


12-4-2015

Library Resources for Senior English Majors

Austin C. Becton

Cedarville University, austinbecton@cedarville.edu

Follow this and additional works at: http://digitalcommons.cedarville.edu/library_intern_presentations

 Part of the [Higher Education Commons](#), and the [Library and Information Science Commons](#)

Recommended Citation

Becton, Austin C., "Library Resources for Senior English Majors" (2015). *Library Intern Presentations*. 4.
http://digitalcommons.cedarville.edu/library_intern_presentations/4

This Local Presentation is brought to you for free and open access by DigitalCommons@Cedarville, a service of the Centennial Library. It has been accepted for inclusion in Library Intern Presentations by an authorized administrator of DigitalCommons@Cedarville. For more information, please contact digitalcommons@cedarville.edu.

Library Resources

For Senior English Majors

Goals and Requirements

The English Major Capstone/Research...

- Must ask a question about a text.
- Must create an Annotated Bibliography with 20 sources.

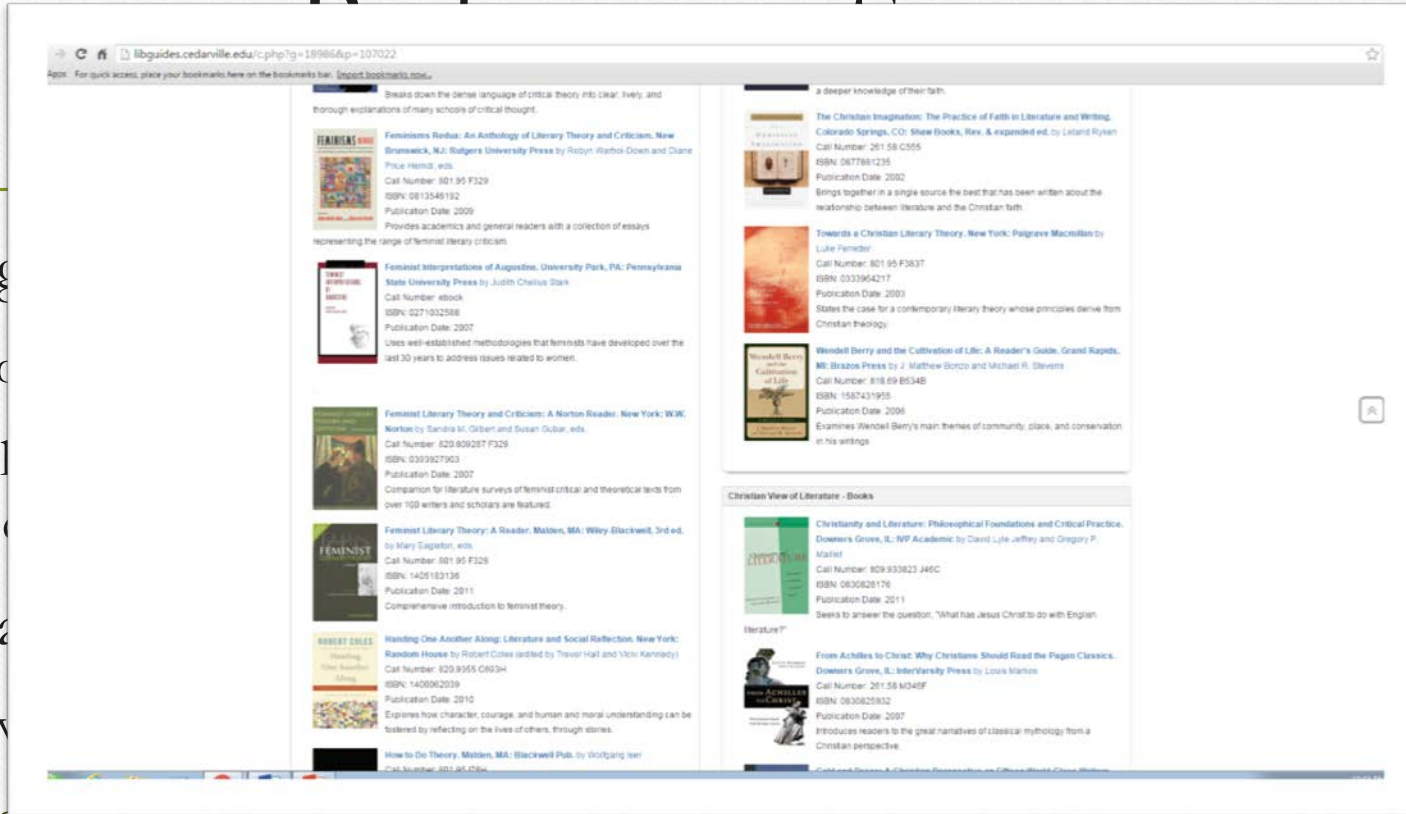
D. L. i. O.

- Choosing

- The to
- You sh
- to be c

- Prelimina

- Review
- Subject Guide. Literature



ic that begs

• Further

• Consider

• Reference

The screenshot shows the Literary Reference Center website. At the top, there is a search bar with the text "Searching: Literary Reference Center" and "Choose Databases". Below the search bar, there are links for "Basic Search", "Advanced Search", and "Search History". The main content area is divided into several sections:

- Browse:** A sidebar menu with links for "Most Studied Authors", "Most Studied Works", "All Authors", "All Works", and "Full-Text Classics".
- Reference Shelf:** A sidebar menu with links for "Encyclopedia of Literature", "Dictionary", "Citation Help", "Research Guide", "Literary Glossary", and "Curriculum Standards".
- Content Spotlight:** A section titled "Writer on the Wild Side" with a sub-header "Societies, nature, fiction, and fact all intertwine in the complex oeuvre of Peter Matthiessen." and a "Read the article" button.
- Book Highlight:** A row of book covers with titles and authors, including "Critical Insights: The Great Gatsby" by Zolotor, Mark; "Critical Insights: Great Expectations" by Goodheart, Kazuo; "Critical Insights: The Canterbury Tales" by Lutz, Jack; "Critical Insights: John Steinbeck" by Telle, Dan; "Critical Insights: Mark Twain" by Patterson, B. Kent; "Critical Insights: Flannery O'Connor" by Steg, Charles E.; "Critical Insights: To Kill a Mockingbird" by Telle, Dan; "Critical Insights: The Handmaid's Tale" by Bouslog, J. Brooke; and "Critical Insights: The Joy Luck Club" by Quinn, Robert D.
- Featured Work:** A section titled "Aethiops of the Savannah" with a quote: "The setting of Aethiops of the Savannah is the Westernized, postcolonial African state of Kangan. Yet the aura of Africa's past dignity and wisdom is incarnate in the leader of a delegation from the province of Abazon who has come to Baasa, the capital city, to plead for help for his drought-ridden land. He supplies the central motif and title for a speech later given by one of the main characters to a group of university students. In the relationship between this Angloized African and the tribal elder, Achebe illustrates that truth is not the exclusive possession of one civilization. As the tribal elder expresses it, 'What is true comes in different robes.'" and a "Read more" link.
- Featured Author:** A section titled "Chinua Achebe" with a portrait of Achebe and a quote: "From the beginning of his literary career, with the publication of *Things Fall Apart*, Chinua Achebe recognized and accepted his role as that of a spokesman for black Africa. The primary function of that role was to reinterpret the African past from an African's point of view. . . . Achebe tilted the balance in the Africans' favor by depicting individuals in the British administration as prejudiced, ineffectual, unnecessarily bureaucratic, and emotionally impotent. As his main subject was the African crisis, he did not go to great pains to explore the private lives of the British or to mollify the British public. He needed to show that white civilization and white people were not intrinsically superior, and to restore to Africans a respect for their own culture and their own lives." and a "Read more" link.

Databases: Literary Reference Center, Humanities III Complete, Web of Science

Second Stage

- Sift through materials fundamental to the subject
 - Books! Traditional beats technological?
 - (Library Website: Subject Guides, Catalogues, and Text Messages)
 - Author Sections
 - Theory Sections
 - Tip: Don't read the entire book!
 - Articles

(cont.)

- Google Drive
 - Access it anywhere
 - Don't lose information
- Ref Works
 - Keep track of your sources







Third Stage

- Further the Research
 - Use bibliographies and references from primary sources
- Begin to Scan Books and Print Articles
 - **Favorite tip: library scanners, hidden in plain sight!**
 - Printed scans allow for note taking and easy access for spring semester.



Preparing an Annotation: Home

Contact Us

-  [Library Homepage](#)
-  [Library Hours](#)
-  researchhelp@cedarville.edu
-  [Frequently Asked Questions](#)
-  Text: (937) 505-0985
-  Call: (937) 766-7850

Web Resources

- [How to Prepare an Annotated Bibliography \(Cornell University\)](#)
- [Annotated Bibliographies \(Purdue OWL\)](#)
- [Annotated Bibliographies \(UNC - Chapel Hill\)](#)
- [How to Write an Annotated Bibliography \(University of Maryland University College\)](#)
- [Examples of an Annotated Bibliography \(Skidmore College\)](#)
- [Annotations vs. Abstracts \(Cal Poly\)](#)

Preparing an Annotation

Dee, J. and Smith, A. "The erosion of the American Family," *National Sociological Review*, 50 (2), (1984): 111-175. Print.

The authors, researchers at XYZ University, use data from the National Family Studies Project to test their hypothesis that the erosion of the American family has at its base multiple causes that encourage divorce, poverty and the advancement of social media and other modern technology. Decreased time spent on computers indicates stronger family values and communication. In contrast, another study by Anderson cited below shows an difference in communication style.

The purpose of an annotation is to describe the cited material.

It should provide enough information about the book or article that a determination can be made as to whether the actual material should be examined.

Annotations can be any length, but usually are about 150 words in length, depending on the item.

Each annotation need not address all of the following concerns, but so far as possible, it should improve the decision making and simplify the researcher's work.

1. Author

- Who is the author?
- What is his/her occupation, position, education, experience, etc?
- Is the author qualified (or not) to write the article?

2. Purpose

- What is the purpose for writing the article or doing the research?

3. Intended Audience

- To what audience is the author writing?
- Is it intended for general public, for scholars, policy makers, teachers, professionals, practitioners, etc?
- Is this reflected in the author's style of writing or presentation? How so?

4. Author Bias

• W

• W

Expand and Deepen Your Research

- Take Advantage of OhioLink.
- Use the “Ask Feature” at any point, any location.
- **Examine Past Student Work through Digital Commons**

Summary

- Interpersonal Resources
- Material and Electronic Sources
- Guides, Encyclopedias, and other Research Tools

Scan and Print!