

STETSON UNIVERSITY

Writing Program

Research and Information Fluency

Contributed by Jane Bradford, duPont-Ball Library

Research help is available 65 hours a week by

- ✚ calling or texting the library's On-Call Librarian at 386-747-9028,
- ✚ sending an email question to libref@stetson.edu,
- ✚ or coming to the Information Desk (immediately to your left as you enter the Library building).

There are many different kinds of literacy, e.g., reading, writing, mathematical, visual, statistical, computer. In college-level academic courses, a crucial literacy is **information literacy**, defined by the [Association of College and Research Libraries](#) (ACRL) as “a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.”

As the [American Library Association Presidential Committee on Information Literacy](#) (January 10, 1989, Washington, D.C.) said:

Ultimately, information literate people are those who have learned how to learn. They know how to learn because they know how knowledge is organized, how to find information, and how to use information in such a way that others can learn from them. They are people prepared for lifelong learning, because they can always find the information needed for any task or decision at hand.

Information fluency is defined by the [Associated Colleges of the South](#) as “the optimal outcome when critical thinking skills are combined with information literacy and relevant computing skills.” Information fluency is the synergy among critical thinking, information literacy, and relevant, appropriate computer skills. It results in finding information efficiently and effectively and using it in appropriate, ethical, and legal ways.

The Stetson Core (General Education) courses, including First Year Seminars, are designed to introduce and cultivate information fluency. That’s why, in First Year Seminars and in other writing intensive courses, we expect students to learn how to use and evaluate information from any source, but particularly from the resources (print and electronic) of the duPont-Ball Library. A starting place

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is to read this section of *The Guide to Writing at Stetson University* and then practice using the resources mentioned here.

To begin, this *Guide* will introduce the steps in the research process with which the Library can be most helpful. Those steps are

- exploratory or preliminary research: choosing, refining, and developing a preliminary topic, including using primary and secondary sources and reference materials;
- conducting focused research;
- evaluating sources, including websites;
- properly citing the sources used in the paper or presentation; and
- consulting with research librarians.

Exploratory or Preliminary Research

Choosing a Topic

If you are free to choose your own research topic, **here are two websites that might be helpful in choosing a topic**. Remember to keep in mind any limitations the professor may have put on the paper topic and how long the paper or presentation will be (and thus how much information can be reasonably covered).

[California State University, Long Beach Library:](#)

[University of Central Florida Writing Center:](#)

Reference Materials

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Besides doing searches from the search box on the Library home page. A second good way to begin research on a topic is to consult one or more reference books. Reference books usually contain relatively short articles that are excellent beginning points because they give you background and overview information, identify key people or events associated with the topic, provide the vocabulary people use to talk about this topic, and often have at least a small bibliography of further works to consult at the end of the article.

To find what reference books (both print and electronic) the Library has on your topic

- go to the library's Databases by Title page, scroll down and click on Library Catalog;
- go to the Advanced Search in the catalog; type your topic on the words or phrase line, go down to LOCATION and highlight REFERENCE to find **print reference books** (shelved in the Reference Collection located on the main floor of the Library)
- go to the Advanced Search in the catalog; type your topic on the words or phrase line, go down to TYPE and highlight EBOOKREF (to find **electronic reference books**).

These first searches from the search box on the Library's home page and from reference articles should give you a pretty good idea of what information is available on your preliminary topic. As you look through the results of these first searches, be particularly aware of the following:

- Note sub-topics that interest you. Look for ways you may want to narrow or focus your research. You may begin to see from the titles of the journal articles and books that you have retrieved that your topic can be broken down in several ways.
- Note the vocabulary that is used in connection with your topic. In this way you can proceed to more focused research.

Preparing for Focused Research

Before beginning more in-depth research, two additional research tools need to be reviewed:

- understanding the importance of and differences between **primary and secondary sources** and

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- **searching** electronic resources

Primary and Secondary Sources

It is important for college-level researchers to be able to distinguish between **primary and secondary sources** of research materials. Many disciplines, for example history, prefer the use of primary sources over secondary sources whenever possible.

Primary source The term “primary source” indicates the original materials of a study or the closest materials one can get to an event. Primary sources contain direct evidence regarding a topic. Original musical scores, poems, letters, diaries, treaties, speeches, audio recordings, data from a survey, minutes of an organization, photographs or videos of an event, newspaper reports at the time of an event, and data collected from government agencies such as police reports, birth certificates, death certificates, court documents, and census data are all examples of primary materials.

Secondary sources are those materials written in response to other materials. Secondary sources interpret or analyze an historical event or a phenomenon. For example, the text of a treaty ratified by a government would be a primary source and the journal, magazine, or newspaper articles about the treaty would be secondary materials. If, however, one were studying journalism, the newspaper reports of the treaty would then become the primary source.

Visit these websites for further examples of primary and secondary sources:

- [Bowling Green State University Library](#)
- [Purdue University Online Writing Lab](#)

The following tables may help you visualize the use of primary, secondary, and reference sources as seen by the different perspectives of the user of the information. Materials from the

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Library's Reference Collection are also included because reference materials provide background and overview information and often list important primary sources associated with the topic.

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**An important treaty, such as the Treaty of Versailles,
as approached by an historian.**

History	
Primary Source	Text of a treaty
Secondary Source	Book or article in a journal about that treaty
Reference Book about Treaties	<i>Major Peace Treaties of Modern History, 1648-1967</i> , Ref. JX121 .I8

**A traffic accident that led to controversial criminal charges being filed against one of the
drivers, as seen by a newspaper reporter
and by a student studying journalism.**

	Newspaper Reporter	Student Studying Journalism
Primary	Police reports, court documents, reports from people who were there	Newspapers
Secondary	Books or articles read to get background or historical information about points in the accident or the case	Books and Articles in journals about journalism or about points in the accident or the case
Reference	Reference Book <i>Official Florida Statutes</i> , Ref. KFF30 .A2 F55	Reference Book <i>Encyclopedia of Media and Politics</i> , Ref. P95.82 .U6 E47 2007

**A student studying a poem by T. S. Eliot and
a student studying literary criticism.**

	Student Studying a Poem, e.g., T. S. Eliot's "The Waste Land"	Student Studying Literary Criticism of "The Waste Land" or of T. S. Eliot
Primary	Text of the poem, "The Waste Land"	Book or article about "The Waste Land" or about T.S. Eliot.
Secondary	Book or article about the poem or the poet	Books or articles about literary criticism as a genre

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Reference	Reference book <i>British and Irish Literature and Its Times: The Victorian Era to the Present</i> , Ref. PR471 .M65 2001	Reference Book <i>The Johns Hopkins Guide to Literary Theory and Criticism</i> , Ref. PN81 .J554 2005
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- A beginning point in identifying primary documents is to do a search on your topic from the **search box on the Library home page (OneSearch)**. Once you have your results, go to the **Source Types** on the left-hand side. If **Primary Source Documents** does not appear in the list of Source Types, click on Show More. If Primary Source Documents appears in the expanded list, check the box next to it and click on Update.

Searching Electronic Resources

Records and Fields

Stetson subscribes to more than 100 electronic databases. These databases contain items a researcher **cannot** find by doing a Google search, even a Scholar Google search. These are databases that must be paid for in order to access them. That's one of the reasons students must login in a computer lab or why a student will be asked for a Stetson id and password if he or she tries to get into one of the library's databases from off campus.

Some databases contain journal, magazine, and newspaper articles. Some databases contain only journal articles (e.g., SocINDEX) or only newspaper articles (e.g., ProQuest Newspapers). Some databases contain only books (e.g., PsycBooks) or reference books (e.g., Oxford Reference or Credo Reference).

ALL databases, however, are made up of **records**. A **record** contains all the information in that database on one item (that item could be a book, journal article, newspaper article, or something else), and each record is made up of **fields**. Common fields include author, name of article, name of journal, date, etc. The researcher can tell the computer which field to be searched. For example, the researcher may want to search for the word **brown**, but as an author's name (in the author field).

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Below is a sample **record** from the library's catalog. Notice the names of the **fields** along the left-hand side of the screen, e.g., Personal author, Title, Publication info., etc.

The screenshot shows a web browser window displaying a library catalog record. The browser's address bar shows the URL: <http://cat.stetson.edu/uhbblin/cgisirsi/fyqAhnCQWT/MAIN/74190022/9>. The page title is "Item Display - The Johns Hopkins guide to literary theory & criticism". The browser's menu bar includes File, Edit, View, Favorites, Tools, and Help. The browser's toolbar includes a search box with "Google" and a "Sign In" button. The browser's status bar shows "Internet" and "100%".

The library website header includes "STETSON UNIVERSITY" and a navigation menu with links: Quick Search, Advanced Search, Databases, Journals List, Holds & ILL, Reserve Desk, My Account, Ask A Librarian, and Library Website Home. Below the header is a navigation bar with links: Go Back, Help, New Search, Next, Change Display, Kept, and Logout.

The main content area displays the record for "The Johns Hopkins guide to literary theory & criticism". The record is titled "record 1 of 2 for search title 'johns hopkins guide to literary theory'" and includes a "Change Display" link. The record is divided into several sections:

- Item Details:** Includes a "Keep" checkbox and a thumbnail image of the book cover.
- Item Information:** Includes links for "A Look Inside" and "Catalog Record".
- Title:** "The Johns Hopkins guide to literary theory & criticism".
- Author:** "Grodten, Michael".
- Publisher:** "Johns Hopkins University Press, 2005".
- Pub date:** "2005".
- Pages:** "xvii, 985 p. ;".
- ISBN:** "0801880106".
- Item info:** "1 copy available at duPont-Ball Library."
- Holdings:** "duPont-Ball Library".
- CopyMaterial:** "1BOOK".
- Location:** "REFERENCE (nocirc)".

On the right side of the record, there are three sections:

- Continue search in:** Includes links for "EbscoHost", "ProQuest", "WilsonWeb", "Google", "Wikipedia", and "Stetson Archives".
- You Found Titles in Categories:** Includes a link for "Literary History and Collections".
- Library Info:** Includes links for "New Books and More..." and "Hours".

The browser's taskbar at the bottom shows the "start" button, several application icons, and the system tray with the time "2:56 PM".

Vocabulary

Once the researcher has decided on an appropriate database, he or she will need to think of the **vocabulary** to be used in the search. In general, search the most specific term or phrase used with

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your topic. Then expand to the more general word or phrase if you do not get enough research results. For example, use ice cap melt instead the more general term of climate change.

Also, consider if there are **synonyms** for the term(s) to be searched. For example, the word **car** might also be searched as **auto** or **automobile**.

Also consider **alternative spellings** of words, especially non-English words or the last names of persons. Examples, Vietnam, Viet Nam, Viet-Nam; Tchaikovski, Tchaikovsky, Tchaikofsky, Chaikovski, etc.

As the research process progresses, write down the vocabulary that is used to discuss the topic, including any variant spellings.

Boolean or Logical Operators

Once the researcher knows the database and vocabulary to be searched, he or she will need to determine how to put a search statement together in the database. He or she will need to know how to use **Boolean or logical operators**.

The two most common Boolean or logical operators are the words **OR** and **AND**. They are capitalized here for emphasis, but when they are typed in a database, they don't need to be capitalized.

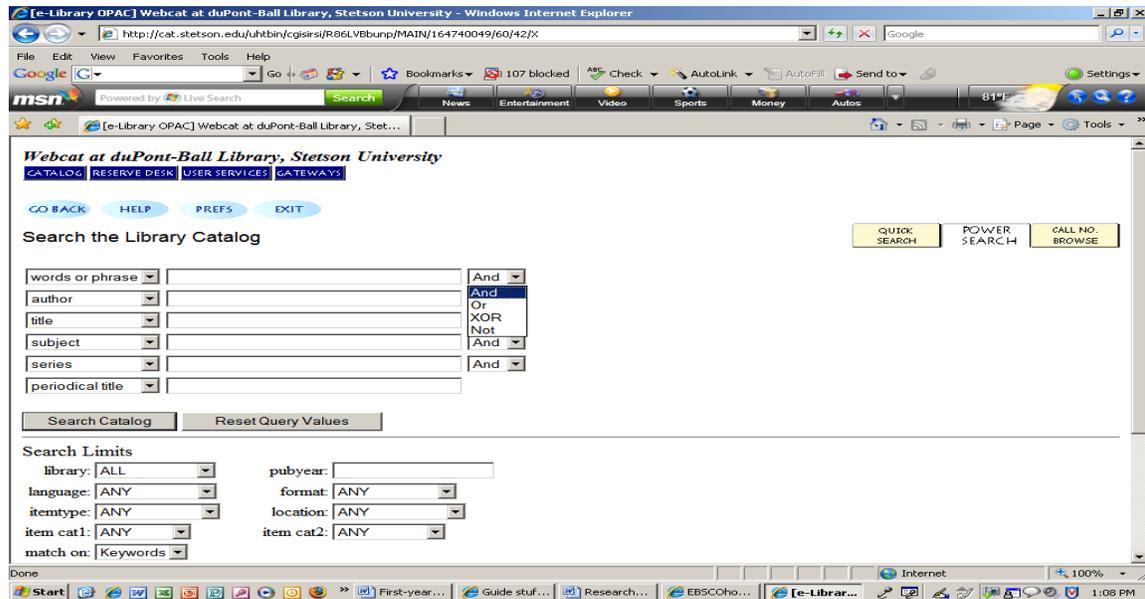
OR tells the computer the researcher will take either the first term typed in OR the second (or third, or fourth, etc.). Example: car or auto or automobile. ORs are used to retrieve words with the same, or almost the same, meaning. ORs will expand the number of search results retrieved.

AND tells the computer the researcher wants both the first term typed in AND the second term to be in the record (in other words, -both- terms have to be there). Example: cars and repairs. ANDs connect two different concepts (unlike ORs that connect words with similar meanings). ANDs will decrease the number of research results retrieved.

In the Advanced Search of the Library Catalog, screen shot below, notice the choices of **Boolean operators** in the drop down menu on the right-hand side of the screen.

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Search Limits

Most electronic databases will allow the researcher to choose other options or limits for the search.

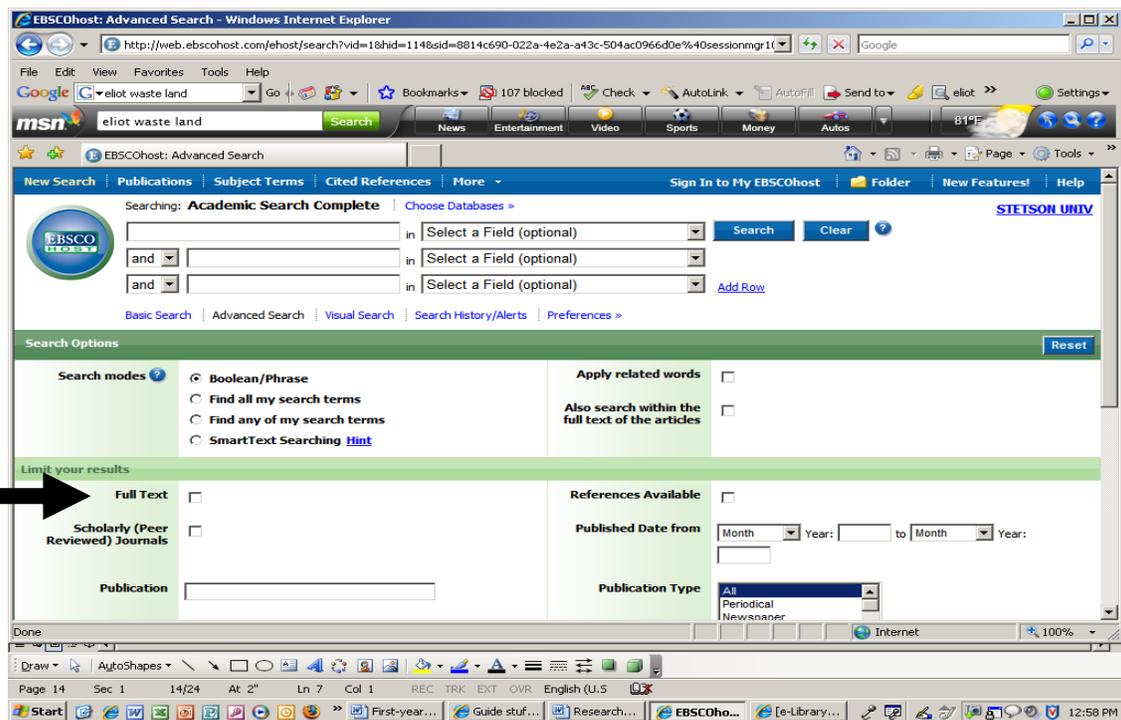
- ✦ For example, the researcher may limit the search for only those articles that are **available full text**.
- ✦ The researcher may limit the search only to articles that have **references or bibliographies**.
- ✦ The researcher may limit the search only to those articles that are **peer reviewed**. Go to the section on Evaluating Sources of this *Guide* for an explanation of the peer reviewed, or refereed, process.
- ✦ The researcher may limit by **date range**, or limit the search to articles in one magazine.

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As indicated in the graphic below from a database called EbscoHost Academic, look for a box to check next to phrases like

- ✦ --Full Text (which means that the entire article is available)
- ✦ --References available
- ✦ --Peer Reviewed or --Scholarly Journals
- ✦ --Date or --range of dates



Focused Research

Now that some research basics have been reviewed and some exploratory searching and reading of reference materials has been done, it's time to go on to more focused research.

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Books—Library Catalog

To use the **Library's Catalog** to look for books, a researcher should know the following about searching the library's catalog:

- ✦ The duPont-Ball Library uses the **Library of Congress classification system**. In this system, the call numbers start with letters, followed by numbers. For an overview of the Library of Congress classification system, go to <http://lcweb.loc.gov/catdir/cpsolcco/lcco.html>. Call numbers will look like the following: **PS3537 .A426 Z538 2002** or **B1498 .C26 2009** or **QC174.13 .M556 2008**

Go to the tutorial below to learn more about call numbers:

<https://www.library.kent.edu/library-congress-tutorial-call-number-and-shelving>

- ✦ Type a keyword or keywords of your topic into the Library catalog. Click on Search or hit Enter.
- ✦ Once the list of results comes up, click on the book title to see more information on that title, and then click on **Catalog Record** to see the full record of that title. If you find one or two good books on your topic, note the **SUBJECT terms** (found under Catalog Record) that were used to catalog that book. They are links. Click on them to get to more materials cataloged using those same subject terms.

For more advanced searching of the Library catalog, there is a **Library Catalog User's Guide** at <https://guides.stetson.edu/LibraryFind>.

Journal and Newspaper Articles

The Library's search box on the Library home page is the first place to look for journal and newspaper articles on almost any subject. Remember you can limit your search to just scholarly journal articles (sometimes called peer reviewed or refereed journals), to just general magazines, or to just newspaper articles by choosing one of the limits on the left-hand side of the screen.

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However, to focus your research, you may want to find appropriate and relevant **discipline-specific** resources. You will first need to identify a database that is likely to contain appropriate and relevant journal or newspaper articles in your discipline.

The first and easiest method is to go to the Library's home page (<https://www2.stetson.edu/library/>), click on the **Databases** tab, then choose the appropriate subject or program from the drop-down menu. The Library has listed suggested databases for each discipline or program Stetson offers.

Another way to determine what a database is and thus if it might be relevant is to go to the Library's home page, click on the **Databases** tab, then click on Databases by Title. Under the title of each database, some information on that database is listed.

- If a **database for a specific kind of material** is needed (e.g., newspaper articles, journal articles, government information, ebooks), on the Library's Databases by Title page, use the drop-down menu that will be set to **All Database Types** to select the material that is needed.
- Drop-down menus on this page can also be used to select the Subject or Vendor of the database.

Remember that these are **subscription databases**; that is, a user must be a current Stetson student, faculty, or staff member to access them. Access from on or off campus requires a Stetson email username and password. If a researcher has logged on to the Stetson network on campus, that will be sufficient to get into any of the Library's databases.

- **Why would you want to go to a specific database?** A good question is why would a researcher want to go to a specific database when many of the Library's databases are already covered in the search from the search box on the Library's home page? The answer is **first, that all databases are not included in that search box**. Click on the underlined word almost on the Library's home page to see what databases are not included in a search launched from that search box. So a researcher may have to search a database individually because that's the only way its content is available.

Second, specific databases sometimes have limits not available with the home page search box. For example, you can limit your search to case studies in the business database ABI Inform, or to articles about a certain scripture in the religious studies ATLA database, or to articles with black/white or color images in the Communication and Mass Media database. You cannot limit to any of these things from the search box on the Library's home page.

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Websites

Here are some tips for finding authoritative, college-appropriate, open-to-the-public websites.

First an important statement regarding using Stetson's network to access open internet sites: Anyone using the Internet over Stetson's Internet lines is bound by the Stetson University Code of Conduct for Stetson Computer Lab Use, the ResNet Code of Conduct, and the Networking Code of Computing Ethics. Copies of these documents are available at the office of the Center for Information Technology, on the [CIT Web pages](#), are referenced in the *Connections Handbook*, and are on reserve in the library. Using Stetson's Internet connections indicates tacit agreement to abide by these Codes.

Search Engines—Subject Directories

Subject directories are one way to find websites on a particular topic. Subject directories classify Internet resources according to broad categories and sub-categories. Users click on the category of their choice, then on the sub-categories until they reach the addresses of the type of information they are seeking. Some subject directories have limited search capabilities within the directory. Keep in mind, though, that the sites found through using Web subject directories may not be appropriate for college-level work. It is always best to check with your professor about a news site or journal/magazine articles retrieved through one of these sites.

Here are some good examples of internet subject directories:

[IPL2](#)

[Info Mine](#)

[Scirus](#) (science information)

[About.com](#) (more about popular topics rather than scholarly topics)

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Search Engines—Web Databases

Web databases are another way to find websites on a particular topic. Web databases are really what most people think of when using the term “search engine.”

A **search engine** makes use of a software program (a “robot”) that visits Websites and downloads information from the websites into a database.

Most search engines compile sites based on **relevancy** ranking. For example, if three words are typed in, the search engine looks for websites with all three words first, then the first two words, then the first word. Many search engines give a relevancy ranking (a number or percentage) to give the researcher an idea of how close to an exact match of his/her search was made.

There are ways of focusing a search using a search engine so that some of the thousands and thousands of hits that are sometimes retrieved are eliminated. For example, one can limit to the domain (three-letter extension on the end of an internet address, e.g., .gov, or .edu, or .com). Example from Google: “climate change” domain:gov

For tips on how to search the search engines Yahoo or Google with more precision, go to the following:

[Google Support](#)

[Yahoo Help](#)

Government Information

The Government Documents collection in the library consists of materials published by the United States government or by the State of Florida. In 1887, Stetson became the first library in the state of Florida to be designated a Federal Depository Library. The library has received Florida State Documents since 1968.

Government documents may be particularly useful in providing some of the following information that makes excellent evidence in student papers:

✚ **statistics** (business statistics, crime statistics, demographic statistics (birth and death rates, education levels of the population, numbers of home owners, etc.))

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- ✦ **congressional votes** or **congressional hearings**
- ✦ reports from various **government agencies** (for example, education or environment)

A researcher's first stop in locating government documents should be the [library's catalog](#) to see if the library has cataloged that document.

MANY documents, especially more recent documents, have been cataloged, but many of Stetson's 370,000+ documents, especially older documents, are not listed in the catalog. To locate government documents that are not in the catalog, ask at the Service Desk on the main floor. Additional tools to search for government documents and links to websites of government information can be found by going to the Library home page, then selecting the Databases tab and choosing **Government Information** from the "Search by Subject" drop down menu. Assistance in locating documents is available in the Government Documents Office (Room 142 of the library) or at the Service Desk on the main floor of the library.

Evaluation Question	Discussion
1. Who is the author or group or institution that is responsible for the content of the information?	What are the author's or group's credentials? Does the author or group have a known bias or particular agenda on the subject? Academics pay a lot of attention to who wrote or published something.
2. Who is the intended audience?	Is this material written for the general public? For experts practicing in the field (for example, practicing psychologists as opposed to something teaching psychology)? Academic experts?
3. What is the purpose of the information?	Is the purpose to inform, to persuade, to entertain, to sell something?

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4. What is the date of the information?	Are there parts of this source that may be outdated?
5. What is the quality and level of writing?	How sophisticated are the language and syntax used? Is there vocabulary used that only experts would know?
7. Is the source mostly fact or opinion?	Are the opinions based on fact? Is supporting evidence given? Is there an obvious bias? Are the examples given representative examples? Is the information accurate and credible? Can the researcher corroborate the facts in other sources?
6. How relevant is your source to your needs?	Is the treatment of the topic in this source detailed enough? Too detailed?
8. Last, but probably most important, <u>read the material</u> .	How does it fit (or not) with what you already know? What makes sense? Why? What doesn't "add up"? Why?

Evaluating Sources

One sign of good college-level research work and thinking is a thoughtful evaluation of the source you are using. Instead of taking the first articles that appear in a Google search, a careful, critical researcher will ask the following questions of each potential source he or she identifies.

Evaluating Journal or Magazine Articles

In evaluating journal or magazine articles for use in college courses, whether or not the journal is considered scholarly is particularly important. Sometimes **scholarly journals** are called **peer reviewed** or **refereed** journals. Peer reviewing or refereeing is the process by which an author's article is critiqued by experts in the field before it is accepted for publication in a journal. Peer reviewed or refereed journals are considered the most academic and prestigious in which to publish although there can be significant differences in the procedures and stringency of the review or referee process among journals.

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In the Library's home page search box and in many of the individual databases, the searcher can limit his/her search to scholarly (or peer reviewed or refereed) publications. Look for a box to check or a tab or link to click on to limit the search to scholarly publications.

In **discipline-specific databases** (for example, SocINDEX, PsycINFO, MLA), there is little need to be concerned with whether or not a publication is considered scholarly because virtually all the publications included in the database are considered scholarly.

Websites

Here are some tips to use in the evaluation process for websites.

- ✚ Look at the Web address. Who produced this site?
- ✚ Is an author listed? Is there a Webmaster listed with contact information?
- ✚ Is there an "About Us" or "Who We Are" button somewhere that takes the searcher to information on who is responsible for the site?
- ✚ What is the domain (the three-letter extension at the end of the address)? Those with domains of .edu come from educational institutions. **In general**, the content of these addresses tends to be more accurate and reliable. Those addresses with a domain of .gov are for U.S. government sites. Those addresses with a domain of .org are, **usually**, from non-profit groups.
- ✚ Try truncating (shortening) the Web address, starting on the right-hand side of the address, to get back to the home page of the group putting the Web pages up.

What do others say about this site? Find out what other web pages link to the page being evaluated. [Use this link](#). Type or paste the URL being evaluated into Search Alexa search box. When the results come up, click on "Get Details." Some things this site will tell the researcher are (some of the

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following depends on the volume of traffic to the page) traffic details to that page, related links to other sites visited by people who visited the page, sites that link to that page, contact/ownership info. for the domain name.

Another way to find out what pages link to this site is by going to Google or Yahoo (or any search engine that allows link searching). Copy the URL of the page being evaluated. Go to the search engine being used. Type **link:**, then type or paste the URL of the site being evaluated (no space between colon and URL). If no links are found, try a shorter version of the URL being evaluated.

Also consider if the page being evaluated is mentioned or rated in a trusted Web Subject Guide such as ILP2?

Citing Sources and Documentation Formats

Now that you have these great sources, how do you cite them in your paper? You want to be completely ethical and avoid any chance of plagiarism. The way to avoid plagiarism is to acknowledge, through in-text citations, footnotes, or endnotes, from where the information was taken. The format of the acknowledgement varies from discipline to discipline. Most academic disciplines have developed their own styles for documenting their sources of information. For example, For example, psychologists have developed the American Psychological Association (APA) style; people working in languages and literatures have developed the Modern Language Association (MLA) style; and there are many others. Each group has published books of guidelines for their style of documentation. These books are called **style guides** or **style manuals**.

The library has compiled a [list](#) of which style guides are used for which disciplines at. **Be sure to check with your instructor to see which style you should use.**

In citing any source (book, journal article, government document, website, whatever), researchers must have the following relevant elements for their notes or bibliography or works cited page:

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1. **Author.** This may be an individual person, a government agency, a department within a larger entity (for example, the Sociology Department at a university), or a business.
2. **Title** of the journal article, newspaper article, chapter from a book, government document, or website AND **title** of the journal, newspaper, or book
3. **Name of electronic database** (if the article was retrieved through a database on the Web)
4. **Date of publication** of the article and date last visited on the Web
5. **Volume number and issue number** if the material is from a magazine, newspaper, or scholarly journal
6. **Pages** of the journal article or book

Every discipline has its own set of documentation conventions, and students are expected to learn what they are and to follow them. Although the essential information never changes (at a minimum, you need to know a title, who wrote it, as well as when and where it was published), how that information is presented to the reader may vary.

Some Commonly Required Formats

Modern Language Association (MLA)

[FAQ](#)

American Psychological Association (APA)

FAQ

Chicago Manual of Style

[Quick Guide](#)

American Sociological Association (ASA)

[American Political Science Association \(APSA\)](#)

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Citation Generators

Many of the Library's databases, including the results retrieved from the Library home page search box, have a citation formatting function accessible through the print/email/download procedure. This feature is very helpful, but should not be used without double checking everything yourself. Look particularly for errors in punctuation and capitalization.

Citation generators found outside the databases can be helpful, too. It is important not to assume that whatever the generator tells you is correct and complete; just like any tool, you need to verify its results. That being said, these are some generally reliable citation generators:

[The Citation Machine](#) (APA, MLA)

[EasyBib](#) (MLA)

Visit any of these sites for more information on and examples of proper citation.

[Purdue University Online Writing Lab](#) (OWL)

[University of Pennsylvania Citation Guides and Style Manuals](#)

Copyright

As more and more students make presentations at conferences and before prospective employers, they need to be aware that what was used legally for a classroom presentation might not be legal in other situations. When in doubt, if making a presentation outside of the classroom, check on whether copyright clearance or permission from the author or performer is needed before using that material, soundtrack, or image.

What Is Copyright?

“Copyright is a form of protection provided by the laws of the United States (title 17, U.S. Code) to the authors of ‘original works of authorship,’ including literary, dramatic, musical, artistic, and certain other intellectual works. This protection is available to both published and unpublished works.” [U.S. Copyright Office website, <http://www.copyright.gov/circs/circ01.pdf>]

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So what does copyright mean for student researchers?

- ✚ It means very practical considerations like getting copyright permission to stage plays open to the public at Stetson's Stover Theatre.
- ✚ It means being aware of the limits of using "phrases" from music in music compositions.
- ✚ It means that copying music CDs is illegal.
- ✚ It means that producing a video for a college class that uses a popular rock tune over scenes of a TV program may be considered **Fair Use** (see section below). However, if one were then to put that same video up on the Web or show it at a conference or to an interview committee for a prospective employer, that person would most likely be in violation of copyright.

Fair Use

Fair use is an exception to copyright under American law. Fair use allows limited use of copyrighted material for certain purposes and under certain conditions without permission from the author or owner. Note that in the list below of permissible uses of copyrighted material are uses for **teaching, scholarship, and research**.

However, there are limits for using copyrighted materials without getting permission, even for teaching, scholarship, and/or research. **Pay particular attention to the list of factors in determining fair use below.**

- (1) "the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- (2) the nature of the copyrighted work;
- (3) the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
- (4) the effect of the use upon the potential market for or value of the copyrighted work. "The fact that a work is unpublished shall not itself bar a finding of fair use if such finding is made upon consideration of all the above factors." [U. S. Copyright Office website, <http://www.copyright>]

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If you have a question about whether something can be used under the Fair Use provision without getting copyright permission, consult some of the sites below, or the appropriate Dean, or personnel in Media Services.

- ✚ [Stanford University](#)
- ✚ [Library of Congress, United States Copyright Office](#)
- ✚ [Library of Congress, "Copyright and Primary Sources"](#)

Where to Get Help

In addition to discussing your research project with your professor, you can find additional research help by taking advantage of any of the library's research help listed below:

- ✚ Ask for help by coming to the Library Service Desk (immediately to your left as you come in the front doors of the library).
- ✚ Email the [Library Service Desk](#) by sending a question to
- ✚ Call or text the On-Call Librarian: 386-747-9028.
- ✚ Schedule a one-on-one time to talk over your research project with a reference librarian by calling Jane Bradford at 386-822-7190 or Barbara Costello at 386-822-7185.

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Other information about the library, such as library hours, the library's calendar, and more can be found from links at the [library's home page](#)