Online UF 200 Spring 2018 Activity

Name: ________________________________

Your Topic Question: **Where does the notion of Rights come from?**

**UF 200 Libguide** for topic of Rights. This activity builds on the **UF 100 library session**. You will locate relevant information sources to support UF 200 research projects. **Goals and Learning Outcomes** can be found on the UF200 libguide.

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**INTRODUCTION:**

The UF 200 student activity will build on the UF 100 content and skills. This activity will be an individual worksheet unless otherwise assigned by your instructor.

What do you remember learning about in the UF 100 library session? List two (2) ideas that you have assimilated into your research style.

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**PART I: GOOGLE LIKE A PRO!**

Individual or group activity

1. List two (2) or more tips for power-searching in a web search engine such as Google that you currently use.

2. Now take a look at the **Google Power Search** document found on the **UF 200 libguide**. Go to [www.google.com](http://www.google.com) and use 2-3 of Google’s advanced search strategies to locate one website on your topic.

   *Example:* “social determinants of health” filetype:pdf  
   *Example:* “water rights” site:.edu

   Record your website here:

   Which search strategies returned the most relevant sources?
Developing research skills is a learning process. Take a look at this document from Carleton College Gould Library, Information Literacy at Carleton: Six Critical Habits of Mind. The next question follows the habit of mind: *How else might I use what I have already found to locate more?*

3. Using the following website, find keywords, names, resources and phrases within the article that you could use to search for additional information. List at least five (5).


Using the information identified in question 3, pick at least one or a combination of keywords, names, resources or phrases and combine with search strategies from question 2 to identify other possible information sources in Google.

4. List two (2) of the new sources and the searching techniques/phrases used.

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**PART II: DOMINATE THE DATABASE**

Take a look at [Google Scholar](http://scholar.google.com).

- Add Boise State University to the settings/library links.
  - Setting Library Preferences in Google.
  - Settings → library links → type: boise state university
- Using a topic (keywords or phrases from the previous activity) related to your topic question: Where does the notion of Rights come from?, search in Google Scholar.
- Click on the *Cited by* link at the end of an article summary on the search page to expand relevant search results.
  - Are the Cited by articles useful to your research?
    - List two (2).
  - Do you think that all of the articles you found are peer-reviewed?
    - Why/why not?
Go to ProQuest Central. This databases is one of several multidisciplinary databases that displays ‘cited by’ links. Click on ProQuest Central’s Advanced Search.

- List at least four types of advanced search options.

- How can the ‘Cited By’ links in ProQuest Central help you do research?

Using ProQuest Central’s Advanced Search or Google Scholar, locate at least one article on your topic.

- Record your article here:

- How can you utilize advanced search features to help you locate reliable sources of information?

Things to think about using the CRAAP Criteria:

When searching the Web:

- Limiting by filetype can sometimes lead you to material that has been published, which helps determine Accuracy (A in CRAAP).
- Using Google Scholar helps lead you to (mostly) peer-reviewed journal articles, which helps you find sources that are (probably) more Accurate and Authoritative (the A’s in CRAAP).

In library research databases:

- Limiting the publication date will help you find more Current (C in CRAAP) sources.
- Using good (narrow) keywords will help you find more Relevant (R in CRAAP) sources.
- Limiting to peer-reviewed journal articles helps you locate more Accurate and Authoritative (the A’s in CRAAP) sources.