Library Science 104: Advanced Internet Research
SYLLABUS

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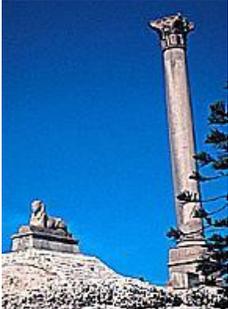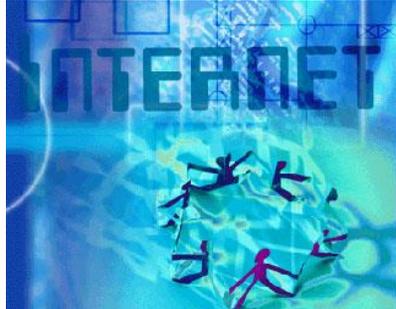
Library of Alexandria, Remnants	Library of Congress @ >www.loc.gov	WWW, the New "Library"?

Course Description

Welcome to Library Science 104, Advanced Internet Research.   As you might infer by its name, this class is designed to teach a student to develop a level of Internet skills essential to identifying, locating, evaluating, and referencing library resources useful in undertaking a college-level research project. These resources can and do occur in several formats including a variety of print and online formats. Like any learned skill, these are skills that can be extended and honed with mindful application. This course focuses on 3 areas: evaluative criteria of resources, database searching, and source referencing.

Finally, this is an online course. Though our class sessions occur in cyberspace, we "meet" each Monday. In other words, lectures will be posted for you to read by no later than noon of that day. For the schedule of lectures, see "Class Schedule," below. Please be aware that your responsibilities and requirements as a student are not diminished in an online environment. If anything, it takes a more mature measure of self-discipline to keep up with the class. That balances out, as you are acutely aware, the necessity and stress of physical travel.   If you do keep up, the rewards are abundant.

Course Objectives

Successful completion of this course indicates that you will have demonstrated satisfactorily the following competencies:

- Formulate a research question
- Determine the information requirements needed to answer the research question
- Understand the basic concepts of online searching that can be applied to any online search engine. Become familiar with standard sources available in print and electronic format
- Identify the appropriate sources and search strategies needed to find information
- Evaluate the information found according to accepted standards
- Format bibliographies and references according to a selected bibliographic citation style

Departmental Information Literacy Objectives (Appropriate to Course)

- ° Determine the extent of information needed
- ° Access the needed information effectively and efficiently
- ° Evaluate information and its sources critically
- ° Incorporate selected information into one's knowledge base
- ° Use information effectively to accomplish a specific purpose
- ° Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally

College Student Learning Outcomes (Appropriate to Course)

- Critical Thinking: Analyze problems by differentiating fact from opinions, using evidence, and using sound reasoning to specify multiple solutions and their consequences.
- Communication: Effectively communicate thought in a clear, well-organized manner to persuade, inform, and convey ideas in academic, work, family and community settings.
- Civic Responsibility: Apply the principles of civility to situations in the contexts of work, family, community and the global world.
- Technical Competence: Utilize the appropriate technology effectively for informational, academic, personal, and professional needs.
- Ethics: Practice and demonstrate standards of personal and professional integrity, honesty.

Course Texts (Recommended, not required)

American Psychological Association. *Publication Manual of the Anerican Psychological Association*. 6th ed.

Washington, DC: American Psychological Association, 2009. Print.

Modern Language Association of America. *MLA Handbook for Writers of Research Papers*. 7th ed. NY:

Modern Language Association of America, 2009. Print.

Trimmer, Joseph F. *A Guide to MLA Documentation with an Appendix on APA Style*. 8th ed. Boston:

Wadsworth Cengage Learning, 2010. Print.

Note: *These texts (along with prior editions) are available on reserve or at the Reference Desk at the WLAC Library, so you don't have to purchase them. If you want to purchase a book, however, the Modern Language Association text, the "bible" for MLA style, is available at the college's bookstore and at amazon.com; it will hold you in good stead through grad school—presuming you get through it in the next 3 – 5 years (or until the appearance of the next edition, whichever occurs first). Both Trimmer and the APA texts are available on Amazon.com.*

*Purdue University's OWL web site is a good online source for both APA and MLA citing styles. The quickest way to access it is to just google **OWL**.*

Course Requirements & Grading

1) <u>Discussions</u>. Four (4) weekly assignments @ five (5) points each; total 20 points. Every student participates in Discussion topics as assigned by posting an original message and by responding to posts of other students. Details are provided at the end of each module lecture.
2) <u>Written Assignments</u>. Four (4) @ ten (10) points each; total 40 points. Written assignments are assigned throughout the semester. Pay close attention to module lectures for details regarding these assignments. (Please see "Written Assignments" below for for additional informaton.)
3) <u>Quiz</u>. One @ ten (10) points; total 10 points. Open book quiz. Multiple choice, T/F, fill-ins, brief answers.

4) <u>Annotated Works Cited with Thesis Statement</u>. One @ thirty (30) points; total 30 points. An annotated Works Cited list of online resources cited in Modern Language Assciation format or an annotated References list of online sources in American Psychological Association format on an assigned topic, plus a controlling thesis statement. (Please see "Written Assignments" below for details.)

> *Note: Pay close attention to due-dates for assignments. Written assignments, like Discussion assignments, the quiz, and the Annotated Works Cited class project must be submitted **no later than noon** of the following Monday after they are assigned. Please be sure to save a digital and hardcopy of your written assignments, just in case the digital dog eats your homework in cyberspace.*

Grading Table

90-100	A
80-89	B
70-79	C
60-69	D
<60	F
Incomplete	Given only for demonstrated act of God

Course Policies

1) "Attend" every module lecture promptly; they are posted no later than noon of each Monday.
2) In Discussions and in private messaging to other students, observe Netiquette conventions, among them: NO SHOUTING (like I just did), no flaming (put-downs). Basically observe the Golden Rule: Treat others as you yourself wish to be treated—unless of course you want to be treated rudely, in which case, step this way to the dungeon.
3) Please do not interfere with the right of your classmates to the learning process. Please contribute to it.
4) Note the various drop deadlines—please decide your status by the appropriate drop date as I don't normally approve drops after the deadline unless there is a documented "serious and compelling reason": a medical emergency and changes in work schedule are good reasons—with documentation. Failing performance or frequent absence are not. The drop process begins with a visit to the Admissions office.
5) Please be aware that Incompletes are not normally issued—only for medical or other documented emergency.
6) Assignments must be typed in MS Word, using MLA format where called for, and spaced as appropriate. Those of you with Macs and Page: obtain MS Office.
7) Please read and observe the attached departmental statement on plagiarism and dishonesty.
8) Assignments are due by the following Monday by no later than noon after they are assigned.
9) No late assignments are accepted. These receive zero [0] points.

Class Schedule

The schedule may be--probably will be--modified as needed to meet curricular and pedagogical exigences. The day of the week that our class "meets" is Monday; in other words, that's when the week's lecture and announcements are posted: no later than 12PM. Any changes to the schedule of topics will be announced, if the instructor remembers. It is your responsibility as a student in this class to be aware of all the information contained herein and any changes that may be made, as they say in law offices the country over, "thereto." There may be occasional extra credit assignments. These, as are the regular assignments, are embedded in the lectures. Thank you.

Date	Module Lecture	Notes/Noteworthy
Week 1	Information Literacy; Intellectual Property; Plagiarism	
Week 2	Documentation Styles MLA, APA: Citing online sources,: Final Project	
Week 3	Basic Searching; WLAC proprietary databases	
Week 4	EX-WLAC databases: LAPL	
Week 5	Deep Web; Google (scholar, drive)	
Week 6	.gov	
Week 7	Wikipedia	
Week 8	Wiki-you	
Finals Week	Final Project Due	

A NOTE ABOUT HOW MUCH STUDY TIME A CLASS REQUIRES

I am occasionally asked by students how much time they should expect to spend outside of the class in accomplishing assignments. This question is usually an ill-disguised attempt to indicate to me that Library Science 104 seems to require a lot of homework for a one-unit class. My answer tends to vary with the student (usually depending on his attitude), with the explanation generally going something like this:

A three-unit class, such as English 103 or Psychology 14, meets for three hours weekly; a one-unit class like Library Science 104 then meets once a week for an hour. An instructional or classroom hour is defined by what is known as the Carnegie Rule and set forth in Title 5 §55002 of the California Education Code (for those of you who must know this kind of thing or are boning up for the Jeopardy category of "Arcane Educational Rules,") as 50 minutes. Thus, the lectures, whether they are delivered in a classroom or online, are to be 50-minutes long.

As far as homework is concerned, the very same Carnegie Rule requires (not "suggests" or "recommends") instructors to assign, on a weeky basis, two hours of homework for each hour of weekly lecture—on average. Thus, a one-unit class such as ours should expect to receive two hours of homework each week, again, on average. That's over the course of a 20-week semester.

If you're taking a one-unit class in a 16-week semester (as our semesters are configured here at WLAC), that hour is lengthened by several minutes, about 10 minutes—which brings that 50-minutes of instructional and homework time to a full 60 minutes. Here's the calculation: 16 weeks/20 weeks is reduceable to 4/5 or 80%. 100% - 80% = 20%. 20% of 50 minutes = 10 minutes. 50 + 10 = 60 minutes. So, because we're on a 16-week semester our instructional hour is 60-minutes long, and our 2 hours of homework is 120 minutes.

As you know, however, this class is just eight weeks long. Thus, the instructional hour gets doubled; thus, the lectures are to be 120 minutes long. But that's no all, as you might surmise having followed all the math thusfar. This class is required to assign four hours of homework weekly. Lucky you! The

upside is that it's only for eight weeks—good preparation for those of you who will be transferring to a four-year college that uses the quarter system wherein classes are 10 weeks long (e.g., UCLA).

Sometimes this instructor (that's me) slips up and in his enthusiasm for a topic assigns more than the required allotment of homework, but he tries to make up for it by assigning somewhat less HW somewhere down the road. Alternatively, he (that's me) may shorten the "lecture" to balance an overly long weekly (usually, reading) assignment.

Obviously some students complete their assignments (and lectures) faster than others. I try to gauge the homework so that the "average" student, working under "normal" circumstances, with the "typical" pressures and stresses of contemporary American life, with "moderate" concentration can complete the assignment within the allotted time and earn an "average" grade.

Those of you (perhaps all of you) who are genetically gifted with beaucoup brains will complete the lecture within the allotted two hours and the assignment well before the allotted four hours and receive a grade indicating superiority or even excellence. Those of you (perhaps all of you) who are gifted with uncommon tenacity and strength of will and laser-like focus may take even less time to complete the assignment--and damned if you're not only going to complete it in a time-defeating manner, but take the assignment to the craggy, ice-bound, wind-whipped top of the mountain and fly it defiantly from your flagpole (or stake), plunging it triumphantly into the hard scrabble of stony ground just inches from the sun. (Whew! If you actually kept up with that sentence, you're going to do well in this class!)

That this is an online class presents another consideration. The written lecture in each module is our cyber-analog of an orally delivered lecture in a bricks-and-mortar (BAM) classroom. Does it take two hours to read one of my lectures? At the average U.S. reading rate of between 200 and 300 words per minute, not likely. It may take that long to assimilate its contents, however. This might entail re-reading, following up on links and allusions, tracking down definitions of unfamiliar words, and other intertextual and allusive pursuits. This is known as reading rate efficiency, approximately 25% slower than mere reading rate. I just want you to know that I've taken this into consideration as well in fashioning (most of) my lectures.

One other thing: You should be aware, if you're not already, that this class is CSU-transferable. In other words, if you transfer to that system of higher learning, that system will recognize that this class is equivalent to its respective offering. I am, in other words, constrained to provide a class as rigorous and as thorough as one offered by Cal State Long Beach or CSU Fullerton, or any other campus in that institution of higher learning.

So, as the Latins say (the ones who engineered the aqueduct and fed their gladiators to the lions, not the ones who eat and dance salsa), "Flexilus sum, gluten es, me resilit, ad te haeret!" -- "I'm rubber, you're glue, bounces off me, sticks to you!" And that is my hope for the lessons you will learn this semester.

Transfer Honors

As you may have noticed in the class' description in this semester's Schedule of Classes, Library Science 101 is available as a Transfer Honors course. As in all other Transfer Honors courses, there is an extra component to the coursework. That component is negotiated between the instructor and the student, usually based on the student's academic, or even personal, interests. Think of it as a personal seminar. There are many benefits for undertaking a course as transfer honors. Some of them are:

- Priority admissions consideration to selected prestigious four–year institutions including UCLA, UC Irvine, UC Riverside, UC Santa Cruz, Pomona, Occidental, Chapman and Pepperdine and other alliance universities.
- Greater potential for priority transfer admission to top universities.
- Priority in application for Transfer Alliance Program scholarships.
- Transcripts reflect participation in the program.
- Individualized counseling with an Honors Counselor.
- Guest speakers, seminars, field trips to cultural events and concerts to further enhance Honors classes.

- Bus trips and tours to Alliance universities.
- Participation in the annual Spring Honors Students Research Conference at UC Irvine
- Monthly Honors workshops/luncheons on transfer applications and further transfer benefits.
- Tutoring

More information regarding the program, including qualifications and application, is available at the Transfer Honors web site @ http://www.wlac.edu/transfer/index.html#honors. If you are interested in taking this class as an Honors course, please let me know immediately.

Written Assignments

✍ Important: Please Note

Your written assignments in this class are limited in number and scope, so there's no need to feel anxious about them. The class project, the Annotated Works Cited list with Thesis Statement, should not take more than a few pages, and can be accomplished in less if you use your words concisely and economically when you describe the reason for each of the sources you will have selected for your list.

Details for the brief writing assignments for this class will be given at the end of each module lecture, so read them carefully. Due dates for all written assignments are on the following Monday, no later than 12:00 PM.

Please note, however, that if you feel the need for writing assistance for this or any other class, it is available on the first floor of the HLRC, or call 310.287.4324. A helpful online resource for working on and improving your writing can be found @ >http://owl.english.purdue.edu<.

Emphatically, understand and avoid plagiarism. You can refer to this website re: plagiarism: >http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml<.

The work you submit for grading must be your own. You must cite your sources appropriately, using MLA Style. We will go over MLA Style, but you are also expected to refer to your class text for details relating to Works Cited. **Plagiarism is unacceptable and the first such case will result in a failing grade for the assignment. A subsequent incidence of plagiarism will result in a failing grade for the class.**

✍ Annotated Works Cited List

The Annotated Works Cited class project is, simply, a list of sources you have selected on a topic of your choice. It can be a topic you've chosen to write a paper about in a different class. These features of the list must adhere:
- It must have between 12 to fifteen sources
- There must be at least four different kinds of sources (e.g., books, e-books, articles from hardcopy periodicals, articles found in online subscription databases, interviews, images, recordings of performances, transcripts, advertisements, and so on)
- Each entry must have a notation (that's why it's called an "annotated" list) which is your stated reason for selecting that source over others in the same category
- It must be in Modern Language Association style format
- It must have a thesis statement (at the top of the list) about your topic

Documentation Procedures: Modern Langauge Association (MLA)

The MLA Handbook (7th edition) is the standard style sheet for literature and language studies and the preferred format throughout the humanities. An important feature of its usage is the discard of

the old *footnote* style of documentation (promoted by MLA until 1984) and its replacement with the new, post-1984 MLA format, which does away with separate footnotes and bibliography and replaces them with a system of *in-text parenthetical citations* keyed to a works-cited list at the end of the paper. Here's a sample works-cited list with entries respectively for a book with two authors, an article found a library periodical database, a journal article, and a reference work with an editor. (All titles are fictive, I assure you):

Jones, Eve. "Couch: Confessions of an Iconoclast." *Psychological Methods* 23.3 (2003): 100-16.

LexisNexis. Web. 20 Feb. 2013.

Jung, Carl and Ernest Jones. *Freud, Schmeud: What Does He Really Know, Bitte?* Vienna:

Sacher Torte P, 1999. *Project Muse*. Web. 21 Feb. 2103.

Sacks, Oliver. "The Psychiatrist in the Wide-Brimmed Panama Smoking Cubans: Talk About

Sublimation!" *Cigar Journal* 12:3 (2008): 169-203. *Google Scholar*. Web. 20 Feb. 2013.

---. *Hallucinations*. NY: Knopf, 2012. *EbscoHost*. Web. 24 Feb. 2013.

Szacz, Thomas, ed. *A History of the Superego and Other Sexual Inhibitors*. 3 vols. NY:

Thomas Wiley, 2009. *Gale*. Web. 19 Feb. 2103.

Once the titles you're referring to are safely stowed in your works cited list at the end, you have only to document quotations, paraphrases, and directly borrowed material with a parenthetical page reference in your own text. If drawing information or a quotation from the mythical book above, for instance, you'd produce something like this in the text of your paper:

Almost from the very beginning, Freud's iconic status has left him open to attack from practically every corner of the psychiatric profession. This was given its initial impetus by his one-time collaborator, Carl Jung, who often referred to his former friend and colleague back in the day by pointing to his temple and making circular gestures with his index finger (153).

Note that the author's name is placed directly into your text, so we already know which book the page number refers to. If for some reason it's awkward to work the author's name into your sentence, place it in parentheses, without a comma before the page number. And in the rare instance of having to cite one of two different titles by the same author, just place a shortened title (in italics) within the parentheses. Thus, you might occasionally have to observe these exceptions:

Even his most ardent admirers cavil at some of the hermeneutical methods of psychiatry's founder (Sacks 33).

Even his most ardent admirers cavil at some of the hermeneutical methods of psychiatry's founder (Sacks, "The Psychiatrist," 33).

These are a few the exceptions and the main rules. *The MLA Handbook* (7th edition) can clue you in on any nuances you're curious about. And, again, the examples are fictive.

WLAC Policy on Student Academic Honesty

This policy, to which I've made one or two recommendations, is currently being refined in committee. Most of the text, however, will survive. The second component, "Citing Others' Intellectual Work," is a centerpiece of Library Science 104.

West Los Angeles College is committed to preparing students to compete confidently and effectively in a rapidly changing, information-driven, technological global community. Students are expected to be honest and ethical. No acceptable rationale for dishonesty can be based on physical, emotional or learning challenges. The college expects that students do their own academic work. Acceptable academic conduct does not include cheating, plagiarism or any other unethical academic behavior.

It is the student's responsibility to know what conduct is academically honest.

Original Critical Thinking

A student is expected to work independently. Written assignments and/or projects are to be individually accomplished unless there are specific instructions to work with another student or group of students.

Citing Others' Intellectual Work

Sources of information (that is, information already in print or electronic form) may be used with appropriate credit given to the author and/or publication, with appropriate reference citation.

The following list includes some examples of academic dishonesty:

Plagiarism
- Submitting someone else's scholarly work, such as essays or term papers, as your own.
- Submitting someone else's artistic work as your own. (examples include musical compositions, computer programs, photographs, paintings, drawings)
- Copying, in part or in full, someone else's assignment.
- Including in your work without proper citation the ideas or language of another author.
- Including in your work without proper citation information downloaded from the Internet.

Test-taking

A student is expected to mentally isolate him/herself while taking quizzes and examinations. All responses will be based upon studied and memorized information, unless specifically instructed to use reference materials and/or specified notes.

The following list includes some examples of academic dishonesty:

Cheating
- Consulting concealed notes during a quiz, test or exam.
- Using unauthorized prepared materials during a quiz, test or exam.
- Receiving information or answers from another individual during a quiz, test or exam.
- Copying information or answers from a classmate's paper.
- Using electronic devices that have been prohibited by the instructor during a quiz, test or exam.
- Inventing data for a laboratory experiment or case study.
- Submitting work prepared previously for another course.
- Talking during a quiz, test, or exam.

Other examples of academic dishonesty:

- Providing your work for someone else to copy.

- Allowing a fellow student to use answers on your paper during a quiz, test or exam.

- Passing information to a fellow student during a quiz, test or exam.

- Purposely allowing a classmate to copy your original work product, such as answers to assignments, lab reports, term papers, etc.

- Stealing tests or examinations.

- Removing tests or exams from a campus facility without the permission of the instructor.

Violators of the WLAC Policy on Student Academic Honesty are subject to disciplinary action. Depending upon the seriousness of the violation, the disciplinary action may be any or all of the following:

- The instructor may warn the student that the conduct is a violation of the WLAC Policy on Student Academic Honesty.

- The instructor may give a zero score or an "F" grade for the assignment or exam. In the case of assignments which are not averaged into the course grade (such as extra credit assignments) the penalty may be the subtraction of the points the assignment is worth.

- The instructor may report in writing the academic dishonesty incident to the Office of Student Services to be placed in the student's disciplinary file.

- The instructor may send a written report to the Office of Student Services about the student's violation of the Standards of Student Conduct (LACCD Board Rule 9803.12), and request that the college initiate disciplinary action leading to the suspension of the student from the college or the expulsion of the student from the college and the entire district as authorized by LACCD Board Rule 91101.11b. In all instances, the student has the right of due process when charged with a violation of the Standards of Student Conduct. Details of the Student Grievance Procedure may be found in the West Los Angeles College catalog and in the Schedule of Classes in the section on student conduct.

LACCD Board Rule 9803.12   **Dishonesty**.
 Dishonesty, such as cheating, or knowingly furnishing false information to colleges.

LACCD Board Rule 91101.11 **Disciplinary Action**
 Disciplinary action appropriate to the misconduct as defined by the violation of the Standards of Student Conduct, Board Rule 9803, may be taken by an instructor, an administrator (see b(4) below), the College President and the Chancellor and the Board of Trustees (see b(10) below).

 b (4)   Disciplinary Probation - Disciplinary probation may be imposed for violations of the Student Code of Conduct. Disciplinary probation may be imposed for a period not to exceed one year. Repetition of conduct resulting in disciplinary probation may be cause for suspension or further disciplinary action. The Notice of Disciplinary Probation (Form SD1), signed by the Chief Student Services Officer or designee will be placed in the student's file, and copies will be sent to the appropriate administrator(s), and campus law enforcement.

 b (10)   Expulsion - Expulsion is the termination of student status for an indefinite period of time. Upon recommendation by the College President, the Chancellor or designee shall consider the matter, and shall recommend to the Board of Trustees the expulsion of a student for good cause when other means for correction fail to bring about proper conduct, or when the presence of the student causes a continuing danger to the physical safety of the student or others. The Chief Student Services Officer or designee shall send the Notice of Recommended Expulsion (Form SD4) to the student or in the case of minor to the parent or guardian. A copy of the Notice of Recommended Expulsion shall be placed in the student's file, and copies of the Notice shall be sent to the President, the Chief Instructional Officer, the appropriate administrator, the Registrar and campus law enforcement. Expulsion may be subject to reconsideration after a specified period of time and subject to specifically identified conditions pursuant to Board Rule 91101.17

and Board Rule 9801 et seq. A student can be expelled from either all colleges in the District, or a specified program (e.g., Nursing) from all colleges in the District.

A Success Checklist

_____ If you can, buy, if not, borrow, but use your textbook on a regular basis.

_____ Read carefully. Print out lectures, make notes, ask relevant questions, participate in class discussions.

_____ Make a vocabulary chart to help you learn new vocabulary words in the readings.

_____ Do all readings ahead of time, preferably more than once. Summarize, comprehend, interpret and analyze what you read. Ask questions of the readings. Do additional research.

_____ E-mail or make an appointment to see me during my office hours for additional help/clarification/explanation.

_____ See the Writing Lab tutors available on the first floor of the Library or other tutorial services available on campus (such as EOP&S, DSPS, etc.) when you are working on drafts of your writing assignments. Tutors expect you to come with some writing done.

_____ Keep track of all due dates; follow your syllabus, read all lectures, note assignments.

_____ Take the time needed to work on your essay/writing. Avoid procrastination.

_____ Make use of summarizing, paraphrasing, and direct quotations in your essay, using MLA citation--and analyzing your references as they relate to your thesis or controlling purpose.

_____ If you are weak in sentence structures, grammar or essay writing, please take an appropriate Learning Skills course or go on-line.

_____ Avoid plagiarism; or, to put it negatively, do NOT plagiarize.

_____ Keep track of all your assignments, the grades you earned, and calculate your average throughout the semester.

_____ Challenge yourself to do the very best work that you can do.

WORKS CITED
(ASSIGNED READINGS)

All class reading texts are available in multiple formats: in original hardcopy; copies on reserve at the Circulation Counter; or delivered via the Internet in databases. If reserve item, ask for the Library Science 101 reserve folder. If on the 'Net, you know what to do. Citations for both hardcopy and Internet formats--where applicable--are entered individually below so you can find them in whatever format convenient for you. (For examples of citations of works published in more than one medium, see *MLA Handbook* 5.6.2a, 5.6.2c-d, 5.8, which may be beyond the scope of this class, but at least you're aware of it.)

Association of College and Research Libraries. *Information Literacy Competency Standards for Higher*

Education. Chicago: ALA, 2000. Print.

"Fatally Flawed: Refuting the Recent Study on Encyclopedic Accuracy by the Journal *Nature*." Mar. 2006.

Fwd. by Laura McLoughlin. Online Posting. 14 Aug. 2006.

Giles, Jim. "Special Report: Internet Encyclopedias Go Head to Head." *Nature* 438: 900-01 (2005).

Nature.com. Web. 14 Aug. 2006.

---. "Special Report: Internet Encyclopedias Go Head to Head." *Nature* 438 (2005): 900-01. Print.

"Information Literacy Competency Standards for Higher Education." 2000. Association of College &

>   Research Libraries. Web. 8 Aug. 2006.

Jones, Del. "Authorship Gets Lost on The Web; Some Bloggers Don't Give Credit Where It's Due." *USA*

>   *Today* 1 Aug. 2006: 3B. Web. 10 Aug. 2006.

Modern Language Association. *MLA Handbook for Writers of Research Papers*. 7th ed. NY: Modern

>   Language Association of America, 2009. Print.

---. "MLA Style: Frequently Asked Questions." 2007. Web. 8 Feb. 2007.

Schiff, Stacy. "Annals of Information: Know It All; Wikipedia Takes on the Experts." *New Yorker*

>   31 July 2006: 36-43. Print.

---. "Know It All; Annals of Information." *New Yorker* 31 July 2006: 36. *ProQuest*. Web. 2 Aug. 2006.

Trimmer, Joseph F. *A Guide to MLA Documentation with an Appendix on APA Style*. 9th ed. Boston:

>   Houghton Mifflin, 2013. Print.

WORKS CITED
(FURTHER READING, Just in Case)

These titles are meant to complement and to stimulate the student's reading. Most of them can be checked out at West Los Angeles Library as well as the public libraries. Just check their online catalogs.

Benjamin, Jules R. *A Student's Guide to History*. 11th ed. Boston: Bedford, 2010. Print.

Bolner, Myrtle S. and Gayle R. Poirer. *The Research Process: Books and Beyond*. 2nd ed. Dubuque:

>   Kendall/Hunt, 2001. Print.

Booth, Wayne, Gregory G. Colomb, and Joseph P. Williams. *The Craft of Research*. 3rd ed. Chicago: U of

>   Chicago P, 2008. Print.

Conaway, James. *America's Library: The Story of the Library of Congress 1800-2000*. New Haven: Yale,

>   2000. Print.

Gilbert, Sara Dulaney. *How to Be a Successful Online Student*. New York: McGraw-Hill, 2001. Print.

Harmon, Charles, ed. *Using the Internet, Online Services, and CD-ROMS for Writing Research and Term*

>   *Papers*. 2nd. ed. New York: Neal-Schuman, 2000. Print.

Harris, Robert. *A Guidebook to the Web*. Guilford: Dushkin/McGraw- Hill, 2000. Print.

Hock, Randolph. *The Extreme Searcher's Internet Handbook; A Guide for the Serious Searcher*. 3rd ed.

>   Medford, NJ: CyberAge, 2009. Print.

Houghton, Janaye M., and Robert S. Houghton. *Decision Point: Boolean Logic for Computer Users and*

Beginning Online Searchers. Englewood: Libraries Unlimited, 1999. Print.

Katcher, Brian S. *Medline: A Guide to Effective Searching in PubMed and Other Interfaces*. 2nd ed. San
      Francisco: Ashbury, 2006. Print.

Katz, Bill. *Cuneiform to Computer: A History of Reference Sources*. Lanham: Scarecrow, 1998. Print.

Katz, William A. *Introduction to Reference Work. Vol.1: Basic Information Services*. 7th ed. New York:
      McGraw-Hill, 1997. Print.

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