

The Research Process: Strategies for Undergraduate Students **Informational Packet for Authors**

Co-Editors: Marrall & Oleen

Scope of the Text: Written by those who teach LIBR 201 at Western Libraries and intended for LIBR 201 students (See also "Primary Audience"). The purpose is to create a text resource for the Libraries faculty to use while teaching the GUR.

Authors: This text would be authored by the library, archives, and Learning Commons professionals at Western Libraries.

Primary Audience: Undergraduate students, specifically LIBR 201 (lower division) students but broad enough for all undergraduate students across disciplines.

Title: *The Research Process: Strategies for Undergraduate Students*

Chapter Length & Format:

- *Minimum of 2,000 words.*
- Each chapter will follow this outline:
 - Essay.
 - Why Is This Important To You? ("You" is the reader/student): Each chapter should conclude with a brief paragraph-long summary titled, "Why is this Important To You?"
 - Works Cited: The works cited section will follow each chapter.

Instructor Workbook: Each chapter will have an in-class activity and/or an assignment, to be located in the *The Research Process Instructor Workbook*. These activities and/or assignments will be published in a separate workbook for the LIBR 201 instructors. Please simply submit these assignments to the editors, who will take responsibility for formatting these documents. Submissions of sample syllabi and lesson plans are welcome, and will be included in the Workbook.

Project Timeline: *The Research Process* text, and corresponding workbook, will be published in September 2016. Here is the breakdown of that timeline:

September 2015: The editors will host a session on Style Guide Q & A Session

November 2015: The editors will host a session on copyright considerations for *The Research Process* chapter authors.

January 2016: The editors will work with Clarissa Mansfield to develop a marketing and communications plan for the text-and-workbook's publication to CEDAR.

February 2016: The editors will host a Q & A session for chapter authors.

April 2016: The chapter authors should submit completed chapters, assignments, and works cited references are due on Friday, April 1st.

Spring 2016 Quarter: The editors will conduct a complete review of content, and if needed, will share requests for revisions.

May 2016: The editors will host a Q & A session for chapter authors.

July 2016: The chapter authors will submit requested revisions to Editors by July 31st, 2016.

August 2016: The editors will format the text and workbook, and be sure to consider electronic accessibility issues.

September 2016: The editors will publish the text to CEDAR, and distribute the workbook to all chapter authors and LIBR 201 professors.

September 2016: The editors and Clarissa Mansfield will implement the agreed upon communications plan.

Proposed Table of Contents:

Introduction, or Why do I need LIBR 201: Introduction to Research Strategies? (Editors)

Part I: The Research Process & Academic Success

Chapter One: The Research Process & Scholarly Communication (**Author:** J. Oleen)

Chapter Two: The WWU Learning Commons (**Author:** S. Thibou)

Chapter Three: Search Strategies -- The Usual Suspects (**Authors:** M. Fast & P. Smith)

Chapter Four: The Importance of Writing, Revising + Proofreading (**Author:** C. Werder).

Chapter Five: Copyright: Open Access, Fair Use, and More (**Author:** J. Oleen)

Chapter Six: Citations: Purpose & Practice (**Author:** G. Gossett)

Part II: Information Resources

Chapter Seven: What can you find in a library catalog? (**Author:** R. Marrall)

Chapter Eight: Article Databases (**Author:** E. Stephan)

Chapter Nine: Government Sources (**Author:** R. Lopresti)

Chapter Ten: Web-Based Resources + Web Literacy (M. Olson)

Chapter Eleven: The Digital Divide (**Author:** R. Marrall)

Chapter Twelve: Western Libraries Heritage Resources (**Authors:** P. Piper, R. Koester & E. Joffrion)

Chapter Thirteen: Children's Interdisciplinary Literature Collection (**Author:** S. Tag)

Conclusions: Moving Forward (Editors)