The toolkit is designed to help English 110 and 210 faculty assist first-year students with college-level writing and research. It’s available for download on the Best Practices For Research Assignments LibGuide: http://guides.lasalle.edu/bestpractices

The toolkit offers preliminary steps for conducting research and does not replace formal library instruction that focuses on searching specifics.

You are strongly encouraged to schedule library instruction for your students. Please contact Bernetta Doane (doane@lasalle.edu) to schedule a class.
Are you worried that your students are experiencing problems locating information from reliable sources?

Would you like your students to know what kinds of library resources they have access to for their research topics?

Do you want your students to understand how to evaluate the credibility of sources?

If so, the librarians at the Connelly Library are ready and willing to help you. We will collaborate with you to create effective research assignments that integrate library resources into the course content. These assignments can foster critical thinking and promote information literacy for lifelong learning.
Worry and frustration (on the part of both the professor and the students) are justified because there’s so much information available that it becomes confusing to search and sort through all the piles and lists of stuff.

Students need guidance in finding appropriate information resources when carrying out college-level research.
Bottom line it’s about scholarship and supporting the La Salle University curriculum.

*Providing guidance to students will enable them to:*

- Ask good questions about the research topic.
- Find high quality information in order to answer the questions related to the research topic.
- Effectively communicate the answers in the form of a product, i.e., research paper, oral presentation, statistical analysis, etc.
- Do all of this in a legal and ethical manner.
A Six-Step Scholarly Research Process—Information Seeking Strategies

1. Finding relevant sources for background information (reference materials).
4. Distinguishing between scholarly and non-scholarly periodicals (journals vs. magazines).
5. Citing resources (using a bibliographic management tool, i.e., RefWorks, Flow).
6. Critically evaluating information sources. (CARDS)
Direct your students to use the following resources. These resources are all available via the Connelly Library website—www.lasalle.edu/library

- Connelly Library Website (www.lasalle.edu/library)
- Library Catalog
- Summon
- Subject Databases (i.e., MLA, Gale Artemis, ProQuest, etc.)
- LibGuides (Literature, College Writing, Best Practices for Research Assignments)
- RefWorks/Flow (citation tools/style guides)
Implement a 6 Step Process for Scholarly Research

1. Find background information
2. Search for books, e-books
3. Search and locate periodical articles
4. Distinguish between scholarly and non-scholarly materials
5. Cite resources
6. Evaluate information sources

Six-Step Process for Scholarly Research

1. Find background information
2. Search for books, e-books
3. Search and locate periodical articles
4. Distinguish between scholarly and non-scholarly materials
5. Cite resources
6. Evaluate information sources
Have students start their research at the Connelly Library website: www.lasalle.edu/library
At the Connelly Library website rollover the Research Tab to select the needed resources.
**Background information** is the “who, what, where, when and why”. Students can use the following resources to help them find subject specific dictionaries, encyclopedias and other reference materials about the topic.

Reference materials are great sources to jumpstart the research process. They provide introductory or overview information on a topic.

Background information represents the “who, what, where, when and why” of a topic. Students can use the following resources to help them find subject specific reference materials about the topic.

Reference materials are great sources to jumpstart the research process. They provide introductory or overview information and also help students gain focus when topics are very broad in scope.
1. Finding background information

**Summon®
Library Catalog
e-Reference Books**

e-Reference books are a great way for students to find background information and overviews on a topic. e-Reference books are authoritative and more reliable than most information found with a "free" Internet search.
Use Summon to find subject specific e-reference materials. This includes specialized dictionaries, encyclopedias, handbooks, etc.
Students can find electronic reference books in the Connelly Library catalog.

These e-books are an excellent place to start doing research on a subject. The articles found in them give background information, provide ideas for narrowing or refocussing the search and usually include a list of further readings which will give the researcher a good start on finding the best material available on the topic.
e-Reference Books

Electronic reference books are available in the Connelly Library Catalog and Summon®. You can also refer your students to the e-Reference Sources LibGuide (see link below) for more information.

http://guides.lasalle.edu/e-reference

Use the e-References Sources LibGuide: http://guides.lasalle.edu/e-reference
Students can search and browse book collections using the Connelly Library catalog, Summon and the ebrary database.
Use the catalog to search for materials owned by the Connelly Library.
Summon is the Connelly Library’s search engine. Use it to search for books, e-books and other materials.
**ebrary** offers authoritative e-books in a wide range of subject areas, along with powerful tools to help you find, use, and manage the information you need.

Sign up for an account by clicking the **Sign In** link on the top right of the ebrary page and go to the New Account page.

Then follow the instructions for a new account. After you create your account read the information about managing your account.
Many students do not know that the library subscribes to thousands of periodicals (magazines, journals, newspapers--items that are published at intervals with no end in sight).

Some students end up going to sites that ask them to pay for articles they could have gotten for free through the Connelly Library.

Others may not know how to distinguish periodical citations from citations for other sorts of materials, such as book chapters.

These resources will set students on the right path to find what is needed.
Search Summon. Refine search results--select journal articles, books, ebooks, etc.
At the Connelly Library website select Subject Databases. Browse the list alphabetically. The listing also provides a description of each database.

The **ProQuest** database can be a useful starting place for undergraduate research.
LibGuides are subject specific mini-websites. Search LibGuides alphabetically, or by subject, by type or by owner (librarian).
Here’s the **Literature LibGuide**: [http://guides.lasalle.edu/literature](http://guides.lasalle.edu/literature)

This is a one stop-searching resource for students—what they need all in one place. Use the blue tabs to navigate the site.
Students do not always know the differences between popular and scholarly materials. In addition, many are unaware of the peer review process for journal articles.

This graphic is designed to shed a little light on the differences. For more information refer to the College Writing LibGuide: http://guides.lasalle.edu/c.php?g=130997
Are your students having trouble understanding how and when to cite?

**Citation software:**
RefWorks and Flow are citation management tools. Both are available via the Connelly Library website. Students sign up for a free account, enter their citations and it formats them in MLA, APA or Chicago style.

Refer to the following LibGuides and supporting tutorials on how to use these tools.

**RefWorks:** http://guides.lasalle.edu/refworks
**Flow:** http://guides.lasalle.edu/flow
CARDS is a technique used for information problem solving. CARDS represents a criteria for evaluating resources via the Internet. It can quickly help students decide what is a reliable or unreliable resource when using non-library sites for research.

**Credibility**—Is there an author(s) or producer(s)? Does the document provide credentials on the author? For example, the author has a Ph.D., M.D., etc. Is there contact information for the author(s) or producer(s) of the document. This can include an e-mail address and/or street address and phone number.

**Accuracy**—Does the website appear to be comprehensive? Is the information included in the website complete and accurate? How does the information found in the website compare to other resources or related websites?

**Relevancy**—Is there a stated purpose or information describing the
function of the website?

**Dates**—What is the date of coverage for the website? When was it created? Is the website up to-date? Are the links up-to-date?

**Sources**—Does the website offer or link you to additional websites or resources? Are the links appropriate for the research topic? Are these resources easily accessible?
Conducting Library Research: The Road to Scholarship is a two(2)-page handout that can help students stay on task. It’s available for download on the Best Practices For Research Assignments LibGuide: http://guides.lasalle.edu/bestpractices
Before the new semester starts, make an appointment with a reference librarian. We can work with you as you are developing your syllabi and assignments. We will help you identify appropriate library resources, and let you know if the assignment is feasible given our collection strengths and weaknesses.

Request library instruction to have a teaching librarian demonstrate to your students how to use the library databases, build search strategies and evaluate sources.

Provide the reference librarians with copies of your class assignments so that we are better prepared to assist your students when they need help.

If you limit the number of web sources students can use, please make sure your students understand the differences between web sites located via search engines (such as Google) and the information

Best Practices

- Collaborate with reference librarians.
- Schedule library instruction.
- Provide librarians with copies of the assignment.
- Help students understand the differences between web sites and the online library databases.
- Put required readings on reserve.
- Encourage students to use the library throughout the research process.
retrieved from our online library databases.

Consider putting required reading on reserve to ensure that all students will have access to it.

Encourage your students to visit the library early in their research process.
Reference Librarians

Bearden, Eithne- bearden@lasalle.edu  215-951-1449
Doane, Bernetta- doane@lasalle.edu  215-951-1287
Regan, Gerard- regang1@lasalle.edu  215-951-1964
Tarlue, Martha- tarlue@lasalle.edu  215-951-1287
Resources

https://www.youtube.com/watch?v=-z5DYFdY-Rl
https://www.youtube.com/watch?v=G4xW-wpcY_w
https://www.youtube.com/watch?v=LmE7-t6on5E
https://www.youtube.com/watch?v=VxfGuZ5Bsgk

Videos you can use in class.