

SUMMER 2008

**INCO48 Information Competency & Bibliography**

WELCOME

Dear All:

Welcome to INCO48! My name is Evie Einstein and I am your instructor.

Please read the Syllabus and contact me if you have any questions.

This course is comprised of Weekly Discussions, Assignments and Quizzes (Weeks 1-7). Each week you are to read the appropriate Discussion, complete the Assignment and Quiz, and email your results to me at [EinsteinE3@aol.com](mailto:EinsteinE3@aol.com) by the end of the week. On Week 8 you have a final Bibliography Project due on August 7, 2008.

**INCO48: Course runs June 16 through August 7, 2008**

**Assignment and Quiz Due Dates**

- Week 1: Assignment 1 & Quiz 1 Due: June 22, 2008
- Week 2: Assignment 2 & Quiz 2 Due: June 29, 2008
- Week 3: Assignment 3 & Quiz 3 Due: July 6, 2008
- Week 4: Assignment 4 & Quiz 4 Due: July 13, 2008
- Week 5: Assignment 5 & Quiz 5 Due: July 20, 2008
- Week 6: Assignment 6 & Quiz 6 Due: July 27, 2008
- Week 7: Assignment 7 & Quiz 7 Due: August 3, 2008
- **Week 8: Final Project Due: August 7, 2008**

Please do not hesitate to email me or call 661.871.0578 with any questions.

Again welcome and have a great INCO course.

Regards, Evie Einstein

# INCO48 Information Competency & Bibliography

## SYLLABUS / COURSE OUTLINE

### Course Description

This course is designed to help you learn how to “**search** and retrieve” effectively, that is, how to find and **evaluate** information and **select** the information that is most appropriate to your purpose. We will focus on books, online databases, and the Web. An important component of the course is how to properly **cite** your sources of information in a bibliography, or list of works cited, using a widely recognized style manual. The assignments are designed as practical exercises that may be applied to other classes you are taking or to your personal research activities. **Search—evaluate—select—cite!**

### Contact Your Instructor

- Evie Einstein at [EinsteinE3@aol.com](mailto:EinsteinE3@aol.com) or [EEinstein@taft.org](mailto:EEinstein@taft.org)
- Direct Mail: Evie Einstein, Taft College, 29 Emmons Park Drive, Taft CA 93268

### Student Learning Outcomes

- By the end of the course**, a successful student should be able to
- Explain the purpose of the college library, the kinds of materials it includes, and their physical arrangement and organization;
  - Compare and contrast classification systems as an aid in the use of libraries;
  - Deduce valid conclusions regarding the purpose of the library catalog;
  - Identify reference materials beyond the catalog, including resources addressing diverse cultural groups;
  - Solve novel research problems utilizing major reference sources, both general and specialized;
  - Synthesize reference materials to produce printed bibliographies and make footnotes/endnotes for term papers and research papers;
  - Evaluate kinds of books and other resources which are needed to research a given subject, including electronically driven reference tools; and
  - Justify the importance of using a variety of research sources.

### You Will Need

- **Book: access** to the Joseph Gibaldi *MLA Handbook for Writers of Research Papers*, 6<sup>th</sup> edition (2003). **NOTE:** this is **not** the smaller guide by Trimmer, it's the full handbook! You are **not** required to purchase this book; you should be able to use it at any library. If you prefer to purchase the book, try Amazon.
- **Video:** Week 5 view “*e-literate?*”, available from the Taft College Library/Learning Center in video or CD format; also available online. Choose the “*e-literate?*” Video at <http://www.taftcollege.edu/TCLibrary/llrc.asp>.
- **You will need** basic computer and Web skills for this class! If you want more practice, choose Web Tutorial at [http://www.taftcollege.edu/newTC/Academic/INCO48/web\\_tutorial.htm](http://www.taftcollege.edu/newTC/Academic/INCO48/web_tutorial.htm).

## **Course Calendar**

- Week 1: Library Classification Systems
- Week 2: Library Catalogs and Works Cited (**cite** books)
- Week 3: Reference Books/Databases
- Week 4: Periodicals/Databases (**cite** articles from databases)
- Week 5: Web Searching Techniques (**cite** Web sites)
- Week 6: Web Evaluation Techniques
- Week 7: Review Information Competency and Bibliography
- Week 8: Final Project Due & Class Evaluation (Informal)

## **Success Strategies**

- Read everything.
- Do everything.
- Stick with the schedule.

## **Academic Honesty and Personal Integrity**

- If you are caught cheating, **you will receive a 0** on the relevant quiz, assignment, or final project. Cheating is using someone else's work or letting someone else use your work.

## **Grades**

- Assignments: 40 points total
- Quizzes: 10 points total
- Final project = 50 points total
- Total points possible = 100

## **Final Grade**

- 90-100 points = A
- 80-89 points = B
- 70-79 points = C
- 60-69 points = D
- Below 60 points = F

## WEEK 1 DISCUSSION

### *Library Classification Systems*

**This week** you'll learn about the types of resources available to you for research papers, and the types of libraries where you can find these resources. Next, you'll learn about the two main classification systems for library resources, the Dewey Decimal system and the Library of Congress system. In the readings, you'll review selecting a topic, conducting research, and avoiding plagiarism. In the **Assignment**, you'll practice organizing books by call numbers, using each system.

#### **Read:**

Gibaldi's MLA handbook, 6<sup>th</sup> ed.

- 1.3.3, Selecting a Topic—Summing Up
- 1.4.1-3, 7, Conducting Research—4 sections
- 1.4.5d, Call Numbers
- 1.4.5e, Location of Library Materials
- 1.4.9, Conducting Research—Summing Up
- 2.8, Plagiarism—Summing Up

#### **Types of resources:**

We'll use **books**, **periodicals** (newspapers, popular magazines, scholarly journals), and **Web sites** as resources for this class. You'll practice finding them, evaluating them, and citing them in a research paper.

#### **Types of libraries:**

Libraries are grouped into four main categories: school, academic, public, and special. School libraries are, of course, in K-12 schools. Academic libraries are in colleges and universities. Public libraries are in towns and cities. Special libraries are in specialized agencies such as hospitals, law firms, large corporations, and the like.

#### **Using the library:**

As a remote learner, you may not have physical access to Taft College Library and Learning Resource Center. That's okay! You will use your "best" nearby library, which may be another college or university library, or may be a main or branch city or county public library. It's doubtful that you'll use a school or special library. Please check with me right away if you don't have access to a reasonably well stocked academic or public library!

Academic and public libraries offer circulating books (books you can check out); reference books (books you use in the library); and audiovisual or multimedia resources, but they also offer an online catalog of their holdings, full-text databases, interlibrary loan, and many other resources and services.

In addition to your library, you will also use the Taft College **Virtual Library** at <http://www.taftcollege.edu/TCLibrary/frontpage.asp> and **Learning Resource Center**.

### **Classification systems:**

Most school and public libraries use the **Dewey Decimal classification** system, and most college and university libraries use the **Library of Congress (LC) classification** system. These classification systems serve two main purposes:

- to identify the subject matter of a book or other resource, and
- to organize the books, videos, and other resources on the shelves.

### **Call numbers:**

The classification assigned to an item becomes part of the call number. The call number identifies where each item is located in the library.

You're probably familiar with looking up a book or other resource in a catalog, finding the Dewey call number, and locating the item you want on the shelves.

Finding something in a library that uses LC call numbers is similar to finding something by the Dewey system, but a bit more detailed.

### ***Dewey Decimal Classification***

000	Generalities
100	Philosophy and Psychology
200	Religion
300	Social Sciences
400	Language
500	Natural Science and Mathematics
600	Technology (Applied Science)
700	Arts
800	Literature
900	Geography and History

### ***Library of Congress Classification***

This system was developed primarily for the Congress.

A General works

B Philosophy, psychology, religion

C Auxiliary sciences of history

D History and topography (except America)

E American history

F United States local history

G Geography, anthropology, folklore

H Social sciences

J Political science

K Law

L Education

M Music

N Fine arts

P Language and literature

Q Science (including Mathematics)

R Medicine

S Agriculture

T Technology

U Military science

V Naval science

Z Bibliography and library science

These are sample Library of Congress call numbers, in order:

PN616.2	PN6162	PN6162	PN6162	TK5105.875.I57
	.S2513	.S358	.S37	.G65
				1994

Call numbers may be printed as on labels (examples above) or as a string:

TK5105.875.I57 G65 1994

**The Educator's Guide to the Internet.** Development team: Patrick S. Golden, Ronald Vasaturo, Katherine B. Wallet ; Educator review panel: Terri Guedri, Catherine Ney, Jo Ann Mulvany, Walter Sanford, John Wenrich ; additional material by Mary Crouch. Hampton, VA: Virginia Space Grant Consortium, 1994.

TK5105.875.I57 G65 1994 GUIDE

Each alphanumeric classification number begins with a letter or letters and ends with a numeral or numerals.

The first line is derived from the subject. Subsequent lines may be derived from a further breakdown of the subject and by the author and/or title; call numbers may end with the year of publication and/or a volume number (for sets). Here's an example from Taft College:

*Magill's Survey of Cinema: Foreign Language Films, Volume 5 MEM-REB.*

PN1993.45	subject
.M34	author
1985	year of publication
v.5	volume

If there isn't enough room on the book label, long alphanumeric classification numbers may be truncated; also, the decimal before the first alphanumeric number after the classification number may be omitted. The label on the book above actually reads:

PN

1993.45

M34

1985

v.5

Finding a book is easiest by searching the shelves line-by-line.

1. Find the subject area. For PN1993.45, find PN alphabetically; then, within the PNs, find 1993.45 numerically.
2. Find the next alphanumeric number, usually for the author. This is a little bit tricky! There may or may not be a decimal in front of this number; that is, it may read M34 or .M34 but should be treated as a decimal in either case. For *Magill's Survey of Cinema*, look within the PN1993.45s for M, then within the Ms for 34 *as a decimal*. M34 will be after M324 and before M4 (.324, .340, .400).
3. All subsequent alphanumeric numbers also are read as decimals.

If you cannot find a book, or if you see a book shelved in the wrong place, please advise a library worker.

WEEK 1 ASSIGNMENT  
*Library Classification Systems*

**Assignment Scenario**

- You have searched a library online catalog for books about corrections and found some books that you want to check out. Now you need to put the book numbers in order so the books are easier to find.
- The following two lists of books are sorted by date.
- Re-sort the lists by call number, beginning with the first book you would find on the shelf in correct order.
- When you type your call number lists, use the same format as the date lists. Include all of the information about each book.

1.

LC CALL NUMBER	AUTHOR	TITLE	DATE
HV8982 .S45 1993	Selke	Prisons in Crisis	1993
HV8665 .F725 1994	Fox	Introduction to Corrections	1994
HV9275 .C37 1997	Tewksbury	Introduction to Corrections	1997
HV8665 .M39 1998	Mays	Contemporary Corrections	1998
HV8665 .S85 1999	Stinchcomb	Introduction to Corrections	1999
K5121 .P46 2001	Tonry, ed.	Penal Reform in Overcrowded Times	2001
HV8665 .M39 2002	Mays	Contemporary Corrections	2002

2.

DEWEY CALL #	AUTHOR	TITLE	DATE
365.973	Selke	Prisons in Crisis	1993
364.6	Fox	Introduction to Corrections	1994
364.6	Tewksbury	Introduction to Corrections	1997
365.21	Mays	Contemporary Corrections	1998
364.6	Stinchcomb	Introduction to Corrections	1999
364.6	Tonry, ed.	Penal Reform in Overcrowded Times	2001
365.21	Mays	Contemporary Corrections	2002

WEEK 1 QUIZ  
*Library Classification Systems*

**1. Library classification systems are used for what two main purposes?  
Choose one set.**

- (a) to organize resources on the shelves and to keep resources in order as they are purchased
- (b) to keep resources in order as they are purchased and to confuse library users
- (c) to confuse library users and to identify the subject matter of resources
- (d) to organize resources on the shelves and to identify the subject matter of resources

**2. The call number on a library book designates what?**

- (a) when the book was purchased and where the book is located in the library
- (b) where the book is located in the library and what the book is about
- (c) what the book is about and when the book was purchased
- (d) when the book was purchased and who wrote the book

**3. Which of the following are Dewey Decimal classification numbers?  
Choose one set.**

- (a) 636.4, 792.3178, PN1993.45
- (b) 792.3178, PN1993.45, 020
- (c) 636.4, 792.3178, 020
- (d) 636.4, PN1993.45, 020

**4. Which of the following are Library of Congress (LC) classification numbers?  
Choose one set.**

- (a) TK5105, PR397.34987
- (b) 927.34, TK5105
- (c) TK5105, 008.33
- (d) 008.33, PR397.34987

**5. In the Library of Congress (LC) system, PN1993.45 comes before PN1993.372.**

TRUE.

FALSE.

## WEEK 2 DISCUSSION

### *Library Catalogs and Works Cited*

**This week** you'll practice using library catalogs. You'll also learn about endnotes or footnotes, which may be required for some research papers. In the **Assignment**, you'll practice writing bibliographic citations for **books**.

#### **Read:**

Gibaldi's MLA handbook, 6<sup>th</sup> ed.

1.4.5, The Online Catalog of Library Holdings

3.1-3.8, The Mechanics of Writing

5.1-5.6, Documentation ... (5.1-5.5); Citing Books ... (5.6)

6.1-6.5, Documentation: Citing Sources in the Text

p. 319-321, Sample Pages of a Research Paper in MLA Style

#### **Library catalogs:**

Have you used card catalogs in the past? These days, they're hard to find! Nearly all libraries have online catalogs, and not all online catalogs use the same software. All online catalogs do have basic common features, however, such as allowing you to search by an author's name (Last, First); the title of a book; the correct subject heading, if known; and keyword. Catalogs are like an index: they list everything in the library and tell you where to find each item.

Online catalogs give you basic bibliographic information such as author, title, edition, place of publication, publisher, and date published. You will also find useful information such as the number of pages in a book, special features (illustrations, maps, etc.), and subject headings that link you to more resources on the same topic. Sometimes you can even find a link to a book's table of contents and to related Web sites.

Catalogs will include video, audio, and other materials in addition to the library's books.

All catalogs give you the call number so you can locate the item, and online catalogs will tell you if the item is available or if it's already checked out to someone else.

Visit the [Library of Congress](#) online catalog; it indexes the largest collection in the world! For practice, you'll also visit these library catalogs: [Taft College](#) (choose Our Online Catalog); [CSU Bakersfield](#) (choose CSUB Library Catalog); [Kern County Library](#) (choose Library Catalog); and [California Digital Library](#) (UC's Melvyl).

You'll be using each of these five catalogs for this week's assignment. They can all be found on the TC Library Web page; choose "Our Online Catalog" or "Other Library Catalogs."

#### **Citations:**

Basically, a citation is a bibliographic record of a particular source, be it a book, journal or newspaper article, Web site, video, personal interview, or other research source. The citation credits the original author or agency responsible for the information you used; the original information is "intellectual property" that is protected by copyright. By citing the owner, you are protecting yourself from

plagiarism--look it up in the [Merriam-Webster OnLine](http://www.m-w.com/netdict.htm#Merriam-Webster) (Online Collegiate Dictionary) at <http://www.m-w.com/netdict.htm#Merriam-Webster>. Usually, citations are located at the end of a research paper in a list called Works Cited or Bibliography.

### **Styles:**

When you're writing a research paper, citing the resources you used can be confusing and tedious. The main thing to remember is: stick to the citation style selected by your instructor! Some of the most used styles are: APA (American Psychological Association), MLA (Modern Language Association), Chicago Manual of Style, and CBE (Council of Biology Editors). See the [Duke Libraries](http://www.lib.duke.edu/libguide/works_cited.htm) at [http://www.lib.duke.edu/libguide/works\\_cited.htm](http://www.lib.duke.edu/libguide/works_cited.htm) guidelines for an overview of some of the most popular styles.

Modern Language Association (MLA) style is one of the most popular and is the style we will use for this class. **We will use the official handbook, not a condensed version or spin-off! You should know how to use a full style manual for future research projects.**

### **MLA style:**

Go to the MLA home page at [www.mla.org](http://www.mla.org). (I haven't provided a direct link because it will take you out of this classroom.) In the left menu, click on **MLA Style**; on that left menu, click on **Frequently Asked Questions about MLA Style**. These guidelines are the only ones available on the Internet that are authorized by the MLA.

Per the syllabus, the "ultimate authority" for MLA citations during this class is Gibaldi's handbook. DO NOT use the Trimmer guide sold in the Taft College bookstore! HINT: The Gibaldi handbook should be available in your library; you should not need to buy it unless you really want your own copy.

Chapter 5 of Gibaldi is the "how to" of listing works cited in a research paper, and includes information on how to cite a work from an online service. Appendix B of Gibaldi includes specifics for endnotes or footnotes. **Remember**, this book should be available in your library! If it isn't, you may ask the librarian to buy it or to borrow it for you through interlibrary loan.

WEEK 2 ASSIGNMENT  
*Library Catalogs and Works Cited*

NOTE: For ALL ASSIGNMENTS in this class, use an academic or personal research topic that can be applied to another class or to your personal needs, for example, a medical or professional interest. **Do not choose works of fiction.** You will be searching for books, online articles in subscription databases, and Web sites. The items you find in your assignment searches will become part of your **final project**. Choose your topic carefully. **Save your corrected citations for the final project!**

1. Using a topic of your choice, find a book on that topic in each of the five **online catalogs** listed below, and give the correct bibliographic citation for each book, using correct MLA style (per **MLA 5.6**). **Be very careful**—every detail, including punctuation, must be correct! The catalog entries are not MLA citations! NOTE: You'll find five different books on the same topic, one book from each library. No fiction, please!

**Online catalogs** (LLRC Home Page = [www.taftcollege.edu/tclibrary](http://www.taftcollege.edu/tclibrary)):

1. Taft College's CougarCat (LLRC Home Page/[Our Online Catalog](#))
2. CSU Bakersfield (LLRC Home Page/[Other Library Catalogs](#))
3. California Digital Library—UC's Melvyl (LLRC Home Page/[Other Library Catalogs](#))
4. Kern County Library (LLRC Home Page/[Other Library Catalogs](#))
5. Library of Congress (LLRC Home Page/[Other Library Catalogs](#))

BOOK CITATION EXAMPLES:

Last Name, First Name. Title. City: Publisher, Date.

Eurich, Nell. The Learning Industry: Education for Adult Workers. Princeton: Carnegie Foundation for the Advancement of Teaching, 1990.

Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. 6th ed. New York: Modern Language Association of America, 2003.

REMINDER: List five **different** books from the five identified online library catalogs; all five books should be on the **same topic** (your choice). No fiction, please!

2. Approximately how much time did you spend on this session?

**NEXT WEEK'S assignment will require the use of a library.**

WEEK 2 QUIZ  
*Library Catalogs and Works Cited*

**1. The citation style selected for this class is**

- (a) American Psychological Association
- (b) Chicago Manual of Style
- (c) Modern Language Association
- (d) none of the above

**2. A research citation is**

- (a) an abstract
- (b) a full text
- (c) a bibliographic record
- (d) a traffic ticket

**3. Gibaldi's *MLA handbook* is the citation reference book for this class.**

TRUE.

FALSE.

**4. Plagiarism is a serious disease requiring a great deal of research.**

TRUE.

FALSE.

**5. Which of these features of a library's books can be found in the library's online catalog? Choose all that apply.**

- (a) hyperlinked subject headings
- (b) the book's status (checked out, available, etc.)
- (c) location of the book in the library
- (d) all of the above

## WEEK 3 DISCUSSION

### *Reference Books/Databases*

**This week**, you'll look at some research databases and books. In the **Assignment**, you'll practice using reference books. Academic libraries carry a much larger ratio of reference books to circulating books than do school or public libraries. Don't miss out on the wealth of onsite reference sources available to you in hard copy!

#### **Read:**

Gibaldi's MLA handbook, 6<sup>th</sup> ed.  
1.4.4, Reference Works  
1.4.6, Full-Text Databases

#### **Ready reference:**

There's more to "reference books" than meets the eye. Often, you will use "ready reference" books for quick-and-easy searches; these include the **Key Three: almanacs, dictionaries, and encyclopedias (ADE)**. The Key Three can answer just about any trivia or crossword question—remember that when your favorite radio program is giving a prize to the first caller with the right answer!

Other useful ready reference books are atlases, books of quotations, books of biographical information (such as biographical dictionaries), and thesauri (that's the plural of thesaurus). Taft College Library has these nifty books that are also ready reference: Famous First Facts, A Handy Book of Curious Information, and Whose What? Aaron's Beard to Zorn's Lemma. Your library will have books like these that are fun for browsing. **TIP:** the key to using ready reference books is to **look in the index first**—trust me! If you want quick information on Zimbabwe, don't head for the Zs in the encyclopedia, head for the encyclopedia's index first; you'll find information on Zimbabwe in plenty of other volumes (as well as Z). **Using the index in a book is like using hyperlinks on a Web site!**

#### **Directories:**

Directories and bibliographies are another type of reference tool. Even the humble telephone book (directory) has plenty of useful information in addition to phone numbers. Mostly, however, this group of reference books tells you where to find information; they direct you to information on a given topic. Your final project, for example (bibliography or "works cited"), will direct a reader to information about your topic; the bibliography won't actually contain information about the topic.

#### **Alert!**

As a general rule-of-thumb, ready reference books should NOT be cited in a college research paper! These are books that can give you background information and direction in planning your research paper. An encyclopedia article, for example, is actually a mini-research paper and provides a good model, but you want to use **original sources** when composing your own research paper!

**Beyond ready reference:**

The best way to learn about the broad scope of reference books, that is, to go beyond ready reference, is to visit your friendly neighborhood library and browse the reference collection. While you're at it, remember that a good reference librarian is one of the best friends a college student can have!

**Proprietary databases:**

Proprietary databases are maintained by vendors and made available by subscription only. Visit our [Research Room](#) at <http://www.taftcollege.edu/TCLibrary/frontpage.asp> for access to our subscription databases (you'll use [Expanded Academic ASAP](#) and [NewsBank](#) in the next assignment). No login is needed from the Taft College campus, but from off-campus, you'll need to login using . . . User name: taftcollege Password: tcstudent

For subject specialties, look at [Criminal Justice Periodical Index](#), [Encyclopedia of Life Sciences](#), [Grove Art](#), and others.

For balanced research on controversial topics, look at [CQ](#) (Congressional Quarterly) [Researcher](#), [Opposing Viewpoints](#), and others.

WEEK 3 ASSIGNMENT  
*Reference Books/Databases*

Design six trivia questions using an assortment of “standard” reference BOOKS (no online sources this time, *please*). Use any combination of the following tools, but use each one only once:

1. standard almanac (e.g., not Old Farmers)
2. standard dictionary (e.g., not medical)
3. standard multi-volume encyclopedia (e.g., not science)
4. standard geographic atlas (e.g., not historical)
5. standard book of quotations (e.g., not Chicken Soup)
6. other reference book (your choice)

**For each question**, give the following information:

**Question** (test it on someone to be sure it’s well stated)

**Answer** (be clear, concise—and correct!)

**Source** (exact title, volume number [if applicable], date of publication, page where the answer can be found)

**EXAMPLE:**

Q: What is the world’s largest natural lake?

A: Caspian Sea

S: The World Almanac and Book of Facts 2001. 2001. p. 550.

WEEK 3 QUIZ  
*Reference Books/Databases*

**1. What are the key "ready reference" tools?**

- (a) almanac, bibliography, dictionary
- (b) bibliography, dictionary, encyclopedia
- (c) almanac, dictionary, encyclopedia
- (d) encyclopedia, almanac, bibliography

**2. When using an encyclopedia, always start with the**

- (a) letter of your topic
- (b) table of contents
- (c) index
- (d) bibliography

**3. Some reference books contain textual information, and some reference books direct you to other books for textual information.**

TRUE.

FALSE.

**4. Encyclopedia articles are good original sources to cite in a college research paper.**

TRUE.

FALSE.

**5. One of the best friends a college student can have is**

- (a) a good reference librarian
- (b) a sugar daddy or mommy
- (c) a plagiarist
- (d) a roommate

## WEEK 4 DISCUSSION

### *Periodicals/Databases*

**This week**, you'll look at library subscription databases. In the **Assignment**, you'll practice writing bibliographic citations for **articles from periodicals** found in databases.

#### **Read:**

Gibaldi's MLA handbook, 6<sup>th</sup> ed.  
5.7, Citing Articles and Other Publications in Periodicals  
5.9.7a, A Work from a Library Subscription Service

#### **Introduction:**

Periodicals and electronic resources are what you'll want for the most timely information on rapidly changing topics. These resources contain a wealth of information that, like other reference resources, comes in small "chunks," mostly in the form of articles.

Periodicals are newspapers, popular magazines, and professional journals—paper resources that are published, well, periodically! Taft College Library subscribes to about 150 newspapers, magazines, and journals. We also have online links to newspapers and popular magazines in [Café Cougar](#), and online links to professional journals in the [Research Room](#) (choose Research Room from our home page; see remote login information under Indexes, below).

As a researcher, it's important for you to recognize that not all periodicals were created equal! A byline in your hometown paper isn't the same as a newswire article; newswires have more resources and are likely to have access to better information on big events than your local reporter, but your local reporter certainly has access to better information on local events. Along these lines, popular magazine reporters are not as knowledgeable on many topics as authors of professional journal articles; JAMA, the [Journal of the American Medical Association](#), is going to give you more reliable medical information than will [Newsweek](#) or [Time](#). The research sources you select will depend on your topic.

#### **Indexes:**

The key to finding the right information in periodicals is to use an index. Who has time to sift through six months of magazines, journals, or newspapers to find articles on a particular topic?! [Readers' Guide to Periodical Literature](#) is the classic print index, although most libraries have gone to online databases.

Many libraries have **only** online databases; no more Readers' Guide! For examples, visit your local library or look at (*InfoTrac*) *Expanded Academic ASAP* and *NewsBank NewsFile* in TC Library's [Research Room](#), where you can also find *Expanded Academic ASAP* and *NewsBank* in Spanish.

If you are prompted for a login to access <http://www.taftcollege.edu/TCLibrary/research.htm> [Research Room](#), use taftcollege as the username and tcstudent as the password. If you are unable to login, call the TC Library/Learning Center at **661.763.7707** for help. **Please remember that**

**these logins are confidential and are for the use of Taft College registered users only!**

### **Electronic resources:**

Electronic resources are providing more and more content, and most have the advantage of keyword searching. However! If you're doing historical research and want contemporary content, it's hard to go back more than 20-30 years with electronic resources. For example, if you are looking for newspaper coverage that was written during the negotiations of the 1979 Panama Canal treaty, you'll want print resources such as Facts on File; the online version, *FACTS.com*, doesn't yet go back as far.

The world of electronic resources is growing rapidly. Two of the earliest "electronic" resources were microfilm and microfiche, which reduced printed pages and put the text on film, requiring machines to read or print the text in full size. Many back issues of periodicals are only available on these microforms, so you can still access these resources at most large public or academic libraries.

A lot of electronic resources are available on the Web at no charge. Take a look at the Information Please almanac (<http://www.infoplease.com/>), MEDLINEplus (<http://www.nlm.nih.gov/medlineplus/>) and RefDesk (<http://www.refdesk.com/>) as examples of good "freebies." The best electronic resources, however, are proprietary databases, that is, databases that are developed and maintained by commercial sources and are available by subscription. Libraries subscribe to these for you! The Taft College Library Research Room subscribes to databases of periodical indexes (newspapers, journals, magazines), art, science, literature, government, contemporary issues, and more (off-campus users, refer to Indexes, above, for login information). We'll discuss these databases further in the Online Searching session.

### **Terms to know:**

When using online databases, know these terms: citation; abstract; full text; peer review. As applied to periodicals, a **citation** is what you'll be doing for your final project, that is, bibliographic information that tells where the article can be found. An **abstract** is a summary of the article. **Full text** is, guess what, the whole article, usually with illustrations, charts, etc. **Peer review** (sometimes called "refereed") means the article has been reviewed by professionals in the field, as with journal articles.

### **ALERT!!!**

You need the information in this session! The Web is full of "information" that hasn't been reviewed or authenticated by specialists in the field! When doing research, **you need information you can trust!** We'll discuss good online searching techniques and evaluating Web sites in later sessions; in the meanwhile, **use recognized resources!**

## WEEK 4 ASSIGNMENT

### *Periodicals/Databases*

Libraries subscribe to many different online database services. As with hard copy, subscriptions will vary from library to library, but nearly every library will have online database resources for periodicals.

GETTING STARTED: use Taft College Library databases for this assignment.

- Open a new browser window, not in Etudes.
- Go to the [TCLibrary](#) homepage.
- Choose Research Room (login = taftcollege tcstudent).
- Choose [Expanded Academic ASAP](#) for journals and magazines.
- Choose [NewsBank NewsFile](#) for newspapers.

For #1-2, use [Expanded Academic ASAP](#).

1. Cite a full text article in a refereed (peer-reviewed, professional) **journal**. (TIP: Choose *full text* and *refereed* in your [Expanded Academic ASAP](#) search; See MLA 5.7.1-4 and 5.9.7a.)
2. Cite an article **from** [Newsweek](#) or [Time](#) **magazine**. (TIP: Insert *Newsweek* or *Time* in your [Expanded Academic ASAP](#) search; See MLA 5.7.6 and 5.9.7a.)

For #3-4, use [NewsBank NewsFile](#).

3. Cite a **newspaper** article. (TIP: Choose *newspapers* in your NewsBank [NewsFile](#) search; See MLA 5.7.5 and 5.9.7a.)

Limit to:  Newspapers  Newswires

4. Cite a **newspaper** article from [The New York Times](#). (TIP: Insert *The New York Times* in your NewsBank [NewsFile](#) search; See MLA 5.7.5 and 5.9.7a.)
5. Search Starbucks in [Google](#) and in [Expanded Academic ASAP](#) (Research Room). Compare your findings in one paragraph, examining the **quality** of sources for academic research.

#### PERIODICAL CITATION EXAMPLE:

Johnson, Royce H., and Hans E. Einstein. "Coccidioidal Meningitis." [Clinical Infectious Diseases](#) 42.1 (2006): 103-107. [Expanded Academic ASAP](#). Thomson Gale. InfoTrac. Taft College Lib., CA. 20 Feb. 2008 <<http://www.taftcollege.edu/TCLibrary/research.asp>>.

#### NEWSPAPER CITATION EXAMPLE:

Chang, Kenneth. "The Melting (Freezing) of Antarctica." [New York Times](#) 2 Apr. 2002, late ed.: F1+. [NewsBank NewsFile](#). Taft College Lib., CA. 20 Feb. 2008 <<http://www.taftcollege.edu/TCLibrary/research.asp>>.

WEEK 4 QUIZ  
*Periodicals/ Databases*

**1. When you want small "chunks" of information, choose**

- (a) periodicals
- (b) electronic resources
- (c) ready reference books
- (d) all of the above

**2. Periodicals are**

- (a) newspapers
- (b) popular magazines
- (c) professional journals
- (d) all of the above

**3. Cafe Cougar is**

- (a) a really strong coffee
- (b) a Web page
- (c) a periodical
- (d) all of the above

**4. "Newsweek" is a good resource for professional articles on dental hygiene.**

TRUE.

FALSE.

**5. A summary of an article is called**

- (a) a citation
- (b) an abstract
- (c) full text
- (d) peer review

## WEEK 5 DISCUSSION

### *Web Searching Techniques*

**This week**, you'll look at Web sites. In the **Assignment**, you'll practice writing bibliographic citations for **Web sites**. You'll learn some of the differences among Web search tools and tips for search statements.

#### **Read:**

Gibaldi's MLA handbook, 6<sup>th</sup> ed.  
1.4.8, Internet Sources  
5.9, Citing Electronic Publications

#### **What's what:**

The **Internet** is a global network of computers.

The World Wide Web (WWW or **Web**) is a graphical interface that helps you access part (not all!) of the Internet.

Internet Explorer, Netscape, Firefox, and others are **browsers** that help you access the Web, email, telnet, ftp, and other networked systems.

Search engines, meta-search engines, and directories are **search tools** that index part (not all!) of the Web.

#### **Search tools:**

**Search engines** such as [Google](http://www.google.com) (<http://www.google.com>), [AllTheWeb](http://www.alltheweb.com/) (<http://www.alltheweb.com/>), [AltaVista](http://www.altavista.com/) (<http://www.altavista.com/>), and [Teoma](http://www.teoma.com) (<http://www.teoma.com>) will search the full text of 1-3 billion Web sites, but they don't offer "quality control" or site reviews. You may get thousands of results with no way of knowing which sites will give you the best information.

**Meta-search engines** such as [Ixquick](http://www.ixquick.com) (<http://www.ixquick.com>), [Vivisimo](http://vivosimo.com/) (<http://vivosimo.com/>), and [Ask Jeeves](http://www.ask.com) (<http://www.ask.com>) search multiple search engines concurrently: for example, Ixquick searches AltaVista, Ask Jeeves/Teoma, MSN, Yahoo, and others. The meta-search engines will bring up the most frequently accessed sites from each search engine, not all the sites, and not the "best" sites; again, you may have a lot of results without being able to qualify them by their usefulness to you.

**Subject directories** such as [Librarians' Internet Index](http://lii.org) (<http://lii.org>), [Yahoo](http://www.yahoo.com) (<http://www.yahoo.com>), [Encyclopedia Britannica](http://www.britannica.com) (<http://www.britannica.com>), [INFOMINE](http://infomine.ucr.edu) (<http://infomine.ucr.edu>), and [Academic Info](http://academicinfo.net) (<http://academicinfo.net>) may be your best bet when you know what you want. (You may need to use British spelling ("colour" for "color") in Britannica!) LII links to reviewed sites, so you know you can trust the content, and it is useful for both academic and personal searches. In fact, all of these subject directories except Yahoo select and annotate their sites; Yahoo lists sites that are submitted to them for a fee.

### Helpful Resource:

InfoPeople has a handy Search Engines Quick Guide and Search Tools Chart that show the differences among the most popular search tools; they also have a Best Search Tools page for quick searching. Find these resources at [InfoPeople's search page](http://www.infopeople.org/search/) (http://www.infopeople.org/search/).

### Search tips:

Different search tools have different search techniques. The InfoPeople Search Engines Quick Guide and Search Tools Chart give each tool's search options. In the assignment for this session, you'll practice using these features: " " AND OR NOT in your search statements. These are just a few of the online searching techniques available to you.

The **best steps** for good searching are:

- Explore your topic until you know clearly what you want to find;
- Choose an appropriate search tool; and
- Design an effective search statement.

These steps should save you a lot of time and result in a manageable amount of useful information.

**REMEMBER!** If you don't find what you want on your first search, try other search tools and/or search statements! **Just because you can't find something doesn't mean it doesn't exist!** The Web is huge and growing rapidly—only the "tip of the iceberg" is indexed—a Web search is an **exploration!**

### The "invisible" Web:

We know the "visible" Web is not fully indexed (not even close!) but—there's more! The "invisible" Web may be 2-50 times LARGER than the "visible" Web! The invisible Web consists of things like some file formats (PDF, Flash, Office files, streaming media) that aren't HTML text; real-time data that's ephemeral and storage-intensive; and dynamically generated pages (cgi, javascripts, asp, pages with "?" in the URL).

Many invisible Web sites can be found by following links, if you know where you're going, and some search tools are making a dent in that vast arena of information, but there's **no way** you can find **everything** on the Web—yet! TIP: Google and AllTheWeb have started indexing some non-HTML text files, and other search engines will follow.

WEEK 5 ASSIGNMENT  
*Web Searching Techniques*

This assignment helps you **practice using various search statements** to refine your results.

1. Practice narrowing a topic using search options. In [Google](#) at <http://www.google.com/> search the phrases below exactly as they are typed; notice that capitalization is used only as a command. How many results do you find for each search statement?
  - a. truk OR chuuk
  - b. truk -chuuk
  - c. truk chuuk
  
  - d. elephant seals california
  - e. "elephant seals" california
  - f. "elephant seals" california "central coast"
  
2. Use [Google](#) at <http://www.google.com/> and [Librarians' Internet Index \(LII\)](#) at <http://lii.org/> to compare non-reviewed sites (Google) with reviewed sites (LII):
  - a. Search "crime prevention" on Google. How many results?
  - b. Search "crime prevention" on Librarians' Internet Index (LII). How many results?
  
  - c. For **research purposes**, how does the **quality** of the Web sites in the LII search on crime prevention compare with the **quality** of the Web sites in the Google search on crime prevention? PLEASE **disregard the quantity** of results!
  
3. Using [Librarians' Internet Index \(LII\)](#) at <http://lii.org/> as your search tool, find **three** professional Web sites on a topic of your choice and cite them per MLA 5.9.2, p. 216, #1-4. Save the corrected citations for your final project!

TIPS: Scroll to the bottom of the Web site; it might give the latest update. Also look at "about us" or similar links to find out about the site producers.

WEB SITE / WEB PAGE CITATION EXAMPLES:

Site or page name. Date on page. Owner of site or page. Date retrieved. <URL>.

CNN.com. 2007. Cable News Network. 15 Feb. 2007. <<http://www.cnn.com/>>.

Stanford School of Medicine. 2007. Stanford University. 15 Mar. 2007

<<http://med.stanford.edu/>>.

UCMP Glossary. Ed. Allen Collins et al. Oct 2003. University of California Museum

of Paleontology, Berkeley. 15 Mar. 2007

<<http://www.ucmp.berkeley.edu/glossary/glossary.html>>.

WEEK 5 QUIZ  
*Web Searching Techniques*

**1. All search tools are equally useful for research projects.**

TRUE.

FALSE.

**2. Which group attempts to index online information?**

- (a) Internet and World Wide Web
- (b) Internet Explorer, Netscape, Firefox, etc.
- (c) search engines, meta-search engines, and directories
- (d) all of the above

**3. Which of the following should you choose first when writing a research paper for a college class?**

- (a) Google
- (b) DogPile
- (c) Librarian's Internet Index (LII)
- (d) Yahoo

**4. How would you conduct a good online search?**

- (a) Explore your topic until you know clearly what you want to find.
- (b) Choose an appropriate search tool.
- (c) Design an effective search statement (keywords and operators).
- (d) all of the above

**5. There is an "invisible" Web!**

TRUE.

FALSE.

## WEEK 6 DISCUSSION

### *Web Evaluation Techniques*

**This week**, you'll learn some tips for evaluating online resources that may not be found through a reviewed or refereed search tool or database. In the **Assignment**, you'll conduct a search and evaluate a Web site.

#### **Read:**

Gibaldi's MLA handbook, 6<sup>th</sup> ed.  
1.6, Evaluating Sources

#### **Online v. onshelf—Why evaluate?**

First, review the "[e-literate?](http://movie.taft.cc.ca.us:8080/ramgen/eliterate/eliterate.rm)" Video at <http://movie.taft.cc.ca.us:8080/ramgen/eliterate/eliterate.rm> for a reminder of the importance of evaluating the value of online resources in your research. Remember that onshelf library resources have been reviewed and selected by knowledgeable people. While some of these resources may represent opposing or controversial viewpoints, as a collection, they will offer balance, scope, and authoritative knowledge. On the Web, only a few resources have been reviewed by subject specialists; therefore, you will want to use directories of reviewed sites such as Librarians' Internet Index (LII) and to know how to evaluate sites for yourself.

#### **How to Evaluate Web Sites**

Read Gibaldi's MLA handbook, section 1.6, for guidelines on evaluating Web sites. The content of some Web sites "may be based on incorrect or outdated information or on poor logic, and the author's knowledge or view of the subject may be biased or too limited." Here are some tips from Gibaldi:

##### **Authority**—Who wrote it?

"Online materials are often self-published, without any outside review." (Gibaldi 42) Is a specific author or group named? What are the author's credentials? Look for a link "About Us" or something similar, or search the Web for outside information about the author or group who created the content of a particular Web site. Does the site have a mission statement? If the URL contains .org, .gov, or .edu, what is the organization, government agency, or educational institution? Remember that students may have personal pages on a .edu site; the college may not be responsible for the content of student pages.

##### **Accuracy** and verifiability—Is the information correct? Can it be verified?

Look for the author's sources, such as a list of references—works cited, bibliography, webliography, etc. If appropriate, are the sources current? Is there an email address or other way of contacting the author or organization for more information?

##### **Currency**—When was it written?

Does the site have a date of publication, or "last updated on..."? If you're searching for historical documents, the date doesn't need to be current or recent, but the advantage of Web sites is currency, especially in areas that change and update frequently.

## WEEK 6 ASSIGNMENT

### *Web Evaluation Techniques*

Search a specific academic research topic of your choice using both [Google](#) at <http://www.google.com/> and [LII](#) at <http://lii.org/>. Please do NOT choose a “light” topic; choose something you would use for a research paper.

1. State your final search statement, such as “elephant seals” per the previous assignment, including all words and punctuation, so that I can duplicate your search. (Please do NOT choose a one-word search; **keep refining your search** until you get fewer than 100,000 results on Google and at least 1 result on LII!) Your final search statements for LII and Google may be somewhat different, but on the same topic, please.
  - a. Final Google search statement?
  - b. How many results on Google?
  - c. Final LII search statement?
  - d. How many results on LII?
2. From your search results, choose one Web site on your topic that you have evaluated and state the URL for that site. Be sure the URL is correct—I will go to the site you chose!
3. Which search tool(s), Google and/or LII, listed this particular site in your search results?
4. Describe the *authority*, that is, the person or agency responsible for the content of your selected Web site. Who/what agency? How do you know they’re reliable sources?
5. Describe the *accuracy*, that is, that the content was accurate and could be verified. How do you know its reliable information?
6. Describe the *currency*, that is, when the site was created or last updated. Do you need the most current information for this particular topic, or will older information be okay?

### **Web Evaluation Techniques**

Do you feel more “e-literate” than when you started this class? (2) Give specific examples, using what you learned in the classroom; by doing assignments and taking quizzes; and from the discussions.

WEEK 6 QUIZ  
*Web Evaluation Techniques*

**1. Library materials have been reviewed and selected by knowledgeable people.**

TRUE.

FALSE.

**2. Web sites on research topics have all been produced and posted by knowledgeable people.**

TRUE.

FALSE.

**3. The content of all .edu pages can be trusted as authoritative.**

TRUE.

FALSE.

**4. The keys to evaluating resources are**

- (a)** authority
- (b)** accuracy
- (c)** currency
- (d)** all of the above

**5. The latest information is always the best information.**

TRUE.

FALSE.

## WEEK 7 DISCUSSION

### *Review Information Competency and Bibliography*

**This week**, you'll review the types of resources available to you for research papers, and the types of libraries where you can find these resources. You'll also review selecting a topic, conducting research, and avoiding plagiarism. In the **Assignment**, you'll practice writing a research statement and designing questions and notes that will help you focus your research.

#### **This week's readings:**

Now that you've practiced searching, evaluating, selecting, and citing resource materials, it's important to review the elements of preparing a good research paper. Read the selections below for a summary of choosing a topic to write about, doing library research, and avoiding plagiarism.

#### **Read:**

Gibaldi's MLA handbook, 6<sup>th</sup> ed.  
1.3.3, Selecting a Topic—Summing Up  
1.4.1-3, 7, Conducting Research—4 sections  
2.8, Plagiarism—Summing Up

#### **Types of resources:**

We used **books**, **periodicals** (newspapers, popular magazines, scholarly journals), and **Web sites** (optional) as resources for this class. You practiced finding them, evaluating them, and citing them in a research paper.

#### **Types of libraries:**

Libraries are grouped into four main categories: school, academic, public, and special. School libraries are, of course, in K-12 schools. Academic libraries are in colleges and universities. Public libraries are in towns and cities. Special libraries are in specialized agencies such as hospitals, law firms, large corporations, and the like.

#### **Using the library:**

Remember that academic and public libraries offer circulating books (books you can check out); reference books (books you use in the library); and audiovisual or multimedia resources, but they also offer an online catalog of their holdings, full-text databases, interlibrary loan, and many other resources and services.

WEEK 7 ASSIGNMENT  
*Review Information Competency and Bibliography*

For review, you'll practice writing a **research statement** and designing **questions and notes** that will help you focus your research.

1. Per the example below, write a **research statement** for a paper you might write or a topic you'd like to understand better. This may coincide with one of your other classes. **Please!** For purposes of this assignment, a research statement does not state an opinion: first you do unbiased research, **then** you formulate an opinion as appropriate.
2. Per the example below, write three **questions and notes** that will help you focus your research. Don't answer the questions; these are just possible questions you might want to research for your topic if you were going to write a paper.

\*\* EXAMPLE \*\*

1. Research statement (topic and research focus):  
(topic) Global Warming: (research focus) Causes, effects, concerns.
2. Questions and notes:
  - What causes global warming?  
Find out the history/background of the problem.
  - What are the effects of global warming? Understand the science behind the problem. Compare what the scientists say to what politicians are saying.
  - Should we be concerned about global warming?  
Compare the predictions with the actual outcomes.
  - How can global warming be stopped? Find out what scientists are recommending to solve the problem.

WEEK 7 QUIZ  
*Review Information Competency and Bibliography*

**1. How much time did you spend on this class each week?**

- (a) 1 hour
- (b) 2 hours
- (c) 3 hours
- (d) 4 hours

**2. What types of resources did you practice citing in this class?**

- (a) periodicals, Web pages, books
- (b) email, Web pages, books
- (c) Web pages, email, periodicals
- (d) books, periodicals, email

**3. What should you do when choosing a research topic?**

- (a) look for a topic that will hold your interest
- (b) check library resources to be sure there's enough information for your paper
- (c) get an understanding of how much research is required for the assignment
- (d) all of the above

**4. You have plagiarized if, while browsing the Web, you copied text and pasted it into your paper without quotation marks or without citing the source.**

TRUE.

FALSE.

**5. What are some of the resources and services that libraries provide?**

- (a) online catalog of holdings
- (b) interlibrary loan
- (c) full-text databases
- (d) all of the above

WEEK 8 FINAL PROJECT  
*Bibliography (Work Cited)*

**REVIEW these Assignments:** Week 2, Library Catalogs and Works Cited; Week 4, Periodicals/Databases; and Week 5, Web Searching Techniques, for my comments on your book, periodical, and Web site citations before completing the final project.

**REVIEW MLA 5.1 THROUGH 5.5** and the sample on p. 321.

**DEVELOP your bibliography** using word processing software, preferably Microsoft Word. Put your full name in the top right corner of your paper. Use one font, one font size, and one font color (black).

**FINAL PROJECT:**

**Using MLA style, list 12 citations on a topic of your choice as follows:**

Cite three books per Week 2 Assignment (MLA 5.6)

Cite three journal or magazine articles per Week 4 Assignment (MLA 5.7.1-4, 5.7.6, and 5.9.7a)

Cite three newspaper articles per Week 4 Assignment (MLA 5.7.5 and 5.9.7a)

Cite three Web sites or Web pages per Week 5 Assignment (MLA 5.9.2, p. 216, #1-4)

**PLEASE REMEMBER:**

- Do not cite encyclopedia articles.
- Follow the MLA handbook exactly.
- Do **not** use the Trimmer guidelines or any resource other than the official MLA handbook.

Your final project will be **scored on** alphabetization, spacing, indentions, margins, capitalization, punctuation, and spelling.

## WEEK 8 FINAL PROJECT *Cheat Sheet*

Use this cheat sheet for checking your citations.

### BOOK CITATION EXAMPLES:

Eurich, Nell. The Learning Industry: Education for Adult Workers. Princeton: Carnegie Foundation for the Advancement of Teaching, 1990.

Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. 6th ed. New York: The Modern Language Association of America, 2003.

### PERIODICAL CITATION EXAMPLE:

Johnson, Royce H., and Hans E. Einstein. "Coccidioidal Meningitis." Clinical Infectious Diseases 42.1 (2006): 103-107. Expanded Academic ASAP. Thomson Gale. InfoTrac. Taft College Lib., CA. 15 Mar. 2008 <<http://www.taftcollege.edu/TCLibrary/research.asp>>.

### NEWSPAPER CITATION EXAMPLE:

Chang, Kenneth. "The Melting (Freezing) of Antarctica." New York Times 2 Apr. 2002, late ed.: F1+. NewsBank NewsFile. Taft College Lib., CA. 16 Mar. 2008  
<<http://www.taftcollege.edu/TCLibrary/research.asp>>.

### WEB SITE / WEB PAGE CITATION EXAMPLES:

CNN.com. 2007. Cable News Network. 15 Feb. 2007. <<http://www.cnn.com/>>.

Stanford School of Medicine. 2007. Stanford University. 15 Mar. 2008  
<<http://med.stanford.edu/>>.

UCMP Glossary. Ed. Allen Collins et al. Oct 2003. University of California Museum of Paleontology, Berkeley. 15 Mar. 2008  
<<http://www.ucmp.berkeley.edu/glossary/glossary.html>>.

WEEK 8  
*INCO48 Evaluation*

**"(LAST DAY) Please Evaluate This Class"**

I truly would like your feedback on this class. I use your comments to make adjustments for the next group.

(1) Was it practical—did you learn and do things you can use elsewhere, in other classes or in “real life”?

(2) What recommendations can you make for future adjustments to the way the class is designed?

(3) What grade do you believe you have earned in this course?

Thank you for sticking with it, and thanks for your comments!

Take care everyone. Happy citing!

Regards, Evie Einstein