

## Sociology 2533 Library Presentation

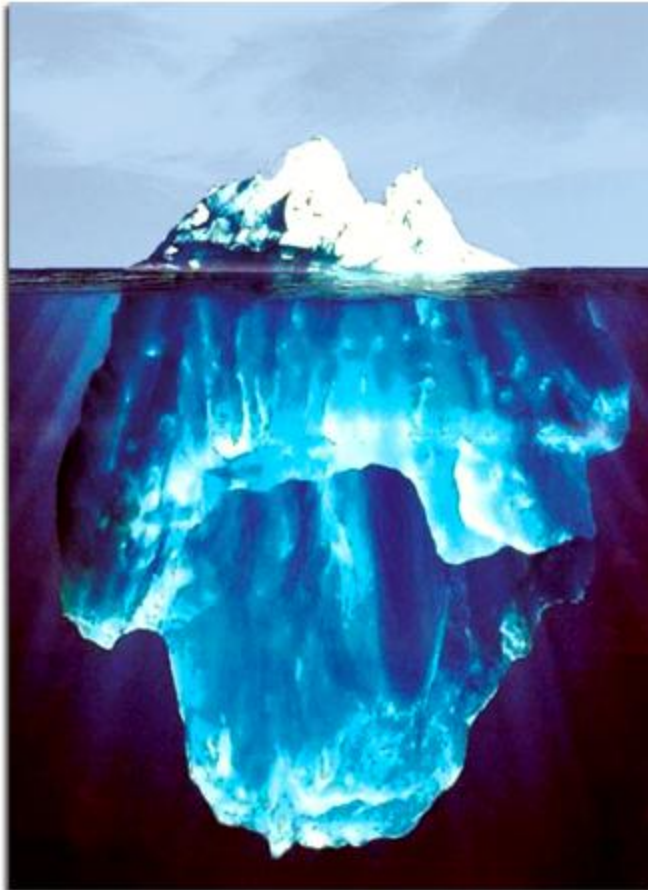
### *Learning Objectives:*

- to remember basic **library research concepts**
- to know where to find **book reviews**
- to know how to appropriately cite publications to **avoid plagiarism**
- to know where to get **writing help**

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**UNIVERSITY of NEW BRUNSWICK LIBRARIES**  
*A Guide to* **RESEARCH SUCCESS**

**SECTIONS INSIDE:**


1. Defining Your Topic
2. Understanding Academic Literature
3. Evaluating Your Results
4. Searching Databases
5. Retrieving & Reading Publications
6. Writing Your Paper & Bibliography
7. Getting Help



Most of us have near-constant internet access on our phones, tablets, laptops, or desktop computers. Such easy access to information may give an **illusion of knowledge**. It may be easy to forget that having information is not the same as gaining knowledge, which is what learning at university is all about.

For one thing, knowledge is based upon having access to the *right* information. For university assignments, that means having access to the most reliable electronic and printed sources of published information—the best academic articles, books, and other types of documents and publications you can **trust**.

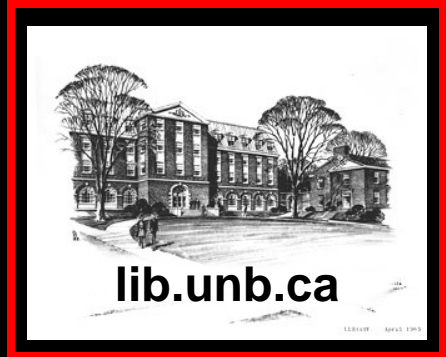
While public search tools such as Google may give the impression that the most popular and readily-available information is best, for academic research you usually need to **dig deeper** into library databases, and often into the stacks of library books. Google can only provide access to some of the information on the internet—the tip of the iceberg. Information on the “deep web” is hidden below the surface. This includes electronic publications connected to the library website but available off-campus only by a university password. Special sites such as **Google Scholar** can get you started, but are not as comprehensive as the library databases found at [lib.unb.ca](http://lib.unb.ca).



Gaining knowledge also requires an investment of **time**—time to search out and find reliable information, time to critically evaluate and closely read it, as well as time to write or present about it. This guide aims to help you make the best use of your time, providing tips and techniques to help you successfully conduct library and information research, as well as pointers on appropriately incorporating your research findings into a research paper or other type of assignment.



[lib.unb.ca/research/success.html](http://lib.unb.ca/research/success.html)



# Page 5: Search Techniques

## 4. SEARCHING DATABASES

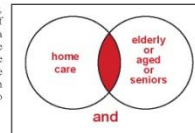
Unlike public search engines such as Google, library databases usually find only exactly what you ask for. Therefore, you need to use some specific search techniques, which are generally available in most databases.

### Using Keywords and Boolean Operators

You will need to convert your research question into keywords. You may need to think of alternate words, or synonyms. It may be necessary to combine keywords with either an **and** or an **or** Boolean operator. Use **and** when you want each concept to be present in the documents you wish to retrieve. Use **or** when you want either concept to be present, or when using synonyms. If more than one operator is used, brackets should be used to "nest" terms, or group them together. For example, a keyword search using the concepts of *home care* and *elderly* could look like this:

*home care and (elderly or aged or seniors)*

This will find publications dealing with home care of the elderly, even if the document uses the word *aged* or *seniors* instead of *elderly*. In the diagram on the right, each circle represents a concept, and the area where the circles overlap represents the search results, or "hits." Many databases also allow use of the **not** operator, which will exclude concepts. Some databases use the plus sign **+** instead of the word *and*, or in order to force an exact word search, as well as the minus sign **-** instead of *not* to exclude terms.



### Subject Headings/Descriptors

In addition to searching by keywords, you should consider using each database's preferred subject terms, sometimes called *subject headings* or *descriptors*. For example, the sociology indexing database, *Sociological Abstracts*, prefers the term *elderly*, while the library catalogues prefer *aged* or *older people*. Using the proper subject terms will help to ensure you get all the relevant publications in the database, and will also prevent you from getting irrelevant hits. Some databases have an online thesaurus which contains the subject terms, while others allow you to browse and select subject terms.

### Truncation \*

Truncation is the process of abbreviating or shortening a keyword to its stem in order to retrieve all possible word variations. Most databases will let you find variations of a word using a wildcard symbol, usually an asterisk (although the Quest catalogue requires the \$ symbol). For example, typing *gerontolog\** would retrieve *gerontology*, *gerontological*, etc. But be careful not to truncate a word too far. Typing *ger\** would also get you information on geraniums, germs, and Germans.

### Exact Phrase Searching \*\*

It has been assumed in the above examples that a database will search *home care* as a phrase, and not as two separate keywords. However, some databases would automatically put an invisible *and* between the words, and require quotation marks around phrases (e.g., "*home care*").

### Field Searching/Limiting

Field searching is used to specify the type of keyword you are entering. For example, a person may be searched as a subject, rather than as an author, by clicking or selecting "subject."



Course guide...



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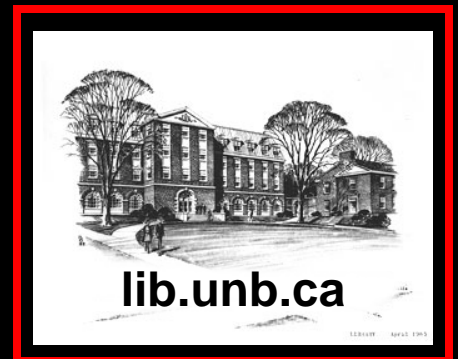
It is important to learn the skill of “**gutting a book**—extracting its central argument—and summarizing it in one or two sentences”.

- Robert Darnton, Historian and Harvard Library Director (personal interview: July 9, 2009)



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***Making Appropriate Use  
of Publications:  
Avoiding Plagiarism***



***“If I have seen further  
it is by standing on the  
shoulders of giants.”***

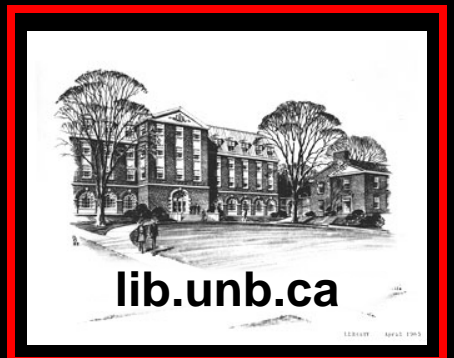
- Isaac Newton, letter to Robert Hooke,  
5 February 1676



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**New discoveries are usually built upon  
the work of previous researchers.**



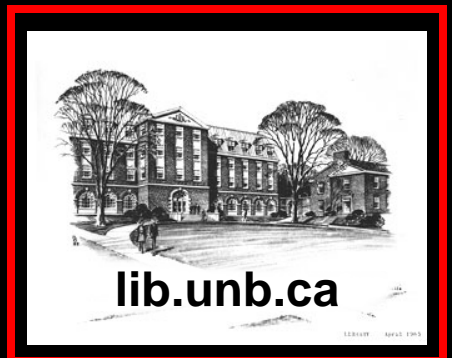
The **UNB Undergraduate Calendar** defines plagiarism as including the following:

***“1. Quoting verbatim or almost verbatim from a source (such as copyrighted material, notes, letters, business entries, computer materials, etc.) without acknowledgment;***

***2. Adopting someone else's line of thought, argument, arrangement, or supporting evidence (such as, for example, statistics, bibliographies, etc.) without indicating such dependence;***

***3. Submitting someone else's work, in whatever form (film, workbook, artwork, computer materials, etc.) without acknowledgment;***

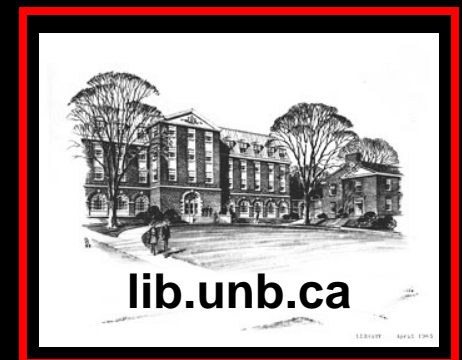
***4. Knowingly representing as one's own work any idea of another.”***



**To summarize, in academic writing, if you:**

**(1) copy or paraphrase another person's **words**  
or (2) adopt their **ideas** or **data**,  
without giving credit by citing the source,**

**then you are plagiarizing  
—whether you had intended  
to cheat or not.**



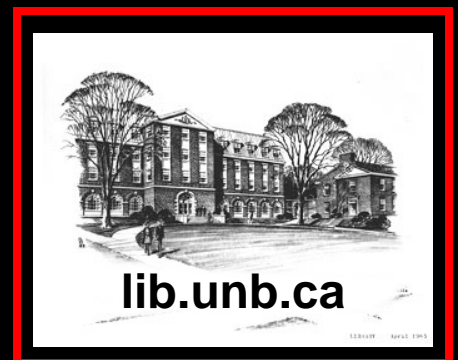
**There are four major standard citation styles:**

**APA:** social sciences, and beyond

**MLA:** humanities

**Chicago:** humanities, especially history

**CSE:** sciences



**APA** uses the author-date in-text citation method (**Kirsh, 2006, p.550**). An alphabetical reference list appears at the end of your paper:

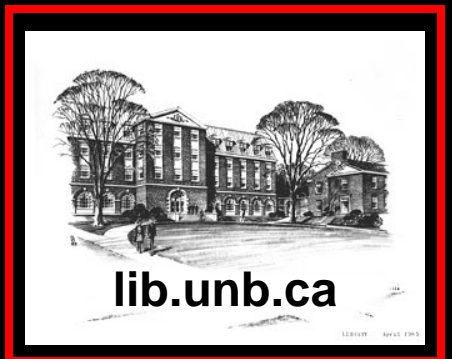
### References

**Kirsh, S. J. (2006). Cartoon violence and aggression in youth. *Aggression and Violent Behavior, 11*(6), 547-557. doi:10.1016/j.avb.2005.10.002**



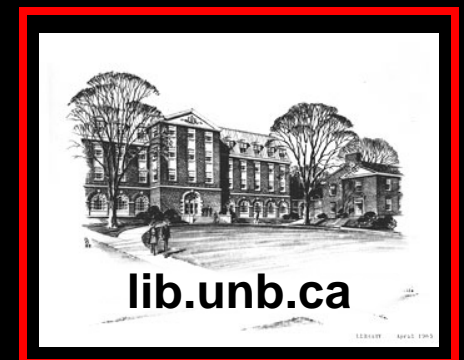
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*Is avoiding plagiarism the only reason  
why you need to cite sources?*



**There are other inter-related reasons why academic authors use citations:**

- 1. Further reading**
- 2. Provide evidence**
- 3. Demonstrate knowledge of the literature**
- 4. Refer to a specific part of a book under review**



Avoiding  
Plagiarism  
Exercise:

APA  
In-Text  
Citations

The paragraph below is a direct quote from the following article:

Sacco, V. F. (2000). News that counts: Newspaper images of crime and victimization statistics. *Criminologie*, 33(1), 203-223.

*"However, important news is not always bad news and it is striking how many articles over the period in question [1993-1994] spoke of crime rates in decline at both local and national levels. For example, out of 62 headlines which described a temporal trend in crime levels, only 29 % unambiguously described increases. In 55 % of the cases, rates were portrayed as stable or falling and in the remaining cases, the messages regarding the temporal trend were mixed or unclear. It would appear, contrary to many simple-minded interpretations of media treatment of crime, that news about falling crime rates was likely to receive extensive attention."*

Max, Naomi, and Marshall are students who have used Sacco's article in their research papers. Decide whether each student's paragraph below is a case of plagiarism or an example of appropriate use of the article.

MAX: ... *However, bad news is not the only important news. In one Canadian study, less than one-third of the newspaper headlines examined described increasing crime rates, while just over 50% described stable or falling rates. Contrary to popular thought on the media's treatment of crime, falling crime rates do make the headlines.* ...

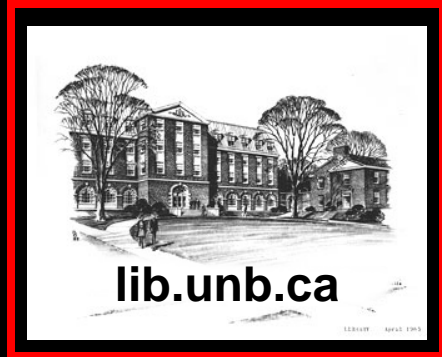
Plagiarism or appropriate use? Why? \_\_\_\_\_

NAOMI: ... *According to Sacco, significant news does not have to be bad news and it is noteworthy how many newspaper articles published in Canada between 1993 and 1994 mentioned declining crime rates at both national and local levels. For example, out of 62 headlines which described a temporal trend in crime levels, only 29 % unambiguously described increases. In 55 % of the cases, rates were portrayed as stable or falling and in the remaining cases, the messages regarding the temporal trend were mixed or unclear (2000). Contrary to popular opinion, news about decreasing crime rates did receive considerable attention.* ...

Plagiarism or appropriate use? Why? \_\_\_\_\_

MARSHALL: ... *Sacco (2000) found that 55% of Canadian newspaper headlines between 1993 and 1994 described stable or falling crime rates, and concluded that "it would appear, contrary to many simple-minded interpretations of media treatment of crime, that news about falling crime rates was likely to receive extensive attention"* (p. 216). ...

Plagiarism or appropriate use? Why? \_\_\_\_\_



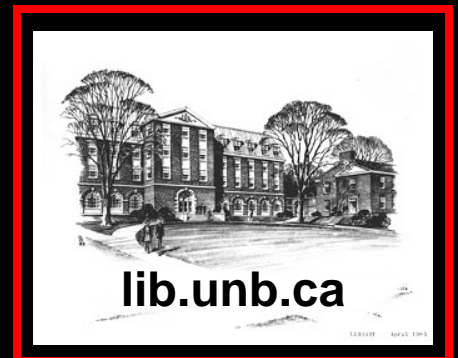


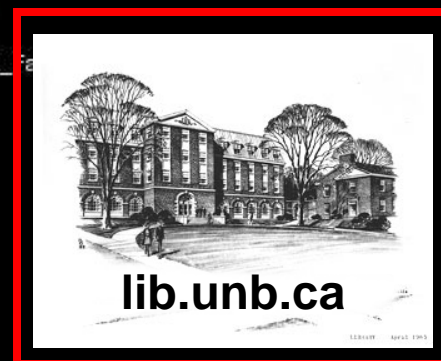
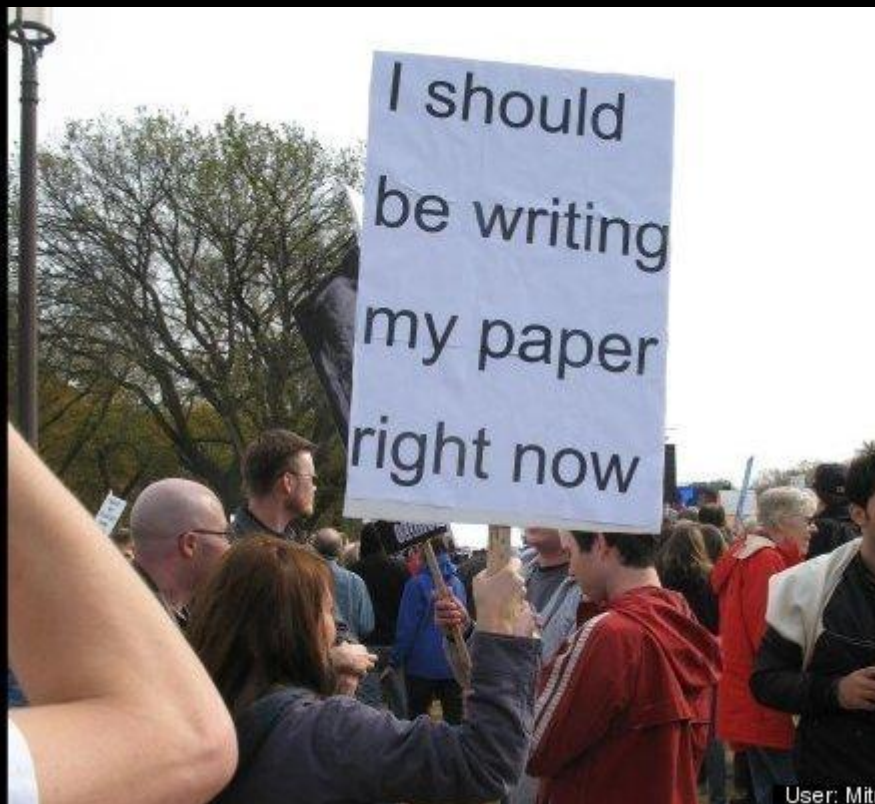
# *Tips for Avoiding Plagiarism...*



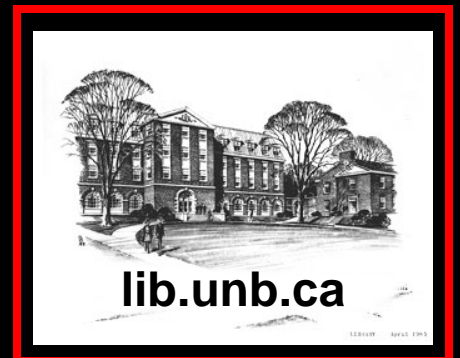
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**1: Start your research early.**

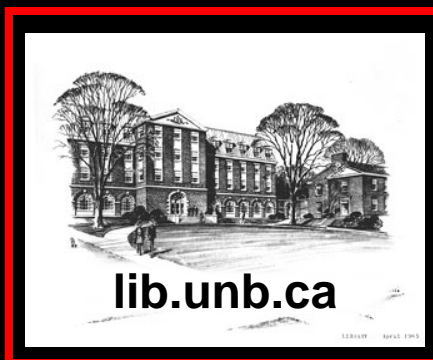




**2: Get full citations when doing research.**



### 3: Paraphrase properly.

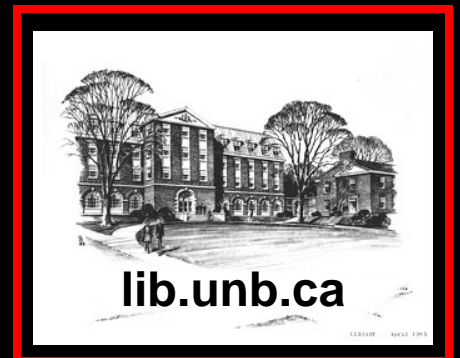


....That doesn't always happen. Famously, the president of Western Union declined when offered the chance in 1877 to buy all of Alexander Graham Bell's patents for \$100,000, because he could not see telephony mounting a significant challenge against telegraphy (p. 25).



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**4: Cite any text copied word-for-word,  
and use quotation marks.**



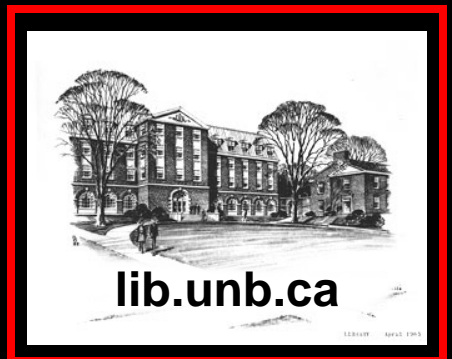
.... Whichever company establishes early technological dominance does everything in its power to maintain its first-mover advantage. Wu labels this effort, the “Kronos Effect: the efforts undertaken by a dominant company to consume its potential successors in their infancy” (p. 25).



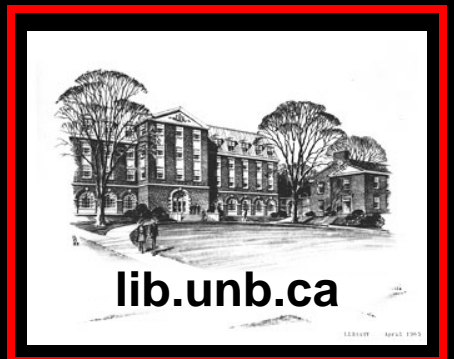
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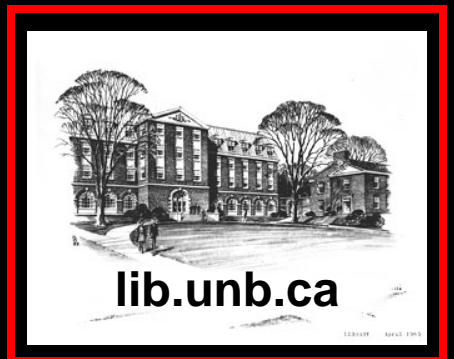
**5: Properly cite images (photos, illustrations, graphs, etc.), statistics and other data, computer code, and music or video clips.**



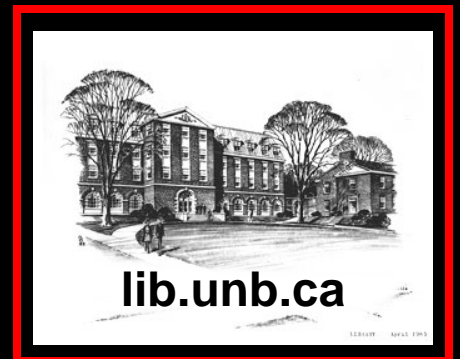
**6: Use paraphrases and quotes sparingly.**



## 7: Do not cite “common knowledge”.



**8: For specific help, visit the Writing Centre.**

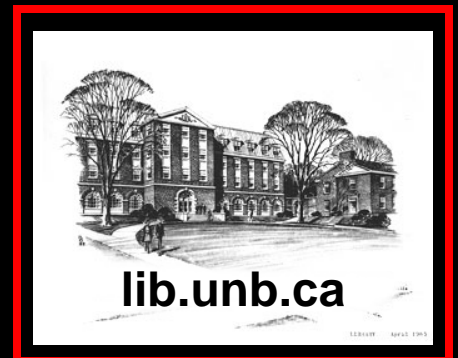




***We are in danger of becoming “a society of decoders of information, whose **false sense of knowing** distracts [us] from a deeper development of [our] intellectual potential.”***

- Maryanne Wolf, cognitive neuroscientist

Source: *Proust and the Squid: The Story and Science of the Reading Brain*. New York: Harper Perennial, 2008, p. 226.



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**Information sources**

Numerous citation styles exist, and each specifies what elements are required (title, author, journal etc.) and how the citation should be formatted. The standard citation style for sociology is APA, but instructor may require or recommend that you use another. Consult your course syllabus or check with instructor to be sure of using the correct citation style for your assignment.

- [APA \(Sixth Edition\): Citation Style Examples](#)
- [APA \(Fifth Edition\): Citation Style Examples](#)
- [In-Text Citations: A Brief Guide to APA](#)
- *Publication Manual of the American Psychological Association*: detailed writing manual; reference examples for unusual print sources  
HIL-REFDSK BF76.7 .P83 2010b
- *Avoiding Plagiarism: Writing & Research Handbooks and Style Manuals*: recommended books at the library; example sheets for other standard styles (MLA, Chicago, CSE)
- [RefWorks](#): automatically format references in any style
- [QuickBib](#): Within CSA databases such as Sociological Abstracts, select "Save, Print, Email" to quickly create a bibliography of selected search results in APA or another standard style.

**Citing & avoiding plagiarism**

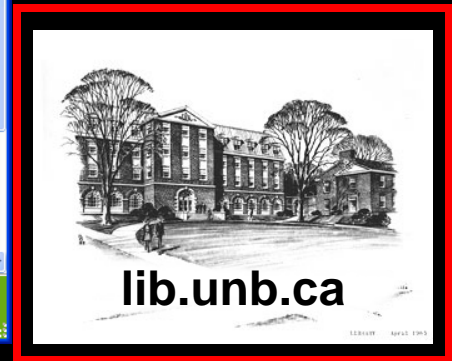
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