TO: English 132 Students  
FROM: HFCC English Division  
SUBJECT: Information Literacy

Background

According to the English 132 Course Master, all students should be able to do the following:

- Identify, locate, evaluate, and effectively use information to solve problems.
- Assess the credibility of outside sources (print and electronic) by evaluating their accuracy, bias, and ethics.

According to The National Forum on Information Literacy, "Information literacy is defined as the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively use that information for the issue or problem at hand." Clearly, English 132 outcomes directly mirror the national definition.

In designing this test, we visited several Information Literacy tests online, most notably tests at Stanford University, U.C. Berkeley, Madonna, Indiana University, Five Colleges of Ohio, Texas University, and Minneapolis Community Technical College. We also reviewed the Information Literacy Competency Standards for Higher Education produced by The Association of College and Research Libraries. This document identifies many performance standards such as “The information literate student defines and articulates the need for information” (8) or “The information literate student accesses needed information effectively and efficiently” (9).

Resource Materials for Students

The English 132 Course Master, which applies to students in ALL sections of English 132, indicates that you should be able to do the following as a result of taking this class:

- Identify, locate, evaluate, and effectively use information to solve problems.
- Assess the credibility of outside sources (print and electronic) by evaluating their accuracy, bias, and ethics

Please review the information at the following link to the Stanford Key to Information Literacy in order to prepare for the Information Literacy Exam: http://skil.stanford.edu/intro/research.html

Additional Online Tutorials

If you would like more practice before taking the exam, you can access one of the following online tutorials as well:

U. C. Berkeley: http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/FindInfo.html

The U. C. Berkeley site focuses specifically on Internet research, discussing in great detail how to find, evaluate, and cite information on the Internet. For the true neophyte, it even explains what the Internet is and offers a glossary of Internet terminology.
EXCERPTS FROM STANFORD’S KEY TO INFORMATION LITERACY (SKIL)

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What is Information Literacy?

“Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning.”

According to the Presidential Committee on Information Literacy, information-literate people can “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.”

In January of 2000, the Information Literacy Competency Standards for Higher Education were approved, and in February of 2004, the American Association for Higher Education and the Council of Independent Colleges endorsed them. The Standards dictate that an information literate person:

- **Determines** the nature and extent of information needed
- **Accesses** the needed information effectively and efficiently
- **Evaluates** information and its sources critically and incorporates selected information into his or her knowledge base and value system
- **Uses** information effectively to accomplish a specific purpose
- **Understands** many of the economic, legal, and social issues surrounding the use of information, and accesses and uses information ethically and legally

Information literacy can no longer be defined without considering technological literacy in order for individuals to function in an information- and technology-rich world. The National Higher Education Information and Communication Technology (ICT) Initiative has developed a definition of literacy for the 21st century which combines cognitive and technical skills with an ethical/legal understanding of information.

ICT proficiency is the ability to use digital technology, communication tools, and/or networks to define an information need, access, manage, integrate and evaluate information, create new information or knowledge and be able to communicate this information to others.

You will neither become information literate nor communication technology literate overnight. Just as with speaking skills and writing skills, your abilities will improve over time as you gain expertise in the topics you choose to investigate. This process will give you practice in searching for, selecting and evaluating the information you encounter and will allow you to create new ideas, which you communicate to others using a variety of technological tools.


I. Identify and Locate Information

What is a Database?

**Database: an organized collection of information, usually pertaining to a particular subject**

A database is a great tool to help you locate quality information. Think of databases as huge electronic filing systems. They must be highly organized for people to easily find the information they need.

The most common types of databases you will encounter in the library are the online catalog and online periodical indexes. These indexes point you to articles relevant to your topic which are published in journals, magazines, newspapers and other sources.

**Keyword Searching**

Starting with a keyword search allows you to locate material that includes your keywords within the title, abstract, subject heading or term, or anywhere else in the record. Let’s say you are researching email privacy. A keyword search of the term “privacy” would call up a list of works in which *Privacy* occurs in the title as well as in the list of Subject Terms and Abstract. Notice the list (below) of other Subject Terms that you could use to help you find additional articles.

Use keyword searching to:

- start your research
- find specific information (a fact, date or name)
- find every occurrence of the words you enter in that database
- identify the subject headings used for your topic

**Subject Headings via Keyword Search**

Most periodical indexes and catalogs use a list of approved subject headings for their records. The list is sometimes called the thesaurus. By having approved terminology, the database has controlled vocabulary, allowing you to find all the articles about your topic under one term. For example, you may be looking for the term displaced persons and not find anything unless you knew to look for refugees.

How do you find the approved subject headings?

A very effective way is to do a keyword search. Then look at the full or long record. The name of the subject heading varies, depending on the index. Look for the term subject, topic, descriptor, thesaurus, and others in addition to the term subject heading.
## Tips for Better Search Results

<table>
<thead>
<tr>
<th><strong>Tips</strong></th>
<th><strong>Examples</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be specific:</strong> Use nouns and unique words. Put the main words first. Use multiple terms when possible.</td>
<td>For <em>bias in newspapers</em> try combinations of the following words: newspapers bias slant censorship journalism.</td>
</tr>
<tr>
<td><strong>Use quotes around phrases</strong> so the search engine will search for the words as a <em>phrase</em>, not as separate words.</td>
<td>&quot;world health organization&quot;</td>
</tr>
<tr>
<td><strong>Use connectors</strong> (capitalize) to link two or more terms: <em>and</em> narrows a search, <em>or</em> broadens a search, <em>not</em> refines.</td>
<td>television AND children adolescents OR teenagers</td>
</tr>
</tbody>
</table>
**Tips** | **Examples**
---|---
Use parentheses around similar terms; enter connectors in capital letters | (adolescents OR teenagers) television AND children
Use truncation to find various endings of the word | psychol* will find psychology, psychological, psychologist (Check individual database for symbol)
Use wildcards to replace characters within a word | f?rm will find farm, firm, form (Check individual database for symbol)

**Library of Congress Classification (Courtesy of UNC-Chapel Hill)**
Most of HFCC's resources are classified in the Library of Congress (LC) system. Since the Library of Congress Classification System arranges materials by subjects, knowing the letter(s) for your subject area gives you a place to start browsing the shelves. Check the LC Call Number page to look up your favorite subject.

Notice that the first letter denotes the larger subject area, such as D for history, with a second letter designating a subdivision, such as DG for Rome and Italy. The table below describes how to read an LC call number:

| 2) ... then **numerically** by the numbers after the letter or letters. | BF1 | BF699 | BF1028 | BF1125 |
| These numbers are read as **whole numbers** - 1, 2, 3 ... 101, 102, 103 ... 1001, 1002, 1003, etc. | .J575 | .D46 | .B45 | .G38 |
Search Engines

Subject Directories

When Yahoo was launched in 1994, it was a collection of Web sites that qualified people selected and organized into subject categories and sub-categories. Today, its own search engine powers Yahoo.

LookSmart is another example of a subject directory, still primarily compiled by real people.

General

Google is an example of an excellent general search engine. Because it searches within its own large databases of Web pages for the keywords you enter, the results you get might differ from those of Yahoo or another search engine. Note that Google automatically inserts AND between search terms.

A great feature of Google is the ability to search images across the web. Select Images above the Google search box.

Metasearch

Metasearch engines search the databases of several search engines at a time. Sometimes you can customize which search engines you wish to use but other times they are selected for you. Dogpile is an example of a metasearch engine.

Use metasearch engines for an overview of your topic on the Web, seeing which search engines will produce the best results.

There are many more search engines, directories and metasearch engines — Hotbot, Teoma, Vivisimo, AskJeeves — just to name a few. For more information about ratings, comparisons, searching tips and more, visit searchenginewatch.com.

Tips for Web Searching

Find Function
Pull down Edit on your browser to use Find. Use the Find function to quickly find a word or phrase within a Web page.

Advanced Features
Look for Advanced search, which usually allows you to do phrase searching, add or exclude words, limit by date, language, domain, file format, or find web pages that link to a particular URL.

Help
Look for Help, Search Tips or FAQ in the database or search engine you are using.

More Reliable Sites
Use words like policy or research in your search to find sites that are more reliable.
Position Papers
Use words like controversy, debate or issue to find sites that cover both sides of a subject matter.

Dot What?
In a URL, the type of organization is identified by a three-letter code called a top level domain name. For example:

.edu educational institution
   Even though a page comes from an educational institution, it does not mean the institution endorses the views expressed there. Students or faculty members may publish pages in their account on the school's computer.

.gov federal government
   Government agencies use the Web to publish legislation, census information, weather data and many other documents, all for free.

.org non-profit organization
   Non-profit organizations use the Web to promote their causes. These pages are good sources to use when comparing different sides of an issue.

.com commercial entity
   Many companies advertise and sell products, often making unfounded claims. Read the marketing material carefully.

.net network provider
   Network providers administer or provide connection services to the Internet. The .net group is an odd mix of companies, associations and Internet Service Providers. Information on these sites can look similar to sites from .com, .org, or even personal pages.

The division between these top level domains is blurring. Sometimes non-profit organizations and educational institutions are now found under .com or .net. This makes it more difficult to determine the organization that is publishing the page.

The number of top-level domain names is increasing. Additional domain names include .mil for the U.S. military, .museum, .info and .biz.

Starting with the Web
Although you may first go to the Web for information, you should evaluate whether it is the best place for what you need. The answer may be yes, but keep in mind the following considerations.

Much of the information on the Web does not go through a review process.

Anyone can publish on the Web without passing the content through an editor. Pages might be written by an expert on the topic, a journalist, a disgruntled consumer or a sixth grader.
Not all information on the Web is free.

Many Web pages are free to view, but some commercial sites will charge a fee to access all or part of their information.

Information on the Web is not organized.

Some directory services, like Yahoo, collect links to sites and place them in subject lists. But there are too many Web pages for any single directory service or search engine to organize and index.

Most information on the Web is not comprehensive.

The millions of Web pages available make up an eclectic hodgepodge of information and opinion. Rarely will you be able to use a search engine on the Web to collect information about your topic from different time periods and different types of sources.

Much information on the Web is not permanent.

Some well-maintained sites are updated with very current information, but other sites may become quickly dated or disappear altogether without much notice.

II. Evaluate Information

Evaluating

Evaluate: to determine significance or worth by careful appraisal and study

Evaluating information can be a complicated process. Since there is plenty of information available that is inaccurate, fraudulent or biased, it is important to determine if the sources you find are factual and verifiable.

Items in the library are usually easier to evaluate because they have already been reviewed twice by the time you see them. First, an editor verifies that the information is accurate and then a librarian determines whether the item is appropriate for the collection.

Freely-available Web sources usually do not pass through this review process, so you will need to look at these items more closely.

How will you judge what is good information and what is not?

Author Expertise

Does the author have the expertise to write on this topic?

Determine the expertise of authors by investigating their educational background, work experience and other writings. To find this information, you might have to look in several places.
• Use a reference source in the library, such as *Who's Who*, or an online database such as *Biography Resource Center* to help you find reliable biographical information.
• Use the library catalog or a periodical index to see if the author has written any other books or articles on the topic.
• Look in the preface to find biographical data in a book. If you are using a Web source, check that credentials are listed for the author(s).
• Use a search engine to find an online résumé or page dedicated to the author(s).
• Use the bibliography at the end of your source to find other related works. Bibliographies highlight the sources that influenced the authors' work. On the Web, link to other sources in the Bibliography or Webliography.

**Date**

**Is the information on this source up to date?**

The accuracy of your source may be affected by the date it was published. Some ideas once believed to be true were later disproved by new discoveries. Fields such as medicine or law might require more time-sensitive information than fields like philosophy or history.

The currency of a Web page can be important as well. Information that changes frequently, such as stock quotes and news events, should be found on pages that are updated regularly. Some sites may not be updated, such as personal pages or government reports, either because they contain information that doesn't change or due to poor site maintenance.

To locate a date and determine whether the information is current:

• Find the last updated date in the header or footer of a Web page; check for dead links. For print items, look for the publication date on the title page or verso of the title page.
• If the author uses facts or statistics from another source, make sure they are properly cited with the date. You may want to confirm this information in the original source.
• Check the library catalog or a periodical index to see if more recent information has been published.

**Publisher**

**Does the publisher affect the information in the source?**

Publishers may have their own agendas when they choose to publish books and magazines. For example, they may hire authors whose writing reflects the values of their publishing company.

On the Web, larger organizations usually sponsor pages by providing space on their computers. These organizations may have policies about the types of information that can be published on their servers, but often do not monitor what individuals write.

Your task is to identify the publisher of the source and determine whether the publisher's policies or bias influence the information. To help you decide, consider the following:
- When using a magazine or journal article, see if that periodical has a statement of the objective on the masthead or inside the front or back cover.
- When using a book, consider whether the publisher is an academic press, a reputable commercial publisher or an unknown publisher that may require further evaluation.
- When using a Web source, look for a logo or link back to the home page to read the mission statement.
- Do advertisements take up a significant portion of the source? Many Web designers rent space on their pages and have little control over the advertisements that appear. Others may advertise their own products on their pages.
- If you are having a difficult time identifying the publisher of a Web page, remove the file name from the URL to determine the sponsoring organization's Web site. For example: http://www.wired.com shows Wired as the sponsoring organization.

Reviews

What do reviews say about this source?

Since you can't be knowledgeable about every subject, you may need to rely on the opinions of analysts and experts. These people have read many articles and books in their field and often have practical experience. Though you may not agree with their conclusions, using their experience will help you evaluate your sources.

To find reviews and criticism:

- Ask your librarian to help you identify the best reference sources to find book reviews.
- Consult a citation index to see articles that have cited your selected source.
- Look at Web sites, such as The Scout Report, that rate pages for some indication of their quality.
- Check a well-regarded subject directory such as Librarians' Internet Index.
- Ask your instructors for their opinions about your choice of sources.

Content

Is this source appropriate for your research?

Remember that all sources you use should contain well-supported arguments and valid research. Since it is easy to falsify information on the Web, you should look closely at the sources you select online.

Warning! Beware of bogus or copycat sites that, through the use of graphics and photos, appear very similar to a legitimate site, but contain inflammatory messages.

- Check how statistics and facts were collected and to whom they are attributed. Everything should be referenced with a source.
- Think about the intended audience, whether the author was aiming at a general audience or a specialized one. Evaluate whether the language is highly technical or too elementary for your needs.
- Assess the scope of the resource. Is it meant to be an overview or present an in-depth focus on one aspect of your topic?
• Look at the variety of the resources you have chosen to ensure that they include different viewpoints and support your argument. Explore primary as well as secondary sources and investigate multimedia resources.
• Judge whether the source is factual or an opinion piece.
• Determine whether the source is popular or scholarly. Make sure you are using the appropriate type of source for your assignment.

III. Use Information Ethically and Legally

Plagiarism

Plagiarism is the act of presenting the words or ideas of someone else as your own without proper acknowledgment of the source. Sources include not only books, periodicals and websites, but also lecture notes, drawings, films and other records of information, such as computer programs, music and graphics. If you do not credit the author, you are committing theft.

Be aware that plagiarism includes much more than just copying someone's work. Though it may be unintentional, quoting, paraphrasing or adapting material, and presenting someone else's idea, opinion, or theory as your own, are all examples of plagiarism.

Remember that ethical scholarship demands that you acknowledge the original author.

Tips for Avoiding Plagiarism

• Use your own ideas — they should be the focus of your paper.
• Rely on the ideas of others sparingly, only to support or reinforce your own argument; be certain to document the sources.
• Take careful notes when doing research and include complete citation information for each item you use.
• Use quotation marks when directly stating another person's words and give credit in the text or footnote.
• Credit the original author, even if paraphrasing.
• Cite Internet based works, whether in the public domain or part of the library database.

Citations and Style Guides

As you create your list of cited sources, it is helpful to know what type of information you need to write down. Here is a citation from a periodical index with each of its important parts labeled.
Formats for citing need to be consistent so that other researchers may quickly identify the sources you used and easily locate them. To find the guidelines for a particular format, you will need to look in a style manual.

**Style Guides**

Each style guide, or style manual, includes the same basic parts of a citation, but may organize them slightly differently. Your instructor may recommend a particular style but here are the most common:

*The Publication Manual of the American Psychological Association (APA)*
The APA style is often used by students in the social sciences.

*MLA Handbook for Writers of Research Papers*
The MLA (Modern Language Association) style is often used by students studying English Literature or Languages.

*A Manual for Writers of Term Papers, Theses, and Dissertations*
This commonly-used style by Kate Turabian is a student version of a longer guide, *The Chicago Manual of Style*.

**APA & MLA**

While entire books are written to help you in citing specific resources in the proper style, following are some basic examples of the same resource cited in APA and MLA style. Notice, for example, that APA only includes the first initial of the author’s name, and the placement of the date published differs.

**Example 1 - Book**

**APA**

**MLA**
Example 2 - Article

APA

MLA

Example 3 - Web Page

APA

MLA

And Then There’s Copyright

Copyright insures that the person who created something — whether a book or a piece of music — is reimbursed for his or her intellectual work. If there were no copyright protection, there would be no economic incentive to create these works.

A copyright is a set of legal rights that an author has over his work for a set period of time. Copyright covers everything from photocopying to using images or sound files from the Web.

Most information is protected by copyright. The exception is work that is in the public domain. Some examples of public domain sources include:

**Public Domain Sources**

- Publications of the U.S. Government
- Copyright has been waived by the author
- Works on which copyright has expired

**Examples**

- U.S. laws and other publications of the Federal government; the U.S. Constitution
- Software called freeware; Stanford Law Professor L. Lessig’s book *Free Culture*
- Works by William Shakespeare; works published in the U.S. prior to 1923
In contrast to the web, HFCC online databases provide access to reliable and documented information as well as to material in popular magazines. To access the databases from home, you will need your library barcode or your Michigan Driver’s License. You would begin by visiting the HFCC home page (hfcc.edu), selecting the TAB Campus Life, and clicking on Library in the drop down menu. At that point, you would see the following:

Welcome to CLARA: College Library Automated Resources Access
Search CLARA for Books, Periodicals, Reserve materials, Government documents, Media items.

Click on a Search Type to check the HFCC Library Catalog

Research Databases: Periodical Articles & more from InfoTrac, FirstSearch...

Login to MeL: Michigan eLibrary

Search Engines: Google, Jeeves and more

Locating Periodicals: in Paper, Microfilm or Online

Citation Guides: Document Your Research

Government Websites: Federal, State, Local, International

Local Library Links

CLARA Home       HFCC Home       MY HFCC       Help

Research Databases: search for Articles & more, many in Full-Text

Off-Campus and Wireless Users CLICK HERE FIRST
<http://clara.hfcc.edu/screens/accessmichwam.html>

Infotrac <http://infotrac.galegroup.com/itweb/iom_hfordcommcol>: General databases cover magazines and newspapers. Includes current events, literature, science & technology. Specialized databases cover NY Times; national & world newspapers, health, business, education and legal journals.
**FirstSearch** [http://firstsearch.oclc.org/fsip?topic=all]: Specialized databases, many with FULL-TEXT articles. Includes Humanities, Social Sciences, CINAHL (nursing), WilsonBusiness, WilsonSelect (general-interest) and WorldCat (global library catalog).


**World Geography** [http://worldgeography.abc-clio.com/]: Country profiles, history, government, statistics. Click special HFCC login to enter.

**Children's Literature Comprehensive Database (CLCD)**: [http://clcd.odyssi.com/member/csearch.htm] more than 240,000 reviews of children's books from 33 review sources, including Horn Book and School Library Journal (only available on HFCC campus).


**Michigan Newspapers**: [http://infoweb.newsbank.com/] Full-text coverage of recent articles from the Detroit News, plus selected outstate papers.

**eLibrary Elementary**: [http://elibrary.bigchalk.com/k6] more than 130 fulltext magazines, newspapers, books, and transcripts, plus thousands of pictures, maps, educator-approved websites, and audio/video files. (only available on HFCC campus).

**Ancestry**: [http://ancestrylibrary.proquest.com] Genealogical research data online (only available on HFCC campus).

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**HFCC DATABASES**

The databases in FIRSTSEARCH are specialized to meet the needs of different disciplines such as nursing, education, or literature. The following list identifies the databases available to HFCC. **Please study this list prior to the exam.**

<table>
<thead>
<tr>
<th>Database</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>ArtAbstracts</em></td>
<td>*Articles from journals on the graphic arts: painting, sculpture, architecture, photography</td>
</tr>
<tr>
<td><em>ArticleFirst</em></td>
<td>*OCLC index of articles from the contents pages of journals</td>
</tr>
<tr>
<td><em>ASTA</em></td>
<td>*Applied Science and Technology Abstracts, including engineering</td>
</tr>
<tr>
<td><em>BioAgIndex</em></td>
<td>*Leading publications in agriculture, biology, forestry, and ecology</td>
</tr>
<tr>
<td><em>BiographyInd</em></td>
<td>Index to a wide range of biographical material in books &amp; periodicals</td>
</tr>
<tr>
<td><em>BookReview</em></td>
<td>Reviews of current English-language fiction and nonfiction books</td>
</tr>
<tr>
<td><em>CINAHL</em></td>
<td>*Cumulative Index to Nursing and Allied Health Literature</td>
</tr>
<tr>
<td><em>ClasePeriodica</em></td>
<td>Index of Latin American journals in the sciences and humanities</td>
</tr>
<tr>
<td>Databases</td>
<td>Description</td>
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<tr>
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</tr>
<tr>
<td><strong>Ebooks</strong></td>
<td>OCLC catalog of online electronic books available in libraries worldwide</td>
</tr>
<tr>
<td><strong>EducationAbs</strong></td>
<td><em>Leading publications in the field of education, including journal articles</em></td>
</tr>
<tr>
<td><strong>ERIC</strong></td>
<td><em>Journal articles and reports in education</em></td>
</tr>
<tr>
<td><strong>EssayGenLit</strong></td>
<td>Citations of collected essays in books focusing on humanities and social sciences</td>
</tr>
<tr>
<td><strong>GenSciAbs</strong></td>
<td><em>General science, especially the pure sciences: math, physics, chemistry, astronomy</em></td>
</tr>
<tr>
<td><strong>GPO</strong></td>
<td>U.S. government publications</td>
</tr>
<tr>
<td><strong>HumanitiesAbs</strong></td>
<td><em>The humanities: literature, history, religion, philosophy, performing arts, folklore</em></td>
</tr>
<tr>
<td><strong>LegalPeriodical</strong></td>
<td><em>International legal information covering all areas of jurisprudence</em></td>
</tr>
<tr>
<td><strong>Literature Resource Center</strong></td>
<td>Literary analysis located in recent collections such as <em>Contemporary Literary Criticism, Twentieth Century Literary Criticism, Dictionary of Literary Biography</em>, etc</td>
</tr>
<tr>
<td><strong>LibraryLit</strong></td>
<td><em>Materials on libraries and information science</em></td>
</tr>
<tr>
<td><strong>MEDLINE</strong></td>
<td><em>All areas of medicine, including dentistry and nursing</em></td>
</tr>
<tr>
<td><strong>PapersFirst</strong>*</td>
<td><em>OCLC index of papers presented at conferences worldwide</em></td>
</tr>
<tr>
<td><strong>Proceedings</strong>*</td>
<td><em>An OCLC index of worldwide conference proceedings</em></td>
</tr>
<tr>
<td><strong>ReadersGuideAbs</strong></td>
<td>Abstracts of articles from popular magazines</td>
</tr>
<tr>
<td><strong>SocialSciAbs</strong></td>
<td><em>Articles on the social sciences: sociology, psychology, economics, anthropology</em></td>
</tr>
<tr>
<td><strong>WilsonBusiness</strong></td>
<td><em>Important English-language business periodicals</em></td>
</tr>
<tr>
<td><strong>WilsonSelectPlus</strong></td>
<td><em>Full text articles in science, humanities, education and business</em></td>
</tr>
<tr>
<td><strong>WorldAlmanac</strong></td>
<td>Funk &amp; Wagnalls New Encyclopedia and four almanacs</td>
</tr>
<tr>
<td><strong>WorldCat</strong></td>
<td>OCLC catalog of books and other materials in libraries worldwide</td>
</tr>
<tr>
<td><strong>WorldCatDissertations</strong></td>
<td>A database of all dissertations and theses available in WorldCat</td>
</tr>
</tbody>
</table>

**Databases marked with a star (*) are a good source for professional journals.**

**Most of the databases have many full-text articles.**