEEK 5: PERIODICAL INFORMATION SOURCES AND LIBRARY DATABASES

18. Articles Exploration Assignment

Assignment Overview

For this assignment, use the Nealley Library databases to select two articles related to your chosen research topic. One article must be from a peer-reviewed, scholarly journal; the other article can be from a magazine, newspaper, or trade publication. Please follow the steps outlined below carefully, which are intended to walk you through a conscientious search and reading comprehension process involved with using articles for your research. These skills will come in handy for future research projects.

   Before you begin, please do the following to help you prepare and strategize your search process:

- Recall the searching and reading strategies you learned from this week's tutorials.
- Review the "Finding Articles" handout before beginning your search.
- Be prepared to take notes on your search strategies and for your reading comprehension of each article.
- To give your research the consideration it deserves, please give yourself plenty of time (at least 1 hour) to explore different databases and articles before making your final selections. Also, give yourself plenty of time to write your article annotations (Part 2 of this assigment).

NOTE: For this exercise, please do not use Google (or the free web) to search for articles. We will explore free, open access articles next week. Remember, library databases provide you access to articles

from subscription-based periodicals that are not freely available through the web.

Instructions

1a. Article 1: Search for and select one peer-reviewed scholarly article related to your chosen topic using the Academic Search Complete database.

1b. Article 2: Search for and select a magazine, newspaper, or trade article using another Nealley Library article database (not Academic Search Premier). Please explore the newspaper and subject-specific databases relevant to your chosen topic before making your final decision for the second article.

- Remember to use the search strategies demonstrated in this week's tutorials and the "Finding Articles" handout.
- Also remember to use the database's "Full Text" and "Scholarly (Peer-Reviewed) Journals" limiters.
- Be sure to look at a variety of articles and try more than one search strategy using different
  search terms before choosing an article.)
- TAKE NOTES! Take notes as you go about the specific search strategies you used in your database searches. Also, take notes as you read the articles you selected to help you understand their content (these notes will help you when you write your annotations). Be sure your notes include the decision making/evaluation process you used for deciding on the article you chose (e.g., Why did you decide to use this article over others you looked at?). These notes will help you think through your searching and evaluation process in a more conscientious and methodical manner. Also, you will be sharing about your search process with your classmates in the discussion board activity for this week.

2a. Provide citation information for each article, including the following:

- Title of the article
- Author
- Title of the periodical in which the article is published
- Volume, issue, and page numbers
- Date of publication
- Name of library database where you found the article

2b. Write an annotation for each article that includes the following components:

- A two-three sentence summery of the article. Please do not copy and paste from the abstract. Use your own words (paraphrase). It is difficult to write a succinct summary, so please feel free to contact me by Friday if you'd like any assistance with this.
- One-two sentences (following your summary of the article) about how the article helped you better understand a specific aspect of your topic.
- One-two sentences about what the article makes you want to explore further about your topic. You can also include any questions the article brought up for you about your topic.

3. Review and edit your annotation drafts. Good writing habits, as I'm sure you know, include reading your writing out loud to yourself and then having another person you trust review your writing. It is always a good idea (in your academic and professional lives) to have another person review your writing and provide feedback to help ensure your ideas are clear and understandable. I am happy to review your annotations and provide feedback before you turn them in for a grade. If you would like review your annotations, please send me your draft no later than Friday morning so that I have enough time to respond to you before the assignment deadline. This

will also provide you enough time to make edits before the Sunday deadline.

19. Week 5 Discussion Board Assignment: Article Share and Research Update

1. Please share with the class about the articles you found on your research topic, explain your searching and reading comprehension strategies, and discuss how these articles will help you continue with your research. Please answer the following in your post:

   ◦ Remind us of your research topic.
   ◦ What 2 articles did you select about your topic? Be sure to include all citation elements from your Article Exploration assignment.
   ◦ What new things did these articles teach you/make you aware of about your topic?
   ◦ From the new things you learned, what would you like to explore further about your topic?
   ◦ How did the contents (topics covered) and writing style of the scholarly article you chose differ from that of the news or magazine article you chose?
   ◦ What search techniques helped you locate your articles? Include the different search terms you used, the limiters (e.g., peer-review, publication date), and subject headings that related to most to your research topic.
   ◦ What specific reading comprehension strategies did you use/find helpful for understanding the articles you chose? Perhaps you used different strategies to read the scholarly article versus the news or magazine article you chose.

2. Please also respond to at least one of your classmates. The idea

here is that you learn different strategies from one another and share how your research is developing. Talking with colleagues in this way about your research helps you think about your topic on deeper levels and can open your mind to new ideas and strategies you hadn't thought of on your own. This is yet another way we can all learn from each other in community.

20. An Introduction to Periodicals

[Click Here for "An Introduction to Periodicals"](#)

21. Databases Overview

Click Here for "Databases Overview"

22. Implementing a Search Strategy

[Click Here for "Implementing a Search Strategy"](#)

23. Reading Strategies for Scholarly Articles

[Click Here for "Reading Strategies for Scholarly Articles"](#)

WEEK 6: FREE INTERNET SOURCES

24. Week 6 Journal Assignment: Reflecting on "Evaluating Information" Reading and "Culture and Information Literacy" Video

For your journal entry, please include the following:

- Two takeaways you selected from the reading on evaluating information (refer to your reading notes). 3-5 sentences
  You can directly quote from the reading (using the author's words) or you can paraphrase (in your own words) your takeaways. Remember that takeaways can be anything within the text that taught you something new, made you think about something in a new way, raised a question for you, or stood out to you in any other significant way. If you decide to use direct quotes from the reading, be sure to place quotation marks around the quote(s) as a way to credit the author and so that it does not appear to others that the idea was yours.

- Two takeaways from the "Culture and Information Literacy" video that you think will be helpful to remember when doing your own research. 3-5 sentences

- Any questions or additional comments you have about the reading or video.

25. Internet Exploration Assignment

Assignment Overview

For this assignment, you will identify quality Internet resources (websites, government documents, and open access articles) related to your chosen research topic. This will provide you and opportunity to practice the searching and information evaluation strategies introduced this week in the tutorials and readings. Please upload your work as a .doc or PDF file through Blackboard.

There are 3 parts to this assignment so please read the following instructions carefully.

Instructions

Part 1: Conduct a domain search to locate government (.gov) websites and resources related to your chosen research topic. Answer the questions listed below the example search.

You may find it helpful to review the tutorial "Using the Internet" — specifically the part about domain searching. Below is a sample government domain search, using the Google search engine (though you are welcome to use another search engine of your choice, such as Bing, for example).

Example Search:
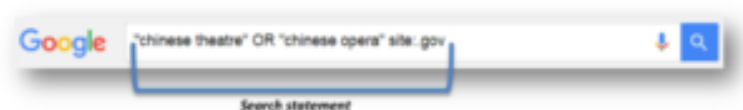
Search statement

  a. How did you conduct your searches?

- Try at least 2 different ways to search on your topic using phrase searching, domain searching, and other advanced searching techniques covered in the "Using the Internet" tutorial.
- Include your search statements (what you typed into the search box), similar to how I've shown mine in the example above.

b. List a minimum of 3 government websites/resources from your search results that looked particularly interesting to you. Include the title of the website/resource and the name of the government agency that produced/authored it.

  c. Of the government sites and resources you looked through, which one seems the most useful to you at this point of your research process? Include the following citation elements:

- Title of the website/resource
- Name of the government agency that authored the information
- Publication date, when the information was last updated, or copyright date (whichever one is provided)
- Web link or URL where it can be accessed

d. Explain why the website/resource you selected is relevant or important to your research (3 sentences minimum).

Part 2: Locate an Open Access article related to

your topic using the Directory of Open Access Journals (http://doaj.org).

a. How did you conduct your searches?

- Try at least 2 different ways to search on your topic
- Include your search statements as you did for #1.

b. Of the articles you looked through, which one seems the most useful to you at this point of your research process? Include the following citation elements:

- Title of the article
- Title of the journal it is published in
- Author(s)
- Publication date
- Web link or URL where it can be accessed in its full text

c. Explain why the article you selected is relevant or important to your research (3 sentences minimum).

Part 3: Locate a quality Internet resource (e.g., website or web document) of your choice using any of the search strategies introduced in class so far.

a. How did you conduct your searches?

- Try at least 2 different ways to search on your topic (you can try a different domain search (.edu or .org, for example), another OA article search, or use another search strategy you haven't tried yet from the tutorials).

- Include your search statements.

b. Use the evaluation criteria from this week's tutorials to select an internet source
that will be useful at this point in your research process. Include the following
citation elements:

- Title of the website/resource
- Author (this could be a person or organization)
- Publication date, when the information was last updated, or copyright date (whichever one is provided)
- Web link or URL where it can be accessed

c. Explain your evaluation process for determining that the source you selected is of quality and appropriate for academic research. (3-4 sentences minimum)

- In your explanation, be sure to include why you think the author (whether it be a person or organization) is a credible source of information.

26. Week 6 Discussion Board Assignment: Open Access

Since Open Access (OA) may be a new concept for you, I'd like you to take this opportunity to share your thoughts on the reading you just completed that introduces OA and its significance.

- In your discussion board post, please include the two key takeaways you were asked to write about in your reading notes. As with your journal assignment this week, you can directly quote the reading or paraphrase (in your own words) new ideas you learned.
- Under each takeaway, provide a 2-3 sentence explanation of its significance to you.
- Feel free to include anything else you wish in this post regarding your thoughts on Open Access or any questions you have.

27. Using the Internet
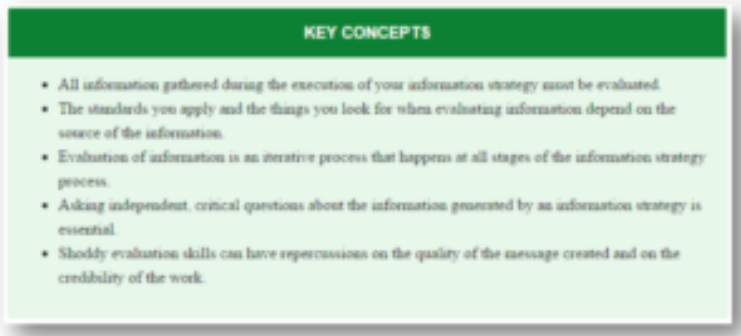
[Click Here for "Using the Internet"](#)

28. Evaluating Information

[Click Here for "Evaluating Information"](#)

29. Evaluating Information Reading

Highlights from Information Strategies for Communicators, Lesson 10: Research Skill: Evaluating Information

KEY CONCEPTS

- All information gathered during the execution of your information strategy must be evaluated.
- The standards you apply and the things you look for when evaluating information depend on the source of the information.
- Evaluation of information is an iterative process that happens at all stages of the information strategy process.
- Asking independent, critical questions about the information generated by an information strategy is essential.
- Shoddy evaluation skills can have repercussions on the quality of the message created and on the credibility of the work.

- The most challenging work in the information strategy process is often the evaluation of the information you've gathered.
- You apply your information evaluation skills as you move through the information strategy. Critical thinking, evidence-based analysis, and healthy skepticism [ ] are the tools of the skilled information evaluator.
- We live in an information-inundated world. Making sense of facts, opinions, assertions, claims, and appeals has become such a challenge that educators from preschool through higher education now recognize the importance of teaching critical thinking skills.
- When evaluating the information found via the Internet there

are some foundational ideas that need to be remembered.

- ◦ The Internet did not invent misinformation or disinformation
- ◦ The Internet did not create rumor mongering and propaganda
- ◦ The Internet is not responsible for [faulty] data and [misleading] statistics

[Misinformation has] been around forever. The Internet is just a new distribution outlet. The Internet does make it possible for misinformation, disinformation, rumor mongering, [faulty] data and [misleading] statistics to be distributed more quickly and widely than in the past. It is incumbent on you, as the [researcher], develop ways to detect and avoid these information traps.

- • If you ask, and answer, the following three questions when you go to any website, you should be able to avoid misusing or misunderstanding the information you find:
  - ◦ Who is sharing this information?
  - ◦ Why are they sharing it?
  - ◦ How do they know what they claim to know
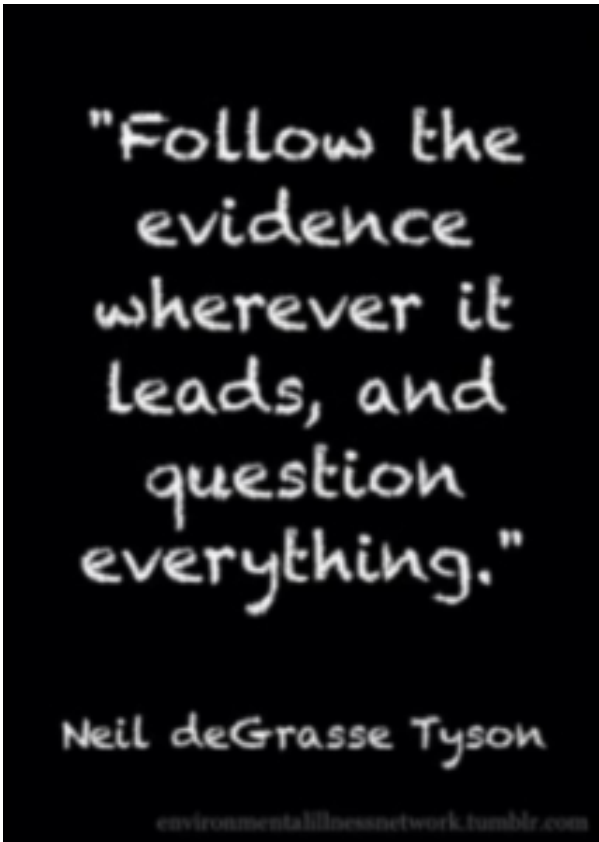
30. Culture and Information Literacy

A YouTube element has been excluded from this version of the text. You can view it online here:
https://library.achievingthedream.org/saclibrarystudies/?p=51

31. An Introduction to Open Access Reading

Think about the articles you found last week using the Nealley Library periodical databases. The majority of these articles are published in subscription-based periodicals (journals, magazines, newspapers, and trade publications). These subscription-based periodicals are fee-based or cost money for users to access their content. Nealley Library pays for the subscriptions of the periodicals it subscribes to so that SAC students have access to these publications for their research needs. As you may remember from your article research last week, you as a SAC student are able to access these fee-based periodicals through library databases by logging in with your WebAdvisor username and password. However, if you did not have a WebAdvisor username or password (say, after you graduate from SAC), you would not be able to access these periodicals that reside in the Nealley library databases, unless you visited the library in person. You may transfer to another college or university following your time at SAC where you

will have access to similar periodical databaes. But, what if you were no longer enrolled in school and still wanted access to the kinds of resrach articles that you enjoyed as a SAC student to help you with future personal and professional research projects?
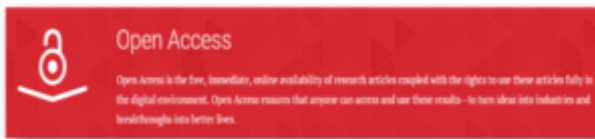
Enter, Open Access:

You may find this more commonly used definition of Open Access helpful:

> "Open-access (OA) literature is digital, online, free of charge, and free of most copyright and licensing restrictions. What makes it possible is the internet and the consent of the author or copyright-holder."
>
> Peter Suber, *A Very Brief Introduction to Open Access*
> (http://legacy.earlham.edu/~peters/fos/brief.htm)
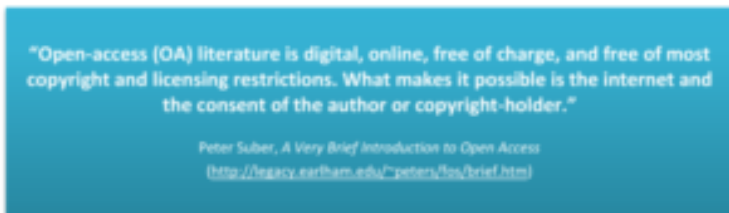
Whereas articles published in subscription-based periodicals are only available to subscribers or currently enrolled students with access to their library's databases, open access articles are available to anyone (the public) through the free Internet[1]. In other words,

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1. I use the term "free Internet" to emphasize that not all aspects of the Internet or resources within the Internet are available to everyone. For example, subscription-based library databases are not part of the "free internet" (also referred to as the "visible web") since they

the research findings and ideas published in open access articles available for everyone (with Internet access) to benefit from.

The following video created by Cal State San Bernardino's Pfau Library provides a brief and user-friendly explanation of closed (subscription-based) vs. open access publishing models. Please view this video before continuing your reading below.
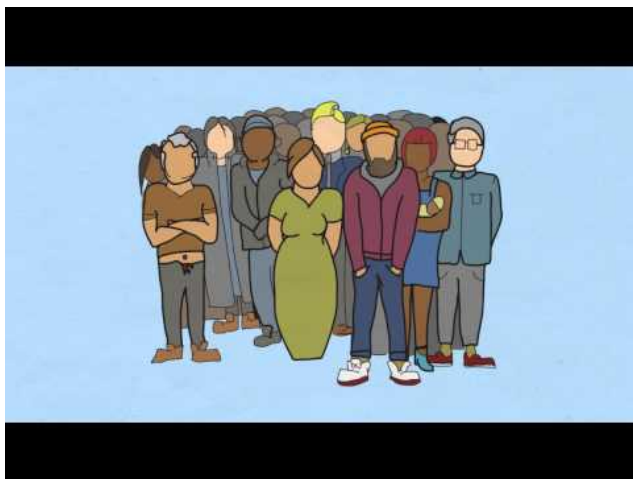
A YouTube element has been excluded from this version of the text. You can view it online here:
https://library.achievingthedream.org/saclibrarystudies/?p=52

are only available to SAC students with a current WebAdvisor username and password. You may have seen the terms "deep web" or "hidden web", which refer to Internet resources not publicly visible (e.g., library databases requiring logins, private intranets, and password protected websites).

Accessing OA Articles:

There are many ways to access OA articles, such as through OA databases, repositories/collections, and Google Scholar. Due to the limited timeframe of our class, we will explore the Directory of Open Access Journals, one of the most widely used OA article databases that contains thousands of freely accessible OA journals and articles (in their full text) on most any topic you can think of. As part of your Internet Exploration assignment this week, you will be asked to search the Directory of Open Access Journals to find an article related to your chosen research topic.

Additional OA Resources:

Please note that in addition to open access articles, there are other types of open access resources, including books, audio, video, and image collections. However, due to the limited timeframe of this class, we will focus on open access articles. If you would like to explore a wider variety of Open Access materials beyond the scope of our class, I recommend the list of OA resources compiled by librarian Rebecca Hedreen (Southern Connecticut State University): http://libguides.southernct.edu/openaccess (under "What sorts of materials are available?").

Questions?

If after reading this document you have questions about Open Access or any of the other concepts outlined here, please post to the "Course Questions" discussion forum in Blackboard or email me: knight_annie@sac.edu

32. Supplementary Content

Gratz, A. (n.d.). Why are there so many different citation styles?

Washington State University Libraries. (n.d.) The pleasure of acknowledging indebtedness.

Your institution's plagiarism/academic integrity policies

WEEK 7: CITING SOURCES

33. Week 7 Discussion Board Assignment: Intellectual Property and Citing Information Sources

For this discussion assignment you are being asked to respond to the "Citing Sources" video tutorial, Introduction to Copyright and Intellectual Property Toolkit, and "Traditional Knowledge and Intellectual Property" (WIPO) reading from this week, as specified in the questions below. Please answer each of the following questions to the best of your ability and as thoughtfully as possible, and remember to refer to your reading notes.

- After watching the "Citing Sources" video tutorial, do you feel you have a better understanding of why it is important to cite sources within your research projects? Please explain your answer (2-3 sentences).
- What new things did you learn about copyright and intellectual property after viewing the Copyright and Intellectual Toolkit pages? What do you still have questions about?
- Do you think learning more about intellectual property and copyright helps you better understand citation (citing sources) practices? Please explain your answer (2-3 sentences).
- Please share 3 takeaways from the "Traditional Knowledge and Intellectual Property" reading from your notes. Under each takeaway, provide a 2-3 sentence explanation of its significance to you.[1]

1. You can directly quote from the reading (using the

- Feel free to include anything else you wish in this post regarding your thoughts on intellectual property and the practice of citing sources.

author's words) or you can paraphrase (in your own words) your takeaways. Remember that takeaways can be anything within the text that taught you something new, made you think about something in a new way, raised a question for you, or stood out to you in any other significant way. If you decide to use direct quotes from the reading, be sure to place quotation marks around the quote(s) as a way to credit the author and so that it does not appear to others that the idea was yours.

34. Citing Sources

A YouTube element has been excluded from this version of the text. You can view it online here:
https://library.achievingthedream.org/saclibrarystudies/?p=56

35. Definitions

What is intellectual property?

Intellectual property refers to any intellectual creation, such as **literary works, artistic works, inventions, designs, symbols, names, images, computer code,**etc.

Intellectual property law exists in order to protect the creators and covers areas of **copyright, trademark law, and patents.**

Thus, intellectual property is an umbrella term encompassing both **copyright** and **industrial property,** such as **trademarks, patents, and inventions.**

(Source: The Free Dictionary http://legal-dictionary.thefreedictionary.com/Intellectual+Property*)*

What is copyright?

Copyright is a form of **intellectual property.**

The U.S. Copyright Office defines copyright as

- A set of exclusive rights awarded to a copyright holder or owner for an original and creative work of authorship fixed in a tangible medium of expression.
- A limited statutory monopoly that gives a copyright holder the sole right to market a work for a limited period of time.
- Copyright also includes exemptions that permit a user of the copyright-protected work the right to exercise an exclusive right without authorization or royalty payment under certain conditions.

(Source: U.S. Copyright Office, "Copyright Basics" – http://copyright.gov/circs/circ01.pdf)

Copyright includes literary and artistic works, such as

- Novels, poems, plays, and films
- Musical works
- Artistic works, such as drawings, paintings, photographs, and sculptures
- Architectural designs

Rights related to copyright include those of performing artists in their performances, producers of phonograms in their recordings, and those of broadcasters in their radio and television programs.

(Source: U.S. Copyright Office, "Copyright Basics" – http://copyright.gov/circs/circ01.pdf)

For more details on the definition and parameters of copyright, visit our Copyright page.

What is industrial property?

Industrial property is a form of intellectual property that includes **inventions, patents, trademarks, industrial designs, and geographical indications of source** (i.e., products that are closely identified with their geographical places of origin).

(Source and more information: WIPO: http://www.wipo.int/designs/en/)

36. Copyright and Intellectual Property Toolkit: Other Types of IP

Trademarks

For complete information about trademarks, see the [US Patent and Trademark Office's informational website](#).

Brief Definition: A trademark is a name, symbol or phrase used in interstate commerce to identify the source of a product or service.

A business or company name is a trade name and cannot be registered federally.

There are two types of trademarks typically registered with the US Patent and Trademark Office:

- Trademarks – used by their owners to identify goods, that is, physical commodities, which may be natural, manufactured, or produced, and which are sold or otherwise transported or distributed via interstate commerce.
- Service marks – used by their owners to identify services, that is, intangible activities, which are performed by one person for the benefit of a person or persons other than himself, either for pay or otherwise.

For more information about trademarks, see the helpful links below:

- USPTO Trademark Information
  Information about trademarks from the US Patent and Trademark Office.

- Trademark Information Network
  An introductory guide for those interested in trademarks.

- Introduction to the USPTO and Trademark Basics
  A 12-minute video introduction to Trademark Basics.

Patents

For complete information about patents see the [US Patent and Trademark Office's Web pages](#) and see a [patent attorney or agent](#) to ensure a thorough understanding.

Brief Definition: A (U.S.) patent is a grant of a property right by the (U.S.) Government to you, the inventor, "to exclude others from making, using or selling the invention." Patents differ significantly from copyrights and trademarks.

All patents must be "maintained" by paying a fee to the US Patent & Trademark Office at certain intervals. If you fail to pay the maintenance fee, your patent expires and you lose exclusive rights to your invention. Only a special act of Congress (pretty rare!) can extend the term of a patent, though certain pharmaceutical patents

(a special type of chemical patent, not to be confused with patent medicines) don't require such extreme measures.

For more in-depth information about patents, check out the guide below.

- [Patent Guide (University of Pittsburgh)](#)
  This informative guide from Christopher Lemery gives an introduction to different kinds of patents and how to search for patents.

37. Fair Use

Fair Use

Fair Use is a Right

Some people think fair use is a minor exception or a marginal carve-out from the expansive protection for authors, but **fair use is a fundamental right**.

JUSTICE RUTH BADER GINSBURG

the notorious r.b.g.

Thanks to Justice Ruth Bader Ginsburg, the Supreme Court said fair use is a **"First Amendment Safeguard"**.

Like the First Amendment itself, fair use is **broad, flexible, and responsive to change**. That's why fair use supports the constitutional purpose of copyright: **to "promote the progress of science and the useful arts"**.

Image by the Association for Research Libraries.

What about photos of copyrighted items?

If you take a photograph of a copyrighted item, this can sometimes count as reproducing the item and is a violation of copyright. However, there are some cases when it is okay – read this document from the World Intellectual Property Organization to learn more.

What is "Fair Use"?

According the U.S. Copyright Office's factsheet on Fair Use, the rights of copyright owners are subject to limitations. One of the more important limitations is the doctrine of "Fair Use."

   The doctrine of Fair Use allows users of copyrighted works to reproduce and reuse copyrighted works in ways that are considered fair–such as criticism, comment, news reporting, teaching, scholarship, and research.

The Four Factors

Section 107 of U.S. Copyright Law provides **four factors** to consider when considering whether the use of copyrighted works is a fair one:

1. The **purpose and character of the use,** including whether such use is of commercial nature or is for nonprofit educational purposes
2. The **nature of the copyrighted work** (e.g., whether it is factual or creative in nature)
3. The **amount and substantiality of the portion used** in relation to the copyrighted work as a whole
4. The **effect of the use upon the potential market** for or value of

the copyrighted work

Tools to Determine Fair Use

- [Thinking Through Fair Use](#)
  This interactive online tool from the University of Minnesota provides a checklist of relevant information about the four factors of Fair Use. At the end, a report can be generated for your use. This is by far our favorite Fair Use tool at the Pitt libraries!

- [Fair Use Checklist](#)
  This is a printable checklist about the four factors of Fair Use. This document is very useful for classroom settings.

- [Fair Use Evaluator](#)
  An interactive tool designed to help users think through Fair Use arguments. More free-form than the University of Minnesota "Thinking Through Fair Use" tool. Relies on prior knowledge of fair use.

Fair Use Examples

GOOGLE, TVEYES
Creating databases to make information searchable is a fair use.

NEW YORK TIMES
Quoting and reprinting to report the news is a fair use.

SOUTH PARK
Making fun of culture in parodies is a fair use.

ANDY WARHOL
Using old art to make new art is a fair use.

BRAILLE
Making books accessible to the blind and print-disabled is a fair use.

CODE
Copying a computer program to make new programs that work with it is a fair use.

DISH Network, VHS, VCR
Using recorders in your home to record television and watch later is a fair use.

BALTIMORE RAVENS
Documenting history in a world rich with logos and cultural artifacts is a fair use.

Images from the Association for Research Libraries.

One important note...

The U.S. Copyright Office's factsheet on "Fair Use" notes that

The distinction between what is fair use and what is infringement in a particular case will not always be clear or easily defined. There is no specific number of words, lines or notes that may safely be taken without permission. [Emphasis added] Acknowledging the source of the copyrighted material does not substitute for obtaining permission.

- Last Updated: Aug 10, 2017 9:41 AM
- URL: http://pitt.libguides.com/copyright
- Print Page

38. Public Domain

What is the Public Domain?

The term "public domain" encompasses those materials that are not protected by intellectual property laws such as copyright, trademark, or patent laws. No individual owns these works; rather, they are owned by the public. Anyone can use a public domain work without obtaining permission and without citing the original author, but no one can ever own it.

How do works arrive in the Public Domain?

There are four common ways that an item will arrive in the Public Domain.

The copyright has expired.

Copyright has expired for all works made in the United States prior to 1923. If the publication date is before January 1, 1923, then the work is in the Public Domain.

Because of legislation passed in 1998, copyright expiration was extended. Works published in 1923 will expire in the year 2019; in 2020, works published in 1924 will expire.

For works published after 1977, copyright will not expire until 70 years after the last surviving author dies.

The copyright owner failed to follow renewal rules.

Works published in the United States before 1964 fall into the public domain if copyright was not renewed with the Copyright Office during the 28th year after publication. No renewal meant a loss of copyright.

For works published between 1923 and 1964, research with the Copyright Office is needed to know whether the item is in the Public Domain. For a helpful guide to researching Copyright Office records, please see this guide from Stanford University Libraries.

The copyright owner deliberately places the item in the Public Domain.

Sometimes, a copyright owner will choose to release their work to the Public Domain. They can do this via a [CC-0 license](#) or by placing a statement such as "This work is dedicated to the Public Domain" on their work.

It is important to verify that the person dedicating the work to the Public Domain is, in fact, the owner of the copyright for the work.

Copyright law does not protect this kind of work.

Copyright law does not protect the titles of books or movies, nor does it protect short phrases such as, "Beam me up."

Copyright protection also doesn't cover facts, ideas, or theories, which has important ramifications for the collection of data. While the facts of data are not subject to copyright, their organization may be. For help with questions surrounding copyright and data, contact [Office of Scholarly Communication and Publishing](#).

(Information for this section was gleaned from ["Welcome to the Public Domain"](#) from the Stanford University Libraries.)

How do I use Public Domain works?

When using works from the Public Domain, you do not need to credit the author nor do you need to get permission, according to a 2003 ruling from the [US Supreme Court](#).

However, it is wise to cite your sources, so crediting the original

author or the source is a best practice. Be careful of copying directly from a Public Domain work, as this could qualify as plagiarism.

How can I find Public Domain works?

- [Guide to Finding Interesting Public Domain Works Online](#)
  From the Public Domain Review at the Open Knowledge Foundation, this guide has links to sources for Public Domain works of many types, such as images, texts, videos, and more.

- [Smithsonian Institution Public Domain Images](#)
  Images from the collection of the Smithsonian Institution that are in the Public Domain.

- [Librivox](#)
  Public domain audiobooks read by volunteers.

- [New York Times Public Domain Images](#)
  Images from the New York Times that are in the Public Domain.

- [Wikimedia Commons Public Domain](#)
  A listing of items from Wikimedia Commons that are in the Public Domain.

- [Project Gutenberg](#)
  Books in the Public Domain from Project Gutenberg.

- [Prelinger Archives](#)
  Thousands of short films in the domains of education, advertising, and industry.

Resources

- [Digital Copyright Slider](#)
  This slider can help you determine whether something is in the Public Domain or not.

- [Welcome to the Public Domain (Stanford)](#)
  Stanford University Libraries maintains this page with more information about the Public Domain, with examples and use case scenarios.

- [Copyright Term and the Public Domain in the United States](#)
  This is a large chart detailing the types of items and the nature of items with relation to their copyright term. Includes information about sound recordings and works published outside of the US.

39. Copyright and Intellectual Property Toolkit: Creative Commons, Copyleft, and Other Licenses

What are licenses?

Licenses are permissions given by the copyright holder for their content. Licenses can be applied to copyrighted material in order to give permission for certain uses of the material. Copyright is still held by the creator in these cases, but the creator has decided to allow others to use their work. Sometimes licenses are purchased and sometimes they are given freely by the creator.

Licenses can be applied to allow reuse, redistribution, derivative works, and commercial use.

Creative Commons is the most frequently used and accessible free licensing scheme, but there are others that are used by certain communities. Licenses can also be applied by commercial entities that own copyright to an item such as a journal article. These licenses generally spell out limited usage for users and are available for a fee.

How do I find licensed material?

- Creative Commons Search
  This search tool allows you to search different providers for

items that are specifically licensed under a CC license.

- [Google Advanced Image Search](#)
  At the bottom of this form is an option for "usage rights" – here you can select among the options for freely reusable material with different restrictions (analogous to the Creative Commons licenses).

Creative Commons

Creative Commons licenses are applied by the copyright owner to their own works. These are the most prominently used licenses of their type in the world. There are four components to the licenses that are arranged in six configurations:

- **BY** – attribution required.
- **NC** – no commercial use.
- **ND** – no derivative works.
- **SA** – Share Alike – the license must be the same on any derivative works.

The **ND** and **SA** components cannot be combined, as **SA** only applies to derivative works.

The six licenses (excluding **CC-0** which is an equivalent to the Public Domain) are:

- **CC-BY**
- **CC-BY-SA**
- **CC-BY-ND**
- **CC-BY-NC**
- **CC-BY-NC-SA**
- **CC-BY-NC-ND**

The following chart illustrates the permissions allowed by each license.

CREATIVE COMMONS LICENSES

		COPY & PUBLISH	ATTRIBUTION REQUIRED	COMMERCIAL USE	MODIFY & ADAPT	CHANGE LICENSE
	PUBLIC DOMAIN	✓	✗	✓	✓	✓
	CC BY	✓	✓	✓	✓	✓
	CC BY-SA	✓	✓	✓	✓	✗
	CC BY-ND	✓	✓	✓	✗	✓
	CC BY-NC	✓	✓	✗	✓	✓
	CC BY-NC-SA	✓	✓	✗	✓	✗
	CC BY-NC-ND	✓	✓	✗	✗	✓

✓ You can redistribute (copy, publish, display, communicate, etc.)

✓ You have to attribute the original work

✓ You can use the work commercially

✓ You can modify and adapt the original work

✓ You can choose license type for your adaptations of the work.

Creative Commons: The Ultimate Guide by foter.com is licensed under a Creative Commons Attribution-ShareAlike 3.0 United States License. Based on a work at http://bit.ly/1eWg7W3

- Guide to Creative Commons Licenses
  This chart shows the various Creative Commons licenses and what can be done with items bearing this license.

- CreativeCommons.org
  The Creative Commons website gives more information about the license and has a helpful license generator for your work.
- CC License Compatibility Wizard
  This helpful tool can assist you with understanding how multiple CC licenses can work together when re-used in a single work. It is directed towards people creating Open Educational Resources, but can be used by anyone.

Copyleft

Copyleft, a play on the word "copyright," is the practice of offering users of a work the right to freely distribute and modify the original work, but only under the condition that the derivative works be licensed with the same rights. It is similar to the "Share Alike" stipulation of the Creative Commons licenses (and the SA icon resembles the copyleft icon).

Copyleft licenses are often found on software packages, but can be used on any work. The [GNU General Public License](#), originally written by Richard Stallman, was is first and most prominent software copyleft license.

Copyleft licenses give each person who possesses the work the same rights as the original author, including:

Freedom 0 – the freedom to use the work,

Freedom 1 – the freedom to study the work,

Freedom 2 – the freedom to copy and share the work with others,

Freedom 3 – the freedom to modify the work, and the freedom to distribute modified and therefore derivative works.

In order for the work to be truly copyleft, the license also has to

ensure that the author of a derived work can only distribute such works under the same or equivalent license.

- copyleft.org
  More information about the copyleft license.

40. Traditional Knowledge and Intellectual Property – Background Brief

The current international system for protecting intellectual property was fashioned during the age of industrialization in the West and developed subsequently in line with the perceived needs of technologically advanced societies. However, in recent years, indigenous peoples, local communities, and governments, mainly in developing countries, have demanded equivalent protection for [traditional knowledge systems](#).

In 2000, WIPO members established an [Intergovernmental Committee on Intellectual Property and Genetic Resources, Traditional Knowledge and Folklore](#) (IGC), and in 2009 they agreed to develop an international legal instrument (or instruments) that would give traditional knowledge, genetic resources and traditional cultural expressions (folklore) effective protection. Such an instrument could range from a recommendation to WIPO members to a formal treaty that would bind countries choosing to ratify it.

Traditional knowledge is not so-called because of its antiquity. It is a living body of knowledge that is developed, sustained and passed on from generation to generation within a community, often forming part of its cultural or spiritual identity. As such, it is not easily protected by the current intellectual property system, which typically grants protection for a limited period to inventions and original works by named individuals or companies. Its living nature also means that "traditional" knowledge is not easy to define.

Recognizing traditional forms of creativity and innovation as protectable intellectual property would be an historic shift in international law, enabling indigenous and local communities as well as governments to have a say over the use of their traditional

knowledge by others. This would make it possible, for example, to protect traditional remedies and indigenous art and music against misappropriation, and enable communities to control and benefit collectively from their commercial exploitation.

Although the negotiations underway in WIPO have been initiated and propelled mainly by developing countries, the discussions are not neatly divided along "North-South" lines. Communities and governments do not necessarily share the same views, and some developed country governments, especially those with indigenous populations, are also active.

Two types of intellectual property protection are being sought:

- **Defensive protection** aims to stop people outside the community from acquiring intellectual property rights over traditional knowledge. India, for example, has compiled a searchable database of traditional medicine that can be used as evidence of prior art by patent examiners when assessing patent applications. This followed a well-known case in which the US Patent and Trademark Office granted a patent (later revoked) for the use of turmeric to treat wounds, a property well known to traditional communities in India and documented in ancient Sanskrit texts. Defensive strategies might also be used to protect sacred cultural manifestations, such as sacred symbols or words from being registered as trademarks.

- **Positive protection** is the granting of rights that empower communities to promote their traditional knowledge, control its uses and benefit from its commercial exploitation. Some uses of traditional knowledge can be protected through the existing intellectual property system, and a number of countries have also developed specific legislation. However, any specific protection afforded under national law may not hold for other countries, one reason why many indigenous and local communities as well as governments are pressing for an international legal instrument.

WIPO's work on traditional knowledge addresses three distinct yet related areas: traditional knowledge in the strict sense (technical know-how, practices, skills, and innovations related to, say, biodiversity, agriculture or health); traditional cultural expressions/expressions of folklore (cultural manifestations such as music, art, designs, symbols and performances); and genetic resources (genetic material of actual or potential value found in plants, animals and micro-organisms).

Although for many communities traditional knowledge, genetic resources and traditional cultural expressions form part of a single integrated heritage, from an intellectual property standpoint they raise different issues and may require different sets of solutions. In all three areas, in addition to work on an international legal instrument, WIPO is responding to requests from communities and governments for practical assistance and technical advice to enable communities to make more effective use of existing intellectual property systems and participate more effectively in the IGC's negotiations. WIPO's work includes assistance to develop and strengthen national and regional systems for the protection of traditional knowledge (policies, laws, information systems and practical tools) and the Creative Heritage Project which provides hands-on training for managing intellectual property rights and interests when documenting cultural heritage.

Traditional knowledge

When community members innovate within the traditional knowledge framework, they may use the patent system to protect their innovations. However, traditional knowledge as such – knowledge that has ancient roots and is often informal and oral – is not protected by conventional intellectual property systems. This has prompted some countries to develop their own *sui*

generis (specific, special) systems for protecting traditional knowledge.

There are also many initiatives underway to document traditional knowledge. In most cases the motive is to preserve or disseminate it, or to use it, for example, in environmental management, rather than for the purpose of legal protection. There are nevertheless concerns that if documentation makes traditional knowledge more widely available to the general public, especially if it can be accessed on the Internet, this could lead to misappropriation and use in ways that were not anticipated or intended by traditional knowledge holders.

At the same time, documentation can help protect traditional knowledge, for example, by providing a confidential or secret record of traditional knowledge reserved for the relevant community only. Some formal documentation and registries of traditional knowledge support *sui generis* protection systems, while traditional knowledge databases – such as India's database on traditional medicine – play a role in defensive protection within the existing IP system. These examples demonstrate the importance of ensuring that documentation of traditional knowledge is linked to an intellectual property strategy and does not take place in a policy or legal vacuum.

In the WIPO talks, many argue that use of traditional knowledge ought to be subject to free, prior and informed consent, especially for sacred and secret materials. However, others fear that granting exclusive control over traditional cultures could stifle innovation, diminish the public domain and be difficult to implement in practice.

Genetic resources

Genetic resources themselves are not intellectual property (they are not creations of the human mind) and thus cannot be directly

protected as intellectual property. However, inventions based on or developed using genetic resources (associated with traditional knowledge or not) may be patentable or protected by plant breeders' rights. In considering intellectual property aspects of use of genetic resources, WIPO's work complements the international legal and policy framework defined by the Convention on Biological Diversity (CBD), and its Nagoya Protocol, and the International Treaty on Genetic Resources for Food and Agriculture of the United Nations Food and Agriculture Organization. Issues under discussion at WIPO include:

- **Defensive protection of genetic resources:** This strand of the work aims at preventing patents being granted over genetic resources (and associated traditional knowledge) which do not fulfil the existing requirements of novelty and inventiveness. In this context, to help patent examiners find relevant prior art, proposals have been made that genetic resources and traditional knowledge databases could help patent examiners avoid erroneous patents and WIPO has improved its own search tools and patent classification systems. The other, more controversial, strand concerns the possible disqualification of patent applications that do not comply with CBD obligations on prior informed consent, mutually agreed terms, fair and equitable benefit-sharing, and disclosure of origin. "Biopiracy" is a term sometimes used loosely to describe biodiversity-related patents that do not meet patentability criteria or that do not comply with the CBD's obligations – but this term has no precise or agreed meaning.
- **Disclosure requirements:** A number of countries have enacted domestic legislation putting into effect the CBD obligations that access to a country's genetic resources should depend on securing that country's prior informed consent and agreeing to fair and equitable benefit sharing. WIPO members are considering whether, and to what extent, the intellectual property system should be used to support and implement

these obligations. Many, but not all, WIPO members want to make it mandatory for patent applications to show the source or origin of genetic resources, as well as evidence of prior informed consent and a benefit sharing agreement. Parallel discussions are also taking place in the World Trade Organization's Council on Trade Related Aspects of Intellectual Property (TRIPS).

WIPO also deals with the intellectual property aspects of mutually agreed terms for fair and equitable benefit-sharing. It has developed, and regularly updates, an online database of relevant contractual practices, and has prepared draft guidelines on intellectual property clauses in access and benefit-sharing agreements.

Traditional cultural expressions

Traditional cultural expressions (folklore) are seen as integral to the cultural and social identities of indigenous and local communities, embodying know-how and skills, and transmitting core values and beliefs. Protecting folklore contributes to economic development, encourages cultural diversity and helps preserve cultural heritage.

Traditional cultural expressions can sometimes be protected by existing systems, such as copyright and related rights, geographical indications, appellations of origin, trademarks and certification marks. For example, contemporary adaptations of folklore are copyrightable, while performances of traditional songs and music may come under the WIPO Performances and Phonograms Treaty. Trademarks can be used to identify authentic indigenous arts, as the Maori Arts Board in New Zealand, *Te Waka Toi*, has done. Some countries also have special legislation for the protection of folklore. Panama has established a registration system for traditional cultural expressions, while the Pacific Regional Framework for the

Protection of Traditional Knowledge and Expressions of Culture gives "traditional owners" the right to authorize or prevent use of protected folklore and receive a share of the benefits from any commercial exploitation.

Developing an international legal instrument

Because the existing international intellectual property system does not fully protect traditional knowledge and traditional cultural expressions, many communities and governments have called for an international legal instrument providing *sui generis* protection.

An international legal instrument would define what is meant by traditional knowledge and traditional cultural expressions, who the rights holders would be, how competing claims by communities would be resolved, and what rights and exceptions ought to apply. Working out the details is complex and there are divergent views on the best ways forward, including whether intellectual property-type rights are appropriate for protecting traditional forms of innovation and creativity.

To take just one example, communities may wish to control all uses of their traditional cultural expressions, including works inspired by them, even if they are not direct copies. Copyright law, on the other hand, permits building on the work of others, provided there is sufficient originality. The text of the legal instrument will have to define where the line is to be drawn between legitimate borrowing and unauthorized appropriation.

On genetic resources, countries agree that intellectual property protection and the conservation of biodiversity should be mutually supportive, but differ on how this should be achieved and whether any changes to current intellectual property rules are necessary.

Representatives of indigenous and local communities are assisted by the WIPO Voluntary Fund to attend the WIPO talks, and their active participation will continue to be crucial for a successful

outcome. WIPO members have agreed to expedite their work so as to decide in late 2012 whether to convene a diplomatic conference for final adoption of one or more international instruments.

41. Week 7: Choose Your own Citation Adventure (Research Assignment)

Now that you've learned more about concepts surrounding intellectual property, citation practices, and plagiarism, this is a chance for you to practice your own citation skills. Please read the following instructions and guidelines carefully before beginning your work on this assignment. If you have any questions, post to our Course Questions discussion forum on Blackboard so that your classmates can also benefit from the information shared.

1. Choose one citation style to focus on: APA or MLA. Select the one that you feel is most pertinent to your major or academic path. If you're not sure which citation style to choose, email me by Friday and I'll be happy to help you figure out which would be most beneficial for you.
2. Depending on the citation style you choose, visit the Seneca Libraries APA or MLA Citation Guide (links provided below). Each guide contains useful information about the citation style, citation examples, and sample paper layouts.

   ▪ APA Citation Guide: http://seneca.libguides.com/apa
   ▪ MLA Citation Guide: http://seneca.libguides.com/mla

3. Within the citation guide you've chosen to follow, please focus on the following areas (also illustrated in the screenshot below):

   ◦ "What is APA?" or "What is MLA?"
   ◦ "Commonly Used Terms"

- ◦ "How Do I Cite?" (citation examples for a variety of sources — e.g., books, articles, and websites)
  - ◦ "In-Text Citation" (how to cite your sources within papers and presentations)
  - ◦ "Reference List & Sample Paper" (APA) or "Works Cited List & Sample Paper" (MLA)
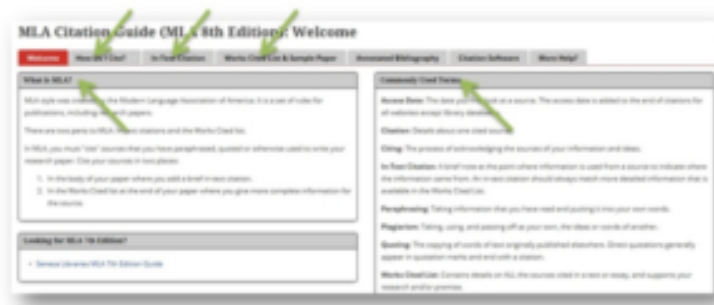
4. Using the MLA or APA style, create citations for the following types of sources related to your chosen research topic, or the topic you have been exploring this term:

   - ◦ One scholarly journal article
   - ◦ One newspaper or magazine article
   - ◦ One print or e-book
   - ◦ One quality website
- Refer to the Seneca Libraries MLA or APA guide (referenced on the previous page) to help you develop your citations, and feel free to email me with any questions you have.
- You may create citations for sources you've used in previous assignments for this class (refer back to your book, article, and Internet exploration assignments). You will also be able to use these citations for your final project next week.
- Please submit your 4 practice citations as a Word or PDF document.

I don't want you to agonize over your citations. Simply do your best. I will be grading on effort, not perfection. The idea is for you to become more comfortable creating citations. Due to all the rules involved with properly citing sources, it takes a good deal of practice to become proficient, so please be patient with yourself. If you are feeling overwhelmed, please email me so that I can assist you; just please be sure to email me by the Friday evening before the assignment deadline on Sunday to allow me enough time to respond.

42. APA Citation Guide: Welcome

What is APA?

APA style was created by the American Psychological Association. It is a set of rules for publications, including research papers.

In APA, you must "cite" sources that you have paraphrased, quoted or otherwise used to write your research paper. Cite your sources in two places:

1. In the body of your paper where you add a brief in-text citation.
2. In the Reference list at the end of your paper where you give more complete information for the source.

APA Guide – PDF (Available Temporarily)

As of Fall 2015, Seneca Libraries no longer produces and publishes a print citation guide. The below file is the latest (and final) edition of the *Seneca Libraries Guide to Research and Citation*.

Due to the nature of the print format (as opposed to the web), note that there may be errors in citations or pagination. All information in the research section can be found through Ask Us.

Please refer to the online guide for the most accurate and up-to-date citation information and examples.

• Seneca Libraries Guide to Research and Citation, APA Style, 4th Edition

Created 2014

How Can You Use This Guide?

https://www.youtube.com/watch?v=kFB8meIzCIM

Note

This research guide is based on the *Publication manual of the American Psychological Association* (6th ed.). The contents are accurate to the best of our knowledge. Some examples illustrate Seneca Libraries' recommendations and are marked as modifications of the official APA guidelines.

Commonly Used Terms

Citing: The process of acknowledging the sources of your information and ideas.

D O I (doi): Some electronic content, such as online journal articles, is assigned a unique number called a Digital Object Identifier (D O I or doi). Items can be tracked down online using their doi.

In-Text Citation: A brief note at the point where information is used from a source to indicate where the information came from. An in-text citation should always match more detailed information that is available in the Reference List.

Paraphrasing: Taking information that you have read and putting it into your own words.

Plagiarism: Taking, using, and passing off as your own, the ideas or words of another.

Quoting: The copying of words of text originally published elsewhere. Direct quotations generally appear in quotation marks and end with a citation.

Reference: Details about one cited source.

Reference List: Contains details on ALL the sources cited in a text or essay, and supports your research and/or premise.

Retrieval Date: Used for websites where content is likely to change over time (e.g. Wikis), the retrieval date refers to the date you last visited the website.

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43. MLA Citation Guide (MLA 8th Edition): Welcome

What is MLA?

MLA style was created by the Modern Language Association of America. It is a set of rules for publications, including research papers.

There are two parts to MLA: In-text citations and the Works Cited list.

In MLA, you must "cite" sources that you have paraphrased, quoted or otherwise used to write your research paper. Cite your sources in two places:

1. In the body of your paper where you add a brief in-text citation.
2. In the Works Cited list at the end of your paper where you give more complete information for the source.

Looking for MLA 7th Edition?

- [Seneca Libraries MLA 7th Edition Guide](#)

Top 10 Differences between MLA's 7th and 8th Editions

- [Top 10 Differences](#)

In May 2016, MLA updated their guidebook. The attached handout lists the top 10 updated rules.

Commonly Used Terms

Access Date: The date you first look at a source. The access date is added to the end of citations for all websites except library databases.

Citation: Details about one cited source.

Citing: The process of acknowledging the sources of your information and ideas.

In-Text Citation: A brief note at the point where information is used from a source to indicate where the information came from. An in-text citation should always match more detailed information that is available in the Works Cited List.

Paraphrasing: Taking information that you have read and putting it into your own words.

Plagiarism: Taking, using, and passing off as your own, the ideas or words of another.

Quoting: The copying of words of text originally published elsewhere. Direct quotations generally appear in quotation marks and end with a citation.

Works Cited List: Contains details on ALL the sources cited in a text or essay, and supports your research and/or premise.

Note

This citation guide is based on the *MLA Handbook for Writers of Research Papers* (8th ed.). The contents are accurate to the best of our knowledge.

Some examples illustrate Seneca Libraries' recommendations and should be viewed as modifications to the official MLA guidelines.

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WEEK 8: DEVELOPING CRITICAL RESEARCH QUESTIONS AND SHARING RESEARCH FINDINGS

44. Developing a Research Question (Tutorial)

[Click Here for "Developing a Research Question (Tutorial)"](#)