

Information Studies (LLB1) Acrobat File

This file contains documents relating to LLB1, the Information Studies outcome of Marylhurst University's Liberal Arts Core.

A single page describing the various options for meeting outcome LLB1.

LLB1 Outcome Assessment: There are three documents relating to the *no-credit* Information Studies Outcome Assessment which meets the LLB1 outcome.

1) Submission Form, 2) How to Complete LLB1 Outcomes, and 3) Annotated Bibliography.

WR 323 Course Challenge: There are eleven documents relating to the *credit-bearing* WR 323, Academic Writing Course Challenge which meets both the LLB1 and LLE3 Liberal Arts Core outcomes.

1) How to Complete Course Challenge for WR 323, 2) Process Notebook, 3) Assessment Rubrics, 4) What is a Scholarly Journal?, 5) Critical Evaluation of Internet Resources, 6) Critical Evaluation of Periodical Articles, 7) Annotated Bibliography, 8) APA Reference Citations, 9) Citing MLA Style, 10) Research Paper Prospectus, 11) Peer Review.

The course syllabus is available upon request from the English Literature & Writing department or Liberal Arts Core.

Bookmarks along the left side of your screen should take you directly to each section.

Please contact the Liberal Arts Core Program at 503.699.6330 if you have any questions about this information.





Information Studies Outcome (LLB1) Liberal Arts Core - Options

The ability to find and manage information is an essential skill for all educated people. As part of the Liberal Arts Core Program requirements, students are expected to meet the following outcome.

LLB1 Information Studies Outcome: Students will be able to define their information needs, conduct an effective search in a variety of formats and media, identify, analyze and evaluate information, and organize that information in a manner useful to their own stated goals.

Students may meet this outcome in one of the following ways:

CREDIT OPTIONS

Marylhurst Course

WR 323 Academic Writing: The Research Paper is the most common and recommended method for meeting this outcome. WR 323 meets both LLB1 and LLE3 outcomes. WR 323 is offered every term in both on-campus and online formats. For detailed information, refer to the Liberal Arts Core program section of each term's *Marylhurst University Schedule of Courses*.

Transfer Courses

The Information Studies outcome may be met by any transfer course in information technology that focuses primarily on defining information needs, and systematically developing skills in accessing, evaluating, and using information. Please see online advising tools at www.marylhurst.edu/liberalartscore/advisingtools for more information or discuss additional transfer credit options with an academic adviser.

Course Challenge

Students may challenge WR 323 Academic Writing: The Research Paper for credit. WR 323 meets both the LLB1 Information Studies and LLE3 Research Paper outcomes. Students must address both of these Liberal Arts Core outcomes as well as the course specific outcomes of WR 323. The cost is \$657 (3 credits @ \$219 per credit undergraduate course challenge fee). For additional information, including a fact sheet on how to complete a course challenge of WR 323, contact the Liberal Arts Core program at 503.699.6330.

Prior Learning Assessment (PLA) Program

Students enrolled in Marylhurst's PLA program may be able to demonstrate their learning as part of the portfolio development process. Students considering this option should discuss it carefully with their PLA instructor. For information about PLA, please contact the Center for Experiential Learning & Assessment at 503.699.6260.

NON-CREDIT OPTION

LLB1 Information Studies Outcome Assessment. This is a non-credit option for meeting the LLB1 requirement. The cost is \$50.00. Students selecting this option should do so while enrolled in a course that requires evaluation and use of information resources. For additional information, including the submission form and fact sheet on how to complete the LLB1 Outcome assessment, contact the Liberal Arts Core Program at 503.699.6330. Registration and payment is required by deadline posted in the current *Marylhurst University Schedule of Courses*. Students must receive a Pass to meet LLB1; no additional coursework is necessary. Students do not receive credit for a Pass. Students who do not pass on the first submission may resubmit once. Submissions may not be made in consecutive terms. Students who receive two No Pass marks must register for and complete a course that meets the LLB1 Information Studies outcome of the Liberal Arts Core.

LIBERAL ARTS CORE PROGRAM INFORMATION

Students are encouraged to complete the LLB1 Information Studies Outcome Assessment as early in their degree as practical. All LAC outcome assessments should be completed at least one term before the student's term of graduation.



Information Studies (LLB1) Outcome Assessment Submission Form

The Information Studies Outcome Assessment (LLB1) should be completed at least one term before the student's term of graduation. Students must receive a Pass to meet LLB1; no additional coursework is necessary. Students do not receive credit for a Pass. Students who do not pass the first submission may resubmit once. Submissions may not be made in consecutive terms. Please see reverse side on *How to Complete LLB1 Outcome Assessment* for information on research courses that satisfy the outcome as well as details and expectations of materials to include with submission. This form requires your adviser's signature.

Name _____ Date _____

Primary Telephone _____ Marylhurst ID _____

Email _____

Major _____ Adviser _____

Adviser Signature _____ Date _____

Research course in major for which you collected the information reviewed in your annotated bibliography:

Course # _____ Course Title _____

Term _____ Year _____ in which course was taken (Students using a research paper from a previous term must attach a letter explaining why they are using a paper from a previous term.)

Checklist of materials to be included with submission of Information Studies Outcome Assessment:

- Assignment handout from research course in major
- One-page description of the purpose of your research
- Annotated bibliography critically evaluating a selection of sources

Cost of the Information Studies Outcome Assessment is \$50. Please make checks payable to Marylhurst University. Return this form with payment to the Liberal Arts Core Program by the submission deadline posted in the current *Marylhurst University Schedule of Courses*. For further information, contact the Liberal Arts Core Program at 503.699.6330, or email liberalarts@marylhurst.edu.

Marylhurst University, LAC Program, 17600 Pacific Highway (Hwy. 43), P.O. Box 261, Marylhurst, OR 97036-0261

OFFICE USE ONLY: Course Code: LAC 002 Year and Term: _____ Staff Contact: _____
Grade earned (circle one): Pass / No Pass Date: _____



How to Complete Outcome Assessment: Information Studies (LLB1)

LLB1 Information Studies Outcome: Students will be able to define their information needs, conduct an effective search in a variety of formats and media, identify, analyze and evaluate information, and organize that information in a manner useful to their own stated goals.

This handout is designed to assist students who believe they can meet LLB1, the Liberal Arts Core Information Studies Outcome, without instruction from university faculty or additional coursework and provides information about the materials needed for inclusion with the submission form.

Students should plan to complete the Information Studies Outcome Assessment in conjunction with a course that requires evaluation and use of information resources within their major. (Students using a research paper from a previous term must attach a letter explaining why they are using a paper from a previous term.) Information on which courses meet this requirement is available from your department or academic adviser.

Please submit the following with the LLB1 submission form:

1. **Assignment Handout:** Please submit an assignment handout from your instructor describing the research paper you were assigned. Many instructors provide such handouts in their courses; others include detailed descriptions of assignments on their syllabi.
2. **One-Page Description of the Purpose of Your Research:** This one-page document should include four paragraphs. The first defines your specific research topic, that is, your particular focus to fulfill the assignment described in the handout above. If your research led to a research paper, this would likely be the thesis of your paper. In your second paragraph, please describe what you hoped or expected to find when you began your research. In your third paragraph, please describe what you actually found as you looked into your topic area. In your fourth paragraph, tell how the direction of your research changed or your thesis was refined as you investigated your topic.
3. **Annotated Bibliography:** The bibliography should be presented using the latest MLA or APA format. Please identify which style you used at the top of your annotated bibliography. Your annotated bibliography should include at least six kinds of sources, including one encyclopedia, one book, one Web page and three journal articles. Please see attached handout *Annotated Bibliography* for detailed information.

Liberal Arts Core Program Information

Students are encouraged to complete the LLB1 Information Studies Outcome Assessment as early in their degree as practical. All LAC outcome assessments should be completed at least one term before the student's term of graduation. Students must receive a Pass to meet LLB1; no additional coursework is necessary. Students do not receive credit for a Pass. Students who do not a pass the first submission may resubmit once. Submissions may not be made in consecutive terms. Students who receive two No Pass marks must register for and complete a course that meets the LLB1 Information Studies outcome of the Liberal Arts Core.



Academic Writing: The Research Paper (WR 323) Course Challenge

Students who believe they possess the knowledge and skills covered in WR 323, the 3-credit Academic Writing: The Research Paper course, have the option of “challenging” it to fulfill the outcomes and earn the credit. This handout outlines the standard procedure and fees for the course challenge.

WR 323 meets the following Liberal Arts Core outcomes:

LLB1 Information Studies: Students will be able to define their information needs, conduct an effective search in a variety of formats and media, identify, analyze and evaluate information, and organize that information in a manner useful to their own stated goals.

LLE3 Research Paper: Students will be able to demonstrate advanced-level skills and formats for writing academic research papers.

Students pursuing the WR 323 course challenge should consider the following:

Course Syllabus

Students should obtain a current syllabus for WR 323 from the Liberal Arts Core Program. Please review this and be sure you are comfortable with all the learning outcomes stated on the syllabus.

Course Challenge Agreement Form

To register for the course challenge students need to complete a *Course Challenge Agreement* form, available online at <http://www.marylhurst.edu/registrar/regforms.php> or from the Office of the Registrar or the Liberal Arts Core Program office. This form needs several signatures; the Liberal Arts Core Program will direct you to the appropriate individuals.

Fees

The cost for a course challenge of WR 323 is \$657 (3 credits @ \$219 per credit undergraduate course challenge fee).

Course Challenge Materials

To complete the course challenge for WR 323 students should submit a process notebook as described in the following pages. Students should submit all materials described in the attached handouts to the Liberal Arts Core Program office, Flavia 214. The Liberal Arts Core Program will inform you when your WR 323 course challenge has been evaluated and is ready for pick up.

Liberal Arts Core Program Information

Students are encouraged to complete the WR 323 course challenge as early in their degree as practical. It should be completed at least one term before the student’s term of graduation. Students who do not pass a WR 323 course challenge may resubmit once. Submissions may not be made in consecutive terms. Students who receive two No Pass marks must register for and complete a course that meets the LLB1 Information Studies and LLE3 Research Paper outcomes of the Liberal Arts Core.

Academic Policies: Course Challenges

Any existing undergraduate course that is listed in the *University Catalog* may be challenged with the permission of the chair of the department offering the course. Students who successfully challenge a course earn Marylhurst residency credits and the course is recorded on the transcript. Course challenges are graded Pass/No Pass only. Courses in which the student has previously been enrolled at Marylhurst University and has received any grade (including W, Y, I, or AU) cannot be challenged. Repeatable courses can be challenged only once. Students can challenge a maximum of 9 credits. (*Marylhurst Catalog*)

Research Paper Criteria

Eligible research papers must meet the following criteria:

- The project should employ a standard documentation (e.g., MLA or APA documentation style).
- The project should include 7 to 10 sources with a minimum of 5 cited in the paper.
- The project should be 2,500-3,000 words (minimum of 10 pages).
- The paper should be more than a review or summary of literature. Rather it should make a claim or argument in relation to current discussions within the discipline.
- The paper must meet the content and complexity of thought expected of an upper-division work. Generally, papers written for lower-division courses are not likely to successfully meet the standards for this course challenge.

Assessment

WR 323 meets two LAC learning outcomes, LLB1 and LLE3. Both outcomes must be met to pass. Assessment will be based on the student's engagement with the research process and the process of writing a research paper. This process involves more than simple writing skills. For details of assessment criteria, please see handout on *Checklist and Rubric for WR 323 Course Challenge*.

Liberal Arts Core Program

Flavia Hall, Room 214

503.699.6330

FAX: 503.697.5597

liberalarts@marylhurst.edu



WR 323 Course Challenge Process Notebook

WR 323 meets two Liberal Arts Core learning outcomes, LLB1 Information Studies and LLE3 Research Paper. The WR 323 Course Challenge Process Notebook provides evidence that you have met both of these outcomes. To pass the WR 323 course challenge, you must successfully meet both learning outcomes. This handout gives guidelines that should be followed in assembling the materials for the course challenge.

Process Notebook

The WR 323 Course Challenge Process Notebook is intended to document your process in writing the paper you choose to submit for the WR 323 course challenge. We strongly recommend that you do not attempt to reconstruct these materials on a paper you have already written. Rather, our intent is for you to document your process in completing a new research paper, perhaps from a current upper division course in your field of study.

The notebook consists of four sections, each described in detail below. Make certain that you include every part. Following the description of the notebook you will find handouts and other materials describing each component.

Section One: Prewriting

This section consists of materials that document your thoughts about your paper at the very beginning of the process. It should include two things:

1. The assignment handout from the class for which you are writing this paper.
2. Two-to-three pages of prewriting for your research paper. It can be in the form of a journal. This section explores your preliminary thoughts and plans, and should be completed prior to beginning your research. You might address the following questions:
 - What is the subject of your research? Why are you choosing this subject?
 - What question(s) have you formulated to drive your research? How have you focused your research question?
 - What texts are you interested in exploring?
 - Is there anything particular you hope to find out about your subject?
 - Do you have any personal connection with your subject? Do you have any preconceptions about the subject? How does your own background, experience, attitudes influence your approach to your research? How will you deal with any bias you may have?
 - Who is your intended audience? What is the purpose of your paper in relation to that audience? How will your audience influence your approach and your writing?

Section Two: Research Materials

This section consists of materials that document your research process and address the LLB1 outcome on Information Literacy. It consists of the following five sections.

1. Subject Specific Dictionary or Encyclopedia

Use two subject specific dictionaries or encyclopedias to research your topic, such as *Bass & Stogdill's Handbook of Leadership* or *The New Grove Dictionary of Jazz*.

- List the title, date, and pages for each source.

2. Books

Use two subject specific dictionaries or encyclopedias to research your topic, such as *Bass & Stogdill's Handbook of Leadership* or *The New Grove Dictionary of Jazz*.

- List the title, date, and pages for each source.

3. Finding and Evaluating Periodical Articles

Use online indexes to locate periodical articles on your topic.

- Find and print one citation from three different periodical indexes.
- Write a statement about why you selected the ones you used.
- Find three actual articles on your topic from three different journals, preferably academic journals pertaining to your topic area (see handout *Scholarly Journal*).
- Provide copies of each article and evaluate each one using the handout *Critical Evaluation of Periodical Articles*.

4. Internet Resources

Working with your topic keywords, use search engines to find information on your topic. The Web has both good and bad information. Print out one page relevant to your topic and evaluate it using the handout *Critical Evaluation of Internet Resources*.

5. Annotated Bibliography

The bibliography should be presented using the latest MLA, APA, or Chicago format. Please identify which style you use at the top of your annotated bibliography. Your annotated bibliography should examine at least four kinds of sources.

- One of the Subject Specific Encyclopedias used in #2.
- At least one book from #3.
- The three articles evaluated in #4
- The website evaluated from #5.

For each source on your bibliography, include a brief paragraph that offers a snapshot of the source, its purpose, conclusions, scope, quality, and one sentence about its value for your research. Annotations are expected to be concise, grammatically correct, and clear interpretations of your sources. Please see handout on *Annotated Bibliography*.

Section Three: Writing Process

This section consists of materials that document your writing process, and address the LLE3 outcome on Research Writing. It should include the following five things:

1. **Prospectus**

This document should be completed toward the beginning of your work on the research paper. Please see handout on *Research Paper Prospectus* for more information.

2. **Rough Draft of Your Paper**

This should be the initial draft of your research paper of at least six pages in length. It may be the draft of the paper you presented for your peer review.

3. **Peer Review**

You will need to find someone to complete a peer review of your rough draft. If need be you can contact the Writing Center, 503.699.6277. Please see handout on *Peer Review* for more information.

4. **Final Draft of Paper**

Citing a minimum of five sources and reflecting more than perfunctory revisions (see Research Paper Criteria noted on page 2).

5. **A Two-to-Three Page Process Paper**

This paper should reflect on your writing process. It might address the following questions:

- How did you decide to organize the material for your first draft? What organizational method or structure did you decide to use and why? (You may wish to include a working outline or organizational draft.)
- How did your intended audience influence your choices about point of view, tone, and language? How did these choices help you craft your introduction? Where did you decide to place your thesis and why?
- Describe your writing process. Did you start at the beginning and write straight through to the end or did you compose the paper in a less linear way? What ideas or sections of the paper did you find the most challenging to compose?
- Did you know what you wanted to say in your conclusion in advance, or did the conclusion develop as you wrote?
- How did you revise your paper in light of your peer review response? What did you change and why?
- Please comment on changes to your paper review response? What did you change and why?
- Please comment on changes to your paper between the first and final draft.

Section Four: Final Reflections

In this final section of your process notebook you should write one to two pages reflecting on two things:

1. How did your topic narrow or change as you conducted your research? How did your writing and thinking about your subject and thesis evolve over the writing process of this paper?
2. What have you learned that you can apply to future research writing projects?



Checklist and Rubric for Assessment of WR 323 Challenge LLB1 Outcome

LLB1 Information Studies: Students will be able to define their information needs, conduct an effective search in a variety of formats and media, identify, analyze and evaluate information, and organize that information in a manner useful to their own stated goals.

To pass the WR 323 course challenge a student must successfully meet both the LLB1 and LLE3 LAC learning outcome. This rubric addresses the LLB1 outcome. To fulfill the LLB1 outcome, all of the following materials must be included and you must receive a passing checkmark on all of the requirements listed below for the final paper.

Checklists below will be completed by your evaluator.

Material Checklist

Material	Included	Not Included
Prewriting (assignment handout and prewriting)		
Research Materials		
- Critical Evaluation of Periodical Resources		
- Critical Evaluation of Internet Resources		
- Annotated Bibliography		
Final Paper		
Final Reflections		

Assessment Rubric for Final Research Paper

Requirement	Pass	No Pass	Evaluator's Comments
Description of the purpose of the research. Defines topic and research expectations			
Search of subject in 2 dictionaries or encyclopedias, books with LCSH, Shoen, SUMMIT and WorldCat, 3 articles from 3 journals, and Internet sources			
Critical Evaluation of: - Periodical Articles - Internet Resources			
Annotated Bibliography citations in designated format.			
Annotation of one Subject Specific Encyclopedia, one book, three articles and one web site.			
Final Reflection			

Final Assessment: _____ Pass _____ No Pass

Review Date: _____



What is a Scholarly Journal?

Instructors often expect that information cited from periodicals come from scholarly journals, especially in upper-division courses and graduate work. It's not always easy to tell when a journal is scholarly, so we've listed some of the basic characteristics and compared them to popular magazines and trade journals.

Scholarly journals present original research and always cite their sources. Articles in these journals are "refereed" or "peer-reviewed," meaning the research was approved by a committee of scholars in that discipline before being published. They usually have charts and graphs to show the research, very little color, and few if any advertisements.



	Scholarly Journals	Popular Magazines
Intended audience	Scholars and students in the field	General audience, lay persons
Authors	Experts or scholars in the field reporting on their original research	Staff writers or editorialists
Appearance	Plain cover (usually), charts, tables, graphs, some photographs, few ads	Glossy, colorful cover, many ads for consumer products, illustrations, photos
Refereed (Peer Reviewed)	Yes	No
Article Length	Longer articles, providing in-depth analysis of topics	Shorter articles providing broader overviews of topics
References	Yes- A bibliography and/or footnotes are provided	No, though names of reports or references may be mentioned in the text

It is not always obvious if a journal is scholarly. Some online databases (such as *EbscoHost's Academic Source Premier*) allow you to limit your search to these types of journals. The reference book *Magazines for Libraries* (Ref 050.25 M23 2002), is a good source for determining if a journal is refereed.



Critical Evaluation of Internet Resources

Use this form to evaluate the information you located on the Internet.

1. How did you locate this information?

If you used a search engine, tell which one you used.

What term(s) did you key in?

2. **Address:** Give the web address/URL.

3. **Content:** What is the information at this address (i.e. an article, a citation, an organization, advertising, etc.)?

4. **Author (names)**

Describe who the author is or who is responsible for the information provided?

What are their credentials?

(over)



Critical Evaluation of Periodical Articles

Use this form to evaluate three periodical articles on your topic.

Choose three periodical articles from your working list of sources and answer the following questions. Use a separate form for each article, for a total of three copies of this form.

1. Author(s) Name(s)

What are the author's (authors') credentials?

Have you seen the author's name cited in other sources? Did someone (an "expert") recommend this author? How did you locate this source?

2. Publication year

Is this source current and up-to-date? Is currency (or up-to-dateness) relevant to your topic?

3. **Give the article title and periodical title**

Is this periodical for a general or scholarly audience? How do you decide?

4. **Content Analysis**

(Please explain all your answers.)

a. Is the information fact or opinion? What “clues” are there to help you discern the difference?

b. Is the information well researched? Are the author’s assumptions reasonable? Is this a **primary** or a **secondary** source? Give reasons for you answers.

c. Is the author’s point of view objective? Are there any obvious biases? What are your “clues” to help decide?

d. How well does the author document his or her conclusions? How clearly are the main points presented?



Annotated Bibliography

Shoen Library

What is an Annotated Bibliography?

An annotated bibliography is a list of books, articles and other sources used in your research. Each citation is followed by a paragraph which describes and evaluates the information. An annotation should inform the reader of the quality and relevance of the source.

Elements of an Annotation:

Your annotations must include the following elements:

- A brief summary (2-4 sentences) of the article, including the author's name and a thesis.
- A description of the intended audience.
- An evaluation of the source's usefulness, reliability, strengths and weaknesses and its value for your research.
- Your annotations should be detailed but also succinct: typically about 150 words.
- You may use MLA, APA or Chicago Manual of Style, depending on the discipline - the example below is APA.

Example of an Annotated citation:

Booker, S. M. (2001). Dioxin in Vietnam: Fighting a legacy of war. *Environmental*

Health Perspectives, 109, A116-A117. Retrieved October 2, 2003, from

Academic Search Premier database.

Booker reports on the launch of a joint research program on the human and environmental health effects from spraying Agent Orange and other herbicides during the Vietnam War. The extent of Agent Orange exposure among the Vietnamese, identification of highly contaminated areas and monitoring migration of dioxin are assessed. The author asserts the government is not doing enough to help the Vietnamese people who still suffer from Agent Orange. This is written for people with little prior knowledge of this subject, and is easy to understand. It was a useful starting point for writing this paper, and because of its currency this is a valuable source for my research.



APA Reference Citations

Shoen Library

Journal Articles

Slayton, S., D'Archer, J., & Kaplan, F. (2010). Outcome studies on the efficacy of art therapy: A review of findings. *Art Therapy: Journal of the American Art Therapy Association*, 27(3), 108-118.

Author(s) (year) Article title
Journal Title Volume(Issue), Pages.

Online Journal Articles

The 6th edition of the APA Publication Manual presents some notable changes for citing journals.

Many publishers assign a Digital Object Identifier (DOI) to journal articles and other online documents. When available, include the DOI at the end of the citation:

Sasser, J. S. (2005). Designing and implementing a capstone gerontology seminar: Synthesis and action. *Educational Gerontology*, 31(2), 89-101. doi: 10.1080/03601270590891504

If the article is accessed from a library database and there is no DOI, give the URL of the journal (you may have to google the title of the journal):

Dreyfuss, S. (1993). My fight against grade inflation. *College Teaching*, 41(4), 149. Retrieved from <http://www.tandf.co.uk/journals/titles/87567555.asp>

For an article found on the Web (such as through Google) with no DOI, give the full URL:

Lioy, D. (2009). The faith journey of Paul: An exegetical analysis of Philippians 3: 1-14.

Conspectus: The Journal of the South African Theological Seminary, 7, 81-100. Retrieved from <http://www.satsonline.org/userfiles/Conspectus%207.pdf#page=85>

See other side for more examples→

Books

Koen, B. D. (2009). *Beyond the roof of the world: Music, prayer, and healing in the Pamir Mountains*.
Author (Year) Title
Harrisonburg, VA: Homecoming Publications.
Place of Publication Publisher

Web sites

Chase, C. (1997). *Playing by nature's paradigm: Systems science and the Grateful Dead*. Retrieved
Author (Date) Title
from <http://artsites.ucsc.edu/GDead/agdl/chase.htm>
URL

YouTube Video

Shields, D. (2010, May 12). Guest author David Shields at Marylhurst University [Video file].
Author/Speaker Date Posted Title

Retrieved from <http://www.youtube.com/watch?v=eRb1whkgaV8>
URL

If the author's name is not available, provide the screen name of the poster:

Marylhurst University. (2008, Dec. 9). Art therapy counseling at Marylhurst University [Video file].

Retrieved from http://www.youtube.com/watch?v=p4_iIWMLa98

Chapter in an Edited Book or Encyclopedia

Lewis, D. (2000). Civil society. In K. Christensen & D. Levinson (Eds.), *Encyclopedia of community*:
Author (Date) Article Title Editor(s) Title of Encyclopedia

From the village to the virtual world (Vol. 1, pp. 185-188). Thousand Oaks, CA: Sage.
(Vol., Pages) Place of Publication: Publisher.

Helpful hints for APA style

- The title, References, should be centered at the top of the works cited page.
- Entries should be in alphabetical order by author's last name and double-spaced.
- The first line of an entry is flush with the margin, but additional lines are indented ½ inch. This practice is called hanging indentation.
- Capitalize only the first word of the title, subtitle and any proper nouns for books and articles.
- When citing authors, give only surnames and initials: Garcia, J. J.
- Two authors are separated by an ampersand: Garcia, J. J., & Weir, R. H.
- Three to six authors are listed this way: Garcia, J. J., Weir, R. H., & Lesh, P. C.
- For more than six authors, use *et al* after the first author's name: Garcia, J. et al.
- When citing in the text, include the author and year of publication: (Johnson, 2004).
- When citing a quote in the text, include the page number as well: (McKernan, 2011, p. 192).

The preceding information is from the 6th edition of the Publication Manual of the American Psychological Association.



MLA Style Citations

Shoen Library

Scholarly Journals

Simpson, Jennifer L. and David R. Seibold. "Practical Engagements and Co-Created Research."

Author

Title

Journal of Applied Communication Research 36.3 (2008): 266-280. Print.

Journal

Vol.Issue (Year)

Pages

Medium

Magazines

Begley, Sharon. "The Recession's Green Lining." *Newsweek* 16 March 2009: 48-49. Print.

Author

Article

Journal

Date

Pages

Medium

Articles from a Subscription Database

If you access an article from an online database (such as Academic Search Premier), you must show the Database and Date Accessed.

Halverson, Cathryn. "John Steinbeck's Sweetheart: The Cosmic American Bus."

Author

Article Title

College Literature 35.1 (2008): 82-99. *Academic Search Premier*. Web. 13 March 2009.

Journal

Vol.Issue (Year)

Pages

Database

Medium

Date Accessed

Books

McNally, Dennis. *A Long Strange Trip: The Inside History of the Grateful Dead*. New York:

Author

Title

Place of Publication

Broadway Books, 2002. Print.

Publisher

Year

Medium

Encyclopedias and other Reference Books

Gaspar, Charles J. "Defoliation." *Encyclopedia of the Vietnam War: A Political, Social and Military*

Author

Article or Chapter

Title of Encyclopedia

History. Ed. Spencer C. Tucker. Vol. 1. Santa Barbara: ABC-CLIO, 1998. Print.

Editor

Volume

Place of Publication: Publisher

Date

Medium

See other side for more examples.

Web sites

Kestenbaum, David. *Old Drug Offers New Hope for Marfan Syndrome*. National Public Radio,
Author Title Sponsor/Publisher
8 May 2008. Web. 18 Mar. 2009.
Date Medium Date Accessed

Helpful Hints for MLA Style

- When citing in the text, include the author and page number (**Johnson 66**). When citing an online source in the text of your paper, list the paragraph number instead of the page number. (**Kestenbaum par. 18**) would be used to cite the eighteenth paragraph.
- Every citation contains medium of publication descriptor. These will most often be **Print** or **Web**, but others include **TV** or **DVD**. In most cases these will appear at the end of the citation, though for Web sources they appear before the date accessed.
- If there are two or three authors, reverse only the name of the first author, add a comma, and give the other names in normal form: **Mathers, Jerry, Tony Dow and Ken Osmond**.
- If there are more than three authors, you may only use the first name and add **et al.**
- The heading **Works Cited** should appear at the top of your list.
- If an entry runs more than one line, indent the subsequent lines five spaces from the left margin.
- All entries should be double-spaced, unless instructed otherwise.
- Entries should be in alphabetical order by author's last name.

The preceding information is from the seventh edition of MLA Handbook for Writers of Research Papers (808.02 M57 2009) and the MLA's web page at <http://www.mla.org>.

Shoen Library
503.699.6261
reference@marylhurst.edu



Chicago Citation Style

Shoen Library

Magazine

Christenson, Elise, "How the Kidnappers Controlled Elizabeth." *Newsweek* 31 March 2003, 8-9.

Author

Article

Journal

Date

Pages

Scholarly Journal

Dabundo, Laura. "'The Voice of the Mute': Wordsworth and the Ideology of Romantic Silences."

Author

Title

Christianity and Literature 43, no.1 (1995): 21-35.

Journal

Vol. Issue (Year)

Pages

Article from a Subscription Database

If you access an article from an online database (such as Academic Search Premier), you must show the Database and Date Accessed.

Potempa, Kathleen, "Finding the Courage to Lead: The Oregon Experience." *Nursing Administration Quarterly* 26, no. 4 (2002): 9-16. *Academic Search Premier*, EbscoHost (2 Dec. 2002).

Author

Article

Journal

Quarterly 26, no. 4 (2002): 9-16. *Academic Search Premier*, EbscoHost (2 Dec. 2002).

Vol. Issue (Year) Pages

Database

Service

Access Date

Tip: When citing an online source in the text of your research paper, list the paragraph number instead of the page number. (**Schwartz, 2000, para. 18**) or (**Schwartz, 2000, ¶ 18**) would be used to cite the eighteenth paragraph of the above article. (To find the ¶ symbol in Microsoft Word, click on Insert, then Symbol).

Book

Williams, Jean R. *Cry in the Wilderness: Guinea Pigs of Vietnam*, 3rd ed.

Author

Title

Harrisonburg, Penn.: Homecoming Publications, 1998.

Place of Publication

Publisher

Year

Web site

Moore, Gary D. *Gary's Agent Orange/Dioxin Info Page*, 2001,

Author

Title

Date

<http://dns.advnet.net/gdmoore/ao_info1.html> (September 19, 2001).

URL

Date Accessed

See other side for more examples.

Article in an Encyclopedias

Reference works are usually not included in the bibliography, however, you can cite them using the following format.

Gaspar, Charles J. "Defoliation." *Encyclopedia of the Vietnam War: A Political, Social and Military History*. Ed. Spencer C. Tucker. Vol. 1, 154-156, Santa Barbara: ABC-CLIO, 1998.

Author Article Title Title of Encyclopedia
Editor Vol. Pages Place of Publication: Publisher Date

Helpful hints for Chicago style

- When citing in the text, include the author's name and year of publication (Crawford 2004). If you are quoting a source, include the page number (West 2005, 74).
- Italicize the title of the book, journal, or web page.
- When citing authors, give surname, first name and first initial: Garcia, Jerry J.
- Two authors are separated by the word "and." The second name is cited first name, middle initial, last name. Garcia, Jerry J., and Robert H. Weir
- Four to ten authors are listed this way: Garcia, Jerry J. and others
- For more than seven authors, use *et al* after the first author's name: Garcia, Jerry J. et al.
- The heading **Bibliography** should appear at the top of your list.
- All entries should be single-spaced, unless instructed otherwise.
- Entries should be in alphabetical order by author's last name.

The preceding information is from the 15th edition of Chicago Manual of Style (808.027 C4 2003) and the 5th edition of A Writer's Reference (Ref 808.04 H26 2003).

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Purpose

The purpose of the prospectus is to start you thinking carefully about how you will write your research paper. You will be giving a brief preview of your topic, as well as how you will go about researching it. Don't worry about working out all the details of the topic now. You aren't setting anything down in stone -- only coming up with a provisional plan for your work in the course.

In addition to your plan for writing your individual assignment, you also need to do a little information gathering about the academic conventions of research writing in your discipline. You will need to find out what type of citation format is usually used (MLA, APA, Chicago). For this part of the assignment, you will need to find an article published in a scholarly journal in your discipline.

The Prospectus

Your prospectus should follow this model:

Part I: Defining the topic.

Write a 500-750 word essay which includes these elements:

1. An overview of the topic, including your current understanding of it (you should have a basic understanding of the issue, for instance through reading at least one general source about it);
2. A description of at least one prominent perspective on the topic;
3. Your rationale for choosing this topic: why is it important for your discipline and why does it interest you.

Part II: Preliminary Research.

1. List ten works that you believe will be helpful to you in researching your topic. These sources should be in the citation format appropriate to your discipline (e.g. MLA, APA or Chicago style). You should use a wide range of sources, potentially including a combination of scholarly books and journals, specialized encyclopedias, government documents and other sources specific to your discipline.
2. List as many subject headings and keywords as you can (at least ten) that may be directly or indirectly related to your topic. Use the **Library of Congress Subject Headings**, an internet search, or browse through a periodical index relevant to your topic to give you ideas.

Part III: Academic Conventions in Your Discipline.

For this part of the prospectus, you will need to find an article published in your discipline. Library databases are a good place to start. After you find an article and read it, write a brief description of how information is presented. Include answers to the following questions:

- How are sources cited in the text?
- Does the author use "I" in the article?
- How is information presented - are there bullets, charts, graphs, or is the information presented in a more traditional essay format?
- Where is the thesis in this article? Is it clearly stated in the introduction?
- What sorts of examples are given to support the writer's thesis? For example, do they use statistics, case studies, data from other research? Or do they rely more on their own interpretation of specific examples from personal experience?
- Does each paragraph begin with a topic sentence?
- What is the overall tone of the article? Does the author sound formal or informal?
- How does the author establish credibility? In other words, what makes them seem like a reliable source?



Peer Review First Drafts

Reviewer: Please be specific. Write marginal comments on the draft as well as answering the questions below. Use specific page numbers and paragraph indicators to illustrate your feedback to the writer.

Writer: Please write some specific questions you would like to be sure that your reviewer addresses.

Focus

- Please identify the thesis for the paper. You should be able to identify a specific main idea. Is the thesis clear enough and stated in the introduction? Could the writer make the thesis more precise in some way? What would strengthen the writer's thesis?

Organization and Paragraphing

- Does each paragraph develop one main idea and are those ideas clearly connected to the thesis? Do the writer's points "flow" logically from one point to the next? Does the paragraphing make sense?

- Where does the writer lose you? Where do you lose track of his/her thesis? Where do you need more? Where do you need less? Be specific.

Research

- Is the writer's use of supporting research relevant and persuasive? Is each piece of research clearly connected to developing and supporting the writer's ideas? Does the writer fulfill the demands of the thesis? Are all sources cited appropriately in the correct documentation style? Are there places where you feel citation is missing?

Audience/Voice/Mechanics

- Is the language of the draft appropriate for an academic audience? Do you feel the writer has been able to express themselves effectively while meeting academic standards?

- Please let the writer know if there are errors that are distracting. Are there issues of spelling, grammar, punctuation that confuse you or distract from your reading? Please also identify sentences that need work--that are either too long, are fragmented, or don't make sense in some way?

Overall

- What is the best, most alive and convincing part of the paper for you?

- Which sections and elements do you feel need the most focus for revision?

- Are you convinced or affected by the paper's thesis? Has the writer accomplished what they set out to do? If not, what do they still need to do?

COURSE CHALLENGE REGISTRATION

Year _____ Term _____

Marylhurst ID # _____ Date _____

Name _____

Signature _____

Changed your address, phone or email?

Update your contact information in
My Marylhurst (my.marylhurst.edu)

➔ Course Information (to be completed by adviser or department chair)

Any existing undergraduate course that is listed in the university *Catalog* may be challenged with the permission of the Chair of the department offering the course. Students who successfully challenge a course earn Marylhurst residency credits and the course is recorded on the transcript.

- Course challenges are graded Pass/No Pass only.
- Courses in which the student has previously been enrolled at Marylhurst University and has received any grade (including W, Y, I, AU or EA) cannot be challenged.
- Repeatable courses can be challenged only once.
- Undergraduates can challenge a maximum of 9 credits.

Course Code: _____ Credits _____
 prefix (e.g. PSY) number (e.g. 494)

Course Title (35 char limit): _____

Instructor Name: _____

Number of Faculty Contact Hours _____

➔ Required Signatures

Instructor: _____ Date: _____

Department Chair: _____ Date: _____

Adviser: _____ Date: _____

OFFICE USE ONLY

Does not exceed max challenge credits _____

Registrar: _____ Date: _____