

# Skyline College Information Literacy Tutorial – Module 1

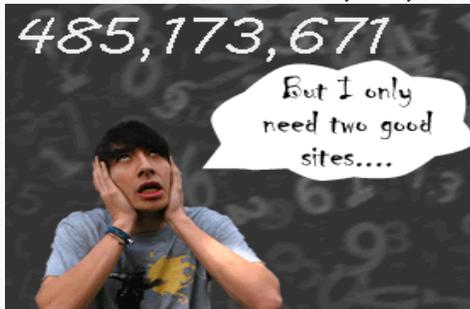
SKYLINE COLLEGE

Web Access

## Types of Web Sites

The World Wide Web is a big place -- A really big place   

We don't need to tell you that. But just in case, the latest estimate from [Netcraft](#) tallied **485,173,671** web sites, as of September 2011.



There are times when a web site is the best resource for your information. If you can recognize a few identifying features of web sites, you'll be able to sort through the masses more quickly and efficiently.

### Outcomes:

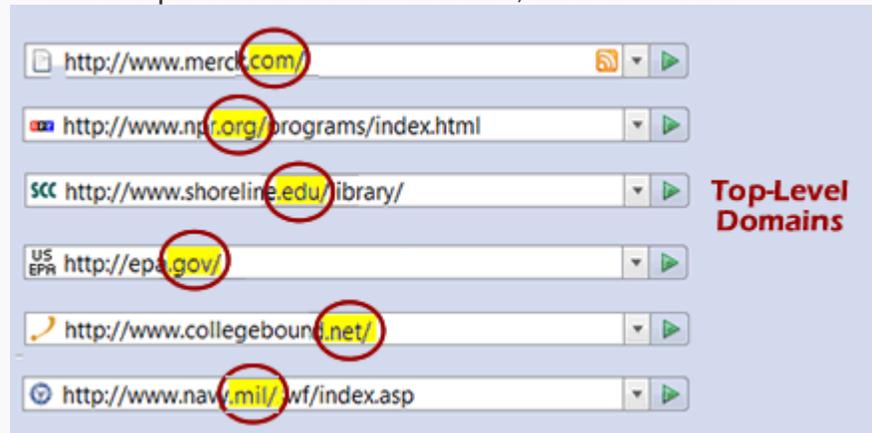
After completing this tutorial, you should be able to:

- Distinguish between types of web sites.
- Recognize interactive sites such as blogs and wikis.

## Types of Web Sites

### Learn to recognize top-level domains

The one-second technique for getting to know a web site is to look at the *URL* (the web address) and focus on the **top-level domain**. That's the part **before** the first slash, as shown below:



### The six most-popular (and original) top-level domains are:

- .com** = this site is commercial; the intent is to sell
- .org** = this site claims to be an organization
- .edu** = this is a recognized educational site
- .gov** = this is a site sponsored by a government agency
- .net** = network - kind of a catchall.
- .mil** = military

### But wait - there's more! Lots more -- here are just a few:

- .biz** = business
- .info** = information
- .name** = name
- .pro** = professional
- .museum** = museums
- and more

## There are also country-level domains:

<http://www.handgunlaw.us/> (.us = United States)

<http://www.fitness.cz/> (.cz = Czech Republic)

<http://www.tripadvisor.fr/> (.fr = France)

<http://www.police.uk/> (.uk = United Kingdom)

See the full List of country codes at [Webopedia](#)

## Creative combinations

You might even see sites combining domains, creating a top-level domain and a secondary-level domain, like this:

<http://www.airwatch.gov.au/>

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What Does the Top-Level Domain Say About Content? 

## A deeper look at three Biggies

### Organizations (.org)

Many people feel warm and fuzzy about sites that end with .org. They think, "it's an organization, so it must be OK, right?" But as you learned on the previous page, *anyone* can register a web site and use .org. Want to set up a site about your cat? myfriendfluffy.org is available as a domain name, so is myfriendfluffy.com, myfriendfluffy.net and myfriendfluffy.us (Explore more about domain names at [Network Solutions](#) Or [Whols.net](#))

### Educational Institutions (.edu)

Students also tend to trust sites ending with .edu. Afterall, educational sites are where you can go to find out information about an institution, classes, policies, and services, as well as pages from professors publishing course information, research, and more. It's true that only educational institutions can have a URL using .edu as a top-level domain. But many educational institutions also provide web space for students to publish course work and projects. Maybe that student got an A on the project, maybe they failed. How

would you know?

## Government Sites (.gov)

Because the .gov top-level domain is restricted to government agencies, these sites provide a measure of protection from malicious coding, and also (in many cases) provide information that has been reviewed by at least one other person.

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## Match the Domain to Your Purpose

### Narrow your search with domains

Understanding domain types can help you quickly navigate through web pages to get to the kind of information you need. Here are some examples:

There are no rules for what you will find in web sites, but there are some *rules of thumb*. Here are a few:

.gov

- government documents
- laws and legal information
- government agencies, such as the Environmental Protection Agency, the White House, and the National Institutes of Medicine

.edu

- information about specific schools,
- educational materials
- course materials
- school, college and university websites
- library research databases

.org

- non-profit agencies, such as The Red Cross and the United Nations
- public galleries, museums
- sites dealing with specific issues
- professional associations, such as American Nurses Association

.com

- purchase or learn about products or services
- many .com sites provide information, but the main purpose of a large number of those sites is to generate revenue through advertising on the site-- be careful of information from sites with many ads

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### Question 1

Anyone can create a web site with the **.com** domain.

#### Multiple Choice

**Answer 1:** True

**Response 1:** You are correct.  
This statement is true. With a small registration fee, anyone can create a domain name ending in .com. Try the next one.

**Score 1:** 1

**Jump 1:** Next page

**Answer 2:** False

**Response 2:** That is not correct.  
This statement is true. With a small registration fee, anyone can create a domain name ending in .com. Try the next one.

**Score 2:** 0

**Jump 2:** Next page

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### Question 2

You have to be a real organization to use the **.org** top-level domain.

#### Multiple Choice

**Answer 1:** True

**Response 1:** Oops. This statement is false. Anyone can set up a .org site, just like a .com site. Nobody checks to see if the organization is legitimate. Try the next question.

**Score 1:** 0

**Jump 1:** Next page

**Answer 2:** False

**Response 2:** You are correct. This statement is false. Anyone can set up a .org site, just like a .com site. Nobody checks to see if the organization is legitimate. Try the next question.

**Score 2:** 1

**Jump 2:** Next page

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### Question 3

Anyone can set up a site using **.gov**, but you have to pay an extra fee.

#### Multiple Choice

**Answer 1:** True

<b>Response 1:</b>	No. This statement is false. Only verified government agencies can register a website using the .gov domain or extension. Try one more question.
<b>Score 1:</b>	0
<b>Jump 1:</b>	Next page
<b><u>Answer 2:</u></b>	False
<b>Response 2:</b>	You got it. This statement is false. Only verified government agencies can register a website using the .gov domain or extension. Try one more question.
<b>Score 2:</b>	1
<b>Jump 2:</b>	Next page

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<b>Question 4</b> 	
Only professors and administrators can post information on sites that use the <b>.edu</b> top-level domain	
<b>Multiple Choice</b>	
<b>Answer 1:</b>	True
<b>Response 1:</b>	That's not correct. This statement is FALSE. Only educational institutions can REGISTER sites using the .edu extension, but many schools, colleges and universities provide space for students to post reports, creative work and other projects on their sites. Continue to learn about blogs and wikis.
<b>Score 1:</b>	0

<b>Jump 1:</b>	Next page
<b>Answer 2:</b>	False
<b>Response 2:</b>	You are right. This statement is FALSE. Only educational institutions can REGISTER sites using the .edu extension, but many schools, colleges and universities provide space for students to post reports, creative work and other projects on their sites. Continue to learn about blogs and wikis.
<b>Score 2:</b>	1
<b>Jump 2:</b>	Next page

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## Static Websites and Free-for-Alls: Blogs and Wikis

### Tune in to Blogs and Wikis

Many web sites have information created by one or more people and put on a *static* web page. The page you're looking at right now is an example of a static page. *I* can change the information, but *you* can't.

However, new web technologies have made it possible to easily create *interactive* pages. Interactive pages allow you to add or change content on a web page and see the changes instantly. Two popular types of interactive pages are ***blogs*** and ***wikis***.

#### Blogs

Think of a blog, or a ***web log***, as an online journal. You can set up your own blog in about three minutes with one of several blogging services. ([WordPress](#) and [Blogger](#) are two popular sites). Once your blog is set up all you do is log in and write what you have to say. When you finish, your "post" is loaded onto your blog site.

Many popular blogs are politically charged and read by millions of readers. Blogs have the power to initiate grassroots movements and change the direction of national policy. The vast majority of blogs are personal blogs where people write about anything and

everything.

## Wikis

A wiki can provide even more interactivity than a blog. Think of a wiki as an electronic bathroom wall, where you leave out marking pens for anyone to add what they want. Or you might prefer to think of a wiki as a great big whiteboard in a classroom. In either case, someone could come along and erase information, change information, or add information. Two popular resources for setting up your own wiki are [WikiSpaces](#) and [PBWorks](#).

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## More on Wikis and Blogs

### The read-Write web; the Live Web

Wikis and Blogs can have any of the top-level domains, and often will not even have the word "wiki" or "blog" in the (URL) web address.

Take a look at this web site: [http://www.1911encyclopedia.org/Main\\_Page](http://www.1911encyclopedia.org/Main_Page) (opens in a new window). Notice that the top-level domain is .org, but this site is a wiki.

Here's the URL of a blog in a college library:

<http://www.clark.edu/library/blog> (opens in a new window). Notice the top-level domain is .edu

### Searcher, Beware

When you search the web, many of the sites you'll find will be blogs or wikis sites. You must evaluate these sites on the same rigid criteria that you use to evaluate any kind of information source. Here's a rule of thumb: One of the basic criteria for evaluating information sources is to verify the credentials of the author. With the vast majority of blogs, wikis, and other interactive sites it is impossible to assess author credentials. This fact alone makes them unacceptable for use in college research papers. When in doubt, discuss the source with your instructor.

But suppose you find some great information in a blog or wiki?

Rather than using that site, find the information in another, more

credible source such as a reference book or journal article. And use

the credible source in your research.

**Repeat: If you find information in a blog, wiki, or other interactive site, verify that information in another credible source, such as a reference book, journal article or another web document with reputable author(s) and well-documented sources.**

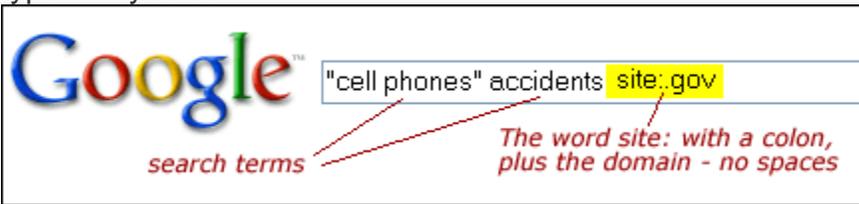
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## Focus Your Web Searches

### Limiting to domain types

The major search engines provide tools so that you can limit your searches to specific domains.

In Google and some other search engines you can go into the "Advanced search" mode to select a top-level domain, or you can type it in yourself:



Check the help tips in your chosen search engine to find out other ways to limit.

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## Question 5

Which domain would be the most useful for searching for government statistics on air quality?

**Multiple Choice**

**Answer 1:** .com

<b>Response 1:</b>	That's not it. Try again.
<b>Score 1:</b>	0
<b>Jump 1:</b>	Question 5
<b>Answer 2:</b>	.edu
<b>Response 2:</b>	That's not it. Try again.
<b>Score 2:</b>	0
<b>Jump 2:</b>	Question 5
<b>Answer 3:</b>	.gov
<b>Response 3:</b>	You've got it. .gov sites include government information, documents, laws and legal information Try one more question.
<b>Score 3:</b>	1
<b>Jump 3:</b>	Question 6
<b>Answer 4:</b>	.org
<b>Response 4:</b>	That's not it. Try again.
<b>Score 4:</b>	0
<b>Jump 4:</b>	Question 5

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<p><b>Question 6</b>   </p>
<p>What is the difference between a static web page and a blog or</p>

wiki?	
<b>Multiple Choice</b>	
<b>Answer 1:</b>	Static pages cannot be changed by users, but anyone who goes to a blog or wiki can add or change information.
<b>Response 1:</b>	That's correct.
<b>Score 1:</b>	1
<b>Jump 1:</b>	Congratulations!
<b>Answer 2:</b>	Static pages are always in the same location. Blogs and wikis can change addresses regularly.
<b>Response 2:</b>	That's not correct. Try again
<b>Score 2:</b>	0
<b>Jump 2:</b>	Question 6

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<p><b>Congratulations!</b> 🎉🔍✖</p>
<p><b>You've completed this module--</b>  <b>Types of Web Sites</b>                  Please complete the next two modules ("Evaluating Information from Web Pages" and "Search Strategy: How to Find Information") in order to complete the Skyline College Library Information Literacy Tutorials.</p>

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# Skyline College Information Literacy Tutorial – Module 2

SKYLINE COLLEGE

Web Access

## Evaluating Information from Web Pages

Steps to evaluate whether information from a web page is accurate and good quality 



*While books and magazine and journal articles are reviewed and edited by publishers, editorial boards and copy editors, anyone can create a web page without having it reviewed by anyone; so it is especially important to evaluate information from web pages.*

**Review each of the following steps to learn some useful guidelines and criteria to help you evaluate the quality and reliability of web pages.**

**You will then analyze some specific web pages to decide if they would be appropriate sources to use for a college research paper.**

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**Find out who created the page and determine whether they are a credible source **

Information about the author is usually the most important evidence you can

use to determine the quality of a page. Good quality web pages commonly name the author of the page in a readily visible place on the page, but that is not always the case.

On the page below, the author is clearly identified and information about the author is provided.

**PROJECT SYNDICATE**  
A WORLD OF IDEAS

subscribe twitter facebook youtube

Observers Economists Weekly Commentaries World Views Special Series

THE HOPEFUL SCIENCE

## Did the Poor Cause the Crisis?

**Simon Johnson**

print recommend Send link clip secure rights

A larger | smaller comments: 18

Share 923 Tweet 178 Follow @ProSyn · 10.1K followers

Share 41 Like 923 LISTEN DOWNLOAD

2011-01-19  
Did the Poor Cause the Crisis?

WASHINGTON, DC – The United States continues to be riven by heated debate about the causes of the 2007-2009 financial crisis. Is government to blame for what went wrong, and, if so, in what sense?

In December, the Republican minority on the Financial Crisis Inquiry Commission (FCIC), weighed in with a preemptive dissenting narrative. According to this group, misguided government policies, aimed at increasing homeownership among relatively poor people, pushed too many into taking out subprime mortgages that they could not afford.



**AUTHOR INFO**



**Simon Johnson**

Simon Johnson, a former chief economist of the IMF, is co-founder of a leading economics blog, <http://BaselineScenario.com>, a professor at MIT Sloan, a senior fellow at the Peterson Institute for International Economics, and co-author, with James Kwak, of *13 Bankers*.

**MOST READ** **MOST RECOMMENDED** **MOST COMMENTED**

1. The Ideological Crisis of Western Capitalism  
Joseph E. Stiglitz
2. What's Happening to the US Economy?  
Martin Feldstein
3. Technology and Inequality  
Kenneth Rogoff
4. Is Pornography Driving Men Crazy?  
Naomi Wolf
5. The Eurozone's Last Stand  
Nouriel Roubini

[Joseph Stiglitz](#)

Check to see if the author:

- has an academic affiliation, such as a professor at a college or university or a researcher at an academic institute (as in the example above),
- has other professional experience that show he or she is an expert in the field, or
- is a professional journalist who has written for reputable publications.

Find out what else the author has written, and, if possible, what others have written about him or her.

### Branch Table

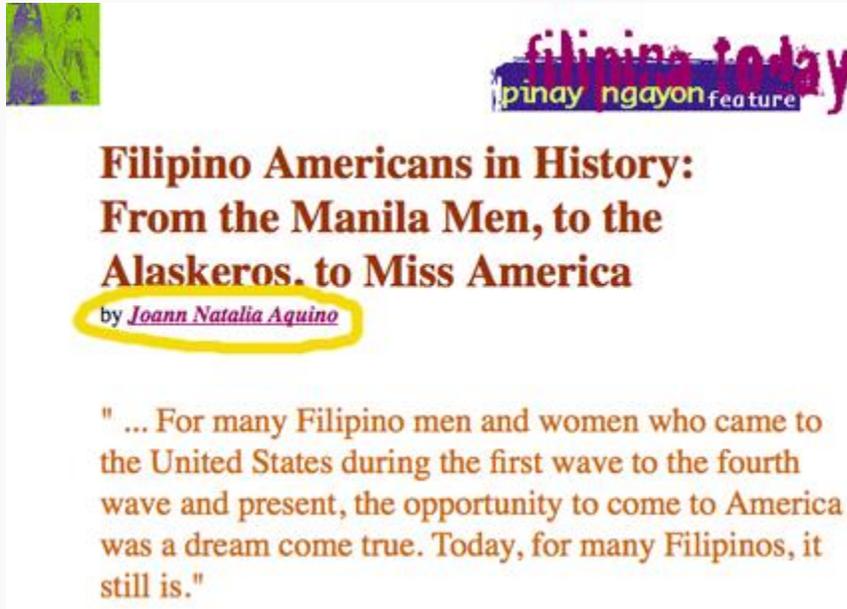
**Description 1:** Continue

**Jump 1:** Next page

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If the author's name is given and there is a link to author information. ↕ 🔍 ✖

In some cases, the author's name is shown and there is a link to author information. An example of this is shown on the page below.



The screenshot shows a webpage with a logo for 'Filipino Today' and 'pinay ngayon feature'. The main title is 'Filipino Americans in History: From the Manila Men, to the Alaskeros, to Miss America' and the author is 'by Joann Natalia Aquino'. A quote follows: '... For many Filipino men and women who came to the United States during the first wave to the fourth wave and present, the opportunity to come to America was a dream come true. Today, for many Filipinos, it still is.'

By clicking on the author's name on the page above, a page with information about the author is shown (see below.)

## Joann Natalia Garcia Aquino

Volunteer Editor & Columnist 2002-2003



Joann is a freelance professional writer and journalist/ photojournalist for various publications and the Editor-In-Chief of Filipino American Herald. She is also a Public Relations Consultant, a Consultant for the Wing Luke Asian Museum, a Smithsonian Museum affiliate, a Human Resources Consultant, a Board of Director for Asian and Pacific Islander Women & Family Safety Center, the producer of the 2002 "The Vagina Monologues" in Seattle, Washington, a former Legislative Liaison/Community Outreach Administrator on public policy development/ legislative and community relations for the Governor's Commission on Asian Pacific American Affairs for the State of Washington.

### Some works featured on Bagong Pinay Site:

- **"Peeling The Layers Series: "A Work In Progress Towards A Warrior's Journey of Self-Discovery,"** (author's syndicated empowerment & self-discovery column) Malakas at Maganda(Strong and Beautiful) Column; Originally published at Asian Pacific American Journal: International Examiner.
    - **"About the Series"**
      - "The Art of Letting Go & Acts of Forgiveness"**
      - "Following Your Heart and Living Your Passions"**
      - "Why Are You So Angry?": Rage and Anger Management"**
      - "A Tribute to Motherhood: The Dance Lessons My Mother Taught Me"**
- (ongoing series; please stay-tuned for more to come)*

For a complete listing of her articles and her latest contact info visit [www.joannnataliaaquino.com](http://www.joannnataliaaquino.com).

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**If the author's name is shown, but there is no author information or link to author information** 🛑🔍🚫

In many cases, the author's name is listed, but there is no information about the author provided on the page and there is no link to author information. In such cases, you should try to find information about the author in other places.

You can try to see if there is information about the author somewhere else on the website or you can do a **Google** search to see if you find information about the author on other websites.

On the page below, the author's name--Corey Takahashi--is shown, but there is no information about him given on the page.

## Checking Off the Future: The Emergence of Multiracial Asian America

By **Corey Takahashi**

A. Magazine

March/April 1998

As the mainstream media would have it, the "New America" is taking a smoking break on my porch. That's where my roommates--inhalers of Asian, European and Latino mixed heritage -- are huddled in a semi-circle of lawn chairs and lively banter just after midterms. We had lived together for nearly two months before I learned that each of us (with one exception) has Asian American ancestry. Is this proof that race consciousness is actually disappearing? Or has it just assumed new forms that neither I nor society can easily pin down?

Initially, I hadn't thought of my apartment as a test laboratory for these questions, or as a microcosm for sweeping demographic changes. But that is probably how a

By doing a **Google** search of "Corey Takahashi", you can find information about the author on various other web pages (see below.)

(Note: quote marks should be used around the full name in Google to limit the search to just the exact name as shown)

The screenshot shows a Google search interface. The search bar contains the text "corey takahashi". Below the search bar, it indicates "About 5,850 results (0.18 seconds)". The search results are categorized by type: Everything, Images, Maps, Videos, News, Shopping, and More. Under the "Everything" category, several results are listed:

- Corey Takahashi** (coreytakahashi.com) - Corey Takahashi is an independent journalist and producer. He has contributed features to National Public Radio, The New York Times, the Best Music Writing ...
- Corey Takahashi on Vimeo** (vimeo.com/coreytakahashi) - Visit Corey Takahashi's profile on Vimeo. Use Vimeo to share the videos you make with the people you want. Its free to join and really easy to use.
- Congratulations Corey Takahashi: Winner of the Hacks/Hackers ...** (hackshackers.com) - Jul 28, 2010 - We're delighted to announce that freelance journalist Corey Takahashi is the winner of the Hacks/Hackers scholarship to Poynter's workshop ...
- Corey Takahashi | PRI's The World** (www.theworld.org) - It's rooted in the favelas of Rio but baile funk traces its sonic origins to Miami. And Zuzuka herself is based in Brooklyn. Reporter Corey Takahashi caught up with ...

If the author's name is a relatively common name, you may need to add some key word(s) to the search to try to narrow the search to the author and avoid other people with the same name. The added word(s) should usually be related to the topic of the article. For example, if you were doing a Google search on an author named George Adams who wrote a web page about online privacy, an effective search would be: **"George Adams" "online privacy"**

## Find out who created the web site 🏠🔍🔗

Check the general web site on which the page is located to see if an individual or an organization is responsible for the content on the site. If no author's name is given on a web page, finding out who created the general web site may identify who is responsible for the web page you are evaluating. *Even if you know the author of the specific web page*, finding out who created the general web site can give you more information to help you better evaluate a web page.

To try to find if specific people or an organization are responsible for information on a site:

1. Look for a link such as "Who we are", "About Us", "Philosophy," "Background," etc. on the web site's home page (usually at the top or bottom, sometimes on a side bar) and see if there is information about the goals or viewpoints of the site
2. Try doing a *Wikipedia* search or a *Google* search to see if you can find reliable information about the people or organization
3. If an organization is responsible for the site, check to see if it is an impartial group (like a university) or a group established to promote an idea or point of view (like the National Rifle Association or a political party)

### Branch Table

<b>Description 1:</b>	Continue to find out how to identify the type of web site
<b>Jump 1:</b>	What type of site is it?

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What type of site is it? 🏠🔍🔗

Try to determine: **what is the basic purpose of the site?** Try to identify the **type of site**:

- **scholarly** (written by researchers or experts in the field)
  - **professional** (written by and primarily for those in a specific profession)
  - **popular** (written for the general public)
  - **advocacy** (promoting particular opinions/causes), including **blogs**
  - **commercial** (promoting/selling services or products, or including advertisements for products or services).
- (Some sites might be a combination of some of the above types.)

Identify the **domain type** within the URL (e.g., **.edu** in "<http://www.skylinecollege.edu>"). This is a key factor when evaluating a site since it often indicates the type of site where the information originates. Most common domain types:

- **.edu**: an educational institution (often reliable, but can be anything from scholarly research to students' personal pages)
- **.gov**: a government body (usually dependable)
- **.org**: a non-profit organization (may or may not be biased)
- **.com**: a commercial enterprise (may be trying to sell or promote a product or service)

### Branch Table

<b>Description 1:</b>	Continue to answer some review questions
<b>Jump 1:</b>	Question #1

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### What sources or documentation does the author provide? 📄🔍🗑️

If the information is presented as fact, does the author show what **sources** he or she used to write the page?

Does the author cite his/her sources? Look for citations, footnotes, a list of references at the end of the page, or some other indication of where the information came from. The sources of the information should be identified in some clear way. Did the information come from original research, experiments, observation, interviews, books, government documents?

On the web page example below, there is an example of a citation in the text of the document and then a full citation for the source is shown in a list of references at the bottom of the page.

## Coastal Zones and Sea Level Rise

[Sea Level Rise](#) | [Land Loss](#) | [Storms and Flooding](#) | [Response to Sea Level Rise](#) | [Coastal Water Supply](#)

Coastal zones are particularly vulnerable to climate variability and change. Key concerns include sea level rise, hurricanes and other maritime storms and flooding, responses to sea level rise and implications for water resources.

### Sea Level Rise

Sea level is rising along most of the [U.S. coast](#), and around the world. In the last century, sea level rise has been particularly noticeable along the Mid-Atlantic and Gulf Coasts, because coastal lands there are subsiding.

EPA, in coordination with the U.S. Geological Survey and the National Oceanic and Atmospheric Administration, has published a

Higher temperatures are expected to further raise sea level by expanding mountain glaciers and small ice caps, and causing portions of Greenland to melt. The International Panel on Climate Change (IPCC) estimates that sea level will rise between 0.6 and 2 feet (0.18 to 0.59 meters) in the next century.

[↑ Top of page](#)

### References

- [IPCC, 2007: Climate Change 2007: Impacts, Adaptation and Vulnerability](#) [\[EXIT Disclaimer\]](#), Intergovernmental Panel on Climate Change [Parry, Martin L., Canziani, Osvaldo F., Palutikof, John J., van der Linden, Peter M., Peterson, G. J., and Thompson, Peter R., Eds.], Cambridge University Press, Cambridge, United Kingdom, 1000 pp.
- Titus, J., 1998: [Rising Seas, Coastal Erosion, and the Takings Clause: How to Save Wetlands](#), Maryland Law Review, vol. 57, no. 4, pp. 1279-1399.
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[Climate Change Home](#) | [Basic Information](#) | [Greenhouse Gas Emissions](#) | [Science](#) | [What You Can Do](#) | [Frequent Questions](#) | [A Student's Guide to Global Climate Change](#)

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Question #1

What is the most important information to find out when evaluating a web page?

**Multiple Choice**

**Answer 1:** Who is the author of the web page and are they a credible source?

**Response 1:** Yes, you got it! Try the next question.

**Score 1:** 1

**Jump 1:** Question #2

**Answer 2:** What type of web page of is it (scholarly, professional, popular, advocacy, etc.)?

**Response 2:** It is helpful to know what type of web page of is it, but there is something else that is more important to know. Try again.

**Score 2:** 0

**Jump 2:** Question #1

**Answer 3:** What is the title of the web page?

**Response 3:** It is useful to identify the title of the web page, but there is something else that is more important to know. Try again.

**Score 3:** 0

**Jump 3:** Question #1

**Answer 4:** What is the title of the web site?

**Response 4:** It is useful to identify the title of the web site, but there is something else that is more important to know. Try again.

**Score 4:** 0

**Jump 4:** Question #1

**Answer 5:** What is the domain type of the web site (e.g. .edu, .gov, .org, .com, etc.)?

<b>Response 5:</b>	It is useful to identify the domain type of the web site, but there is something else that is more important to know. Try again.
<b>Score 5:</b>	0
<b>Jump 5:</b>	Question #1

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<b>Question #2</b> 🗑️🔍🔗❌	
If you are evaluating a web page about the fast food industry, and you see the author's name listed on the page is Larry Johnson, but there is no information about the author on the page, what should you do?	
<b>Multiple Choice</b>	
<b>Answer 1:</b>	Do not cite a page that provides no information about the author.
<b>Response 1:</b>	Just because there is no information about the author on the page, doesn't mean that you couldn't find information about the author somewhere else that might indicate that the author is reputable. Try again.
<b>Score 1:</b>	0
<b>Jump 1:</b>	Question #2
<b>Answer 2:</b>	Google: "Larry Johnson", and see if you can find information about the author on other web pages
<b>Response 2:</b>	That's not the best strategy because if you Google: "Larry Johnson", it is such a common name, it will be extremely difficult to identify which, if any, of the Larry Johnsons shown on the Google results list created the specific page you are evaluating. Try again.
<b>Score 2:</b>	0
<b>Jump 2:</b>	Question #2
<b>Answer 3:</b>	Go to the home page of the web site that the page you are

	evaluating is part of to see if you can find information about Larry Johnson on a page such as "Who We Are" or "About Us" or on another page on the site
<b>Response 3:</b>	That is a good strategy that might lead to useful information about the author of the page. But if that strategy doesn't work, what is one other method to try to find information about the author?
<b>Score 3:</b>	1
<b>Jump 3:</b>	Question #2b
<b><u>Answer 4:</u></b>	Google: "Larry Johnson" "food industry", and see if you can find information about the author on other web pages
<b>Response 4:</b>	That is a good strategy that might lead to useful information about the author. Before trying Google, though, where could you try looking first for information about who created the page?
<b>Score 4:</b>	1
<b>Jump 4:</b>	Question #2a

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<b>Question #2a</b> 	
If you are evaluating whether a web page about the fast food industry is good enough quality to cite for a college research paper, and you see the author's name listed on the page is Larry Johnson, but there is no information about the author on the page, Googling: " <b>Larry Johnson</b> " " <b>fast food</b> " is one good strategy, but before going to Google, where could you look first for information about who created the page?	
<b>Multiple Choice</b>	
<b>Answer 1:</b>	Go to Wikipedia and do a search for: "fast food industry", then look at the "References" at the end of article to see if Larry Johnson is listed as an author of any of the linked pages
<b>Response 4:</b>	Googling Wikipedia for "fast food industry" would be an appropriate

	unlikely way to find a reference to the Larry Johnson who created the web page. Try again.
<b>Score 1:</b>	0
<b>Jump 1:</b>	Question #2a
<b><u>Answer 2:</u></b>	Go to the home page of the web site that the page you are evaluating is part of to see if you can find information about James Jackson on a page such as "Who We Are" or "About Us" or on another page on the site
<b>Response 2:</b>	That is a good strategy that might lead to useful information about the author of the page.
<b>Score 2:</b>	1
<b>Jump 2:</b>	It's time to look at a web page to decide if it would be good to use for a research paper
<b>Answer 3:</b>	Go to the library's book catalog and do a search for "Larry Johnson" to see if there are any books about the fast food industry by that author
<b>Response 3:</b>	Searching in the book catalog for the author's name may find books by an author named Larry Johnson, but it would be extremely unlikely that you'd find a reference to same Larry Johnson who created the web page. Try again.
<b>Score 3:</b>	0
<b>Jump 3:</b>	Question #2a

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<b>Question #2b</b> 
If you go to the home page of the web site you are evaluating to see if you can find information about Larry Johnson, but you are unable to find any information about him by looking at the "Who We Are", "About Us" or on any other page on the site, what is another strategy you could use to try to find information about the author of the page?

<b>Multiple Choice</b>	
<b>Answer 1:</b>	Go to Wikipedia and do a search for: "fast food industry", then look at the "References" at the end of article to see if Larry Johnson is listed as an author of any of the linked pages
<b>Response 1:</b>	Searching Wikipedia for "fast food industry" would be an extremely unlikely way to find a reference to the Larry Johnson who created the web page.
<b>Score 1:</b>	0
<b>Jump 1:</b>	Question #2b
<b>Answer 2:</b>	Go to the library's book catalog and do a search for "Larry Johnson" to see if there are any books about the fast food industry by that author
<b>Response 2:</b>	Searching in the book catalog for the author's name may find books by an author named Larry Johnson, but it would be extremely unlikely that you'd find a reference to same Larry Johnson who created the web page.
<b>Score 2:</b>	0
<b>Jump 2:</b>	Question #2b
<b><u>Answer 3:</u></b>	Google: "Larry Johnson" "fast food", and see if you can find information about the author on other web pages
<b>Response 3:</b>	That is a good strategy that might lead to useful information about the author. Now continue to evaluate a specific web page.
<b>Score 3:</b>	1
<b>Jump 3:</b>	It's time to look at a web page to decide if it would be good to use for a research paper

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**It's time to look at a web page to decide if it would be good to use for a research paper** 🗑️🔍✖️

Now that you've seen some guidelines and criteria to help you evaluate the quality and reliability of web pages, let's look at an actual web page to decide if it would be good enough quality to cite for a college research paper. You can open a new window to review basic evaluation guidelines on the Skyline Library website by clicking here:

["Evaluating Information from Web Pages."](#)

The page you will evaluate is called **"Youth Homelessness in America: The Changing Face of the Homeless."**

These are the questions you need to answer about the page:

1. Who is the author of the page?
2. Is the author qualified to write this page? Why or why not?
3. What is the quality and depth of the information on the page?
4. Does the author cite his/her sources?
5. What is the name of the website that this page is part of and what is the purpose of the website?
6. Would this be an acceptable page to cite for a college research paper?

**You will be able to go to the "Youth Homelessness in America" page by clicking on the link below and you will need to return to this page by minimizing the page being evaluated or clicking on the tab for this page.** [When you are ready to start evaluating the page, click here to open a new window showing the web page you will evaluate.](#)

When you ready to start answering the questions, click on the first question below:

**Branch Table**

<b>Description 1:</b>	1. Who is the author of the page?
<b>Jump 1:</b>	1. Who is the author of the page?

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**1. Who is the author of the page?** 🗑️🔍✖️

1. Who is the author of the page?

Multiple Choice	
<b>Answer 1:</b>	Doris Keeler
<b>Response 1:</b>	<p>Yes, that's correct.</p> 
<b>Score 1:</b>	1
<b>Jump 1:</b>	2. Is the author qualified to write this page? Why or why not?
<b>Answer 2:</b>	National Coalition for the Homeless
<b>Response 2:</b>	<p>No, the National Coalition for the Homeless is one the links on the page to show where the author got some facts used on the page. Here's a big hint:</p> 
<b>Score 2:</b>	0
<b>Jump 2:</b>	This page
<b>Answer 3:</b>	National Child Traumatic Stress Network
<b>Response 3:</b>	<p>No, the National Child Traumatic Stress Network is one the links on the page to show where the author got some facts used on the page.</p>

<b>Score 3:</b>	0
<b>Jump 3:</b>	This page
<b>Answer 4:</b>	Suite 101
<b>Response 4:</b>	<p>No, Suite 101 is the name of the website. Here's a big hint:</p>
<b>Score 4:</b>	0
<b>Jump 4:</b>	This page

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<p><b>2. Is the author qualified to write this page? Why or why not?</b> 🗑️🔍✖️</p>
<p>2. Is the author, Doris Keeler, qualified to write this page? Why or why not?          (Information about Doris Keeler is provided on her author information page. Click on her name on the "Youth Homelessness" page to view her author information page.)</p>
<p><b>Multiple Choice</b></p>

<b><u>Answer 1:</u></b>	Yes, she is qualified because she worked on a television show that focused on children and family issues and she wrote articles for the Central Florida Family Magazine.
<b>Response 1:</b>	Well, that doesn't make her an expert on youth homelessness. She might--possibly--be an acceptable author if you just needed some general information, but if you really need an academic quality source, she doesn't have academic credentials and she doesn't document that her journalism work was for any clearly reputable programs or publications. Go on to the next question.
<b>Score 1:</b>	1
<b>Jump 1:</b>	3. What is the quality and depth of the information on the page?
<b><u>Answer 2:</u></b>	No, she is not qualified because she doesn't appear to have any serious background in the area of youth homelessness.
<b>Response 2:</b>	That is true. If you really need an academic quality source, she doesn't have academic credentials and she's doesn't even document that her journalism work was for any clearly reputable programs or publications. (She might--possibly--be an acceptable author if you just needed some general information.) Go on to the next question.
<b>Score 2:</b>	1
<b>Jump 2:</b>	3. What is the quality and depth of the information on the page?
<b>Answer 3:</b>	There is not enough information to answer this question.
<b>Response 3:</b>	There is information about the author if you click on her name (Doris Keeler). Check out the information and try answering again.
<b>Score 3:</b>	0
<b>Jump 3:</b>	This page

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**3. What is the quality and depth of the information on the page?** 

3. What is the quality and depth of the information on the page?	
<b>Multiple Choice</b>	
<b>Answer 1:</b>	The page provides a substantive, in-depth academic treatment of the topic. Some links are provided to reputable organizations.
<b>Response 1:</b>	Although this page provides some links to reputable organizations, the page does not provide a substantive, in-depth academic treatment of the topic. Try again.
<b>Score 1:</b>	0
<b>Jump 1:</b>	3. What is the quality and depth of the information on the page?
<b><u>Answer 2:</u></b>	The page provides a short overview of the topic. Some links are provided to reputable organizations.
<b>Response 2:</b>	Yes, the page provides a short overview of the topic. Although some links are provided to reputable organizations, the information on the page is very limited. Try the next question.
<b>Score 2:</b>	1
<b>Jump 2:</b>	4. Does the author cite his/her sources?
<b>Answer 3:</b>	The page is primarily personal opinion rather than an objective discussion.
<b>Response 3:</b>	No, the information on the page is primarily fact-based; it is not personal opinion. Try again.
<b>Score 3:</b>	0
<b>Jump 3:</b>	3. What is the quality and depth of the information on the page?

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<b>4. Does the author cite his/her sources?</b> 📄🔍🔗
4. Does the author indicate where she got her sources?

<b>Multiple Choice</b>	
<b><u>Answer 1:</u></b>	Yes, she includes some links to the web sites of some of organizations that she got facts from.
<b>Response 1:</b>	You're right, but it's important to look further. She does include some links to the web sites of some of organizations from which she says she got facts, but she doesn't identify specifically where on those websites the facts are given or where those organizations got their facts. Go on to the next question.
<b>Score 1:</b>	1
<b>Jump 1:</b>	5. What is the purpose of the website that this page is part of ?
<b><u>Answer 2:</u></b>	No, there is no list of references at the end of the page.
<b>Response 2:</b>	You're right, but it's important to look further. There is no list of references at the end of the page, but the author does include some links to the web sites of some of organizations from which she says she got facts. However, she doesn't identify specifically where on those websites the facts are given or where those organizations got their facts. Go on to the next question.
<b>Score 2:</b>	1
<b>Jump 2:</b>	5. What is the purpose of the website that this page is part of ?

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<b>5. What is the purpose of the website that this page is part of ?</b> 	
The page is part of the Suite 101.com website. What is the purpose of the website?	
<b>Multiple Choice</b>	
<b><u>Answer 1:</u></b>	The purpose of Suite 101.com is to provide an introduction to thousands of topics, which include over 450,000 original articles.
<b>Response 1:</b>	Yes, one stated purpose of Suite 101.com is to provide an introduction to thousands of topics, but the main goal of the site is

	<b>to generate advertising revenue for its co-owners. Ad revenue is generated from advertisers when readers click on ads.</b> This is an example of a " <a href="#">content farm</a> ." Go on to the next question.
<b>Score 1:</b>	1
<b>Jump 1:</b>	6. Would this be an acceptable page to cite for a college research paper?
<b><u>Answer 2:</u></b>	The purpose of Suite 101.com is to provide a meeting place for over 17 million readers each month who ask 101 burning questions.
<b>Response 2:</b>	Yes, one stated purpose of Suite 101.com is to provide a meeting place for over 17 million readers each month, but <b>the main goal of the site is to generate advertising revenue for its co-owners. Ad revenue is generated from advertisers when readers click on ads.</b> This is an example of a " <a href="#">content farm</a> ." Go on to the next question.
<b>Score 2:</b>	1
<b>Jump 2:</b>	6. Would this be an acceptable page to cite for a college research paper?
<b><u>Answer 3:</u></b>	The purpose of Suite 101.com is to provide freelance writers a place to reach millions of readers and to publish for pay online.
<b>Response 3:</b>	Yes, one stated purpose of Suite 101.com is to provide freelance writers a place to reach millions of readers and to publish for pay online, but <b>the main goal of the site is to generate advertising revenue for its co-owners. Ad revenue is generated from advertisers when readers click on ads.</b> This is an example of a " <a href="#">content farm</a> ." Go on to the next question.
<b>Score 3:</b>	1
<b>Jump 3:</b>	6. Would this be an acceptable page to cite for a college research paper?
<b><u>Answer 4:</u></b>	The purpose of Suite 101.com is to produce revenue for its co-owners, Burda Digital Ventures and Dr. Boris Wertz of Vancouver venture capital investors W Media Ventures and Nexopia.com.
<b>Response 4:</b>	Yes, <b>the main goal of the site is to generate advertising revenue for its co-owners. Ad revenue is generated from advertisers</b>

	<b>when readers click on ads.</b> This is an example of a "content farm." Go on to the next question.
<b>Score 4:</b>	1
<b>Jump 4:</b>	6. Would this be an acceptable page to cite for a college research paper?

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<b>6. Would this be an acceptable page to cite for a college research paper?</b> 🗑️🔍🔗❌	
Would this be an acceptable page to cite for a college research paper?	
<b>Multiple Choice</b>	
<b>Answer 1:</b>	Yes, the page provides general, overview information, but the author has some background in the subject area and she includes links to reputable organizations where she got some of her facts.
<b>Response 1:</b>	This page is not good enough quality to cite as a source for a college research paper for several reasons: 1) Although the author has some background in the subject area, she is not an expert in the field or a professional journalist. 2) The information on the page is too general. 3) The page is part of a "content farm" website, the purpose of which is to generate advertising revenue rather than to provide high-quality information. Continue to the next page.
<b>Score 1:</b>	0
<b>Jump 1:</b>	Next page
<b><u>Answer 2:</u></b>	No, the author is not an expert in the field or a professional journalist, the information in the article is very general and the primary purpose of the website is to generate advertising revenue.
<b>Response 2:</b>	You're right. This page is not good enough quality to cite as a source for a college research paper. You're ready to go on.
<b>Score 2:</b>	1

<b>Jump 2:</b>	Next page
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**Now try evaluating another web page** 📄🔍✖

Now that you've evaluated one page on youth homelessness ("Youth Homelessness in America: The Changing Face of the Homeless"), try looking at one more web page to decide if it would be good enough quality to cite for a college research paper. The page you will evaluate this time is titled "**Homeless Youth**." This time you will need to follow the evaluation guidelines on your own and then you will be asked whether this page is good enough quality to cite for a college research paper. You will also need to explain your choice.

**You will be able to go to the "Homeless Youth" page by clicking on the link below and you will need to return to this page by minimizing the page being evaluated or clicking on the tab for this page. When you are ready evaluate the page, click here to open a new window showing the web page you will evaluate.**

When you are ready to start answering the questions, click on the first question below:

<b>Branch Table</b>	
<b>Description 1:</b>	Is this page good enough quality to cite for a college research paper?
<b>Jump 1:</b>	Next page

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**Why might this page be good enough quality to cite for a college research paper?** 📄🔍✖

Which of the following statements are valid reasons to decide that the page, "[Homeless Youth](#)", is good enough quality to cite for a college research paper:

1. All of the facts are very well documented with references to many sources, including government and university organizations.

2. There is no individual responsible for writing the page.
3. The website is produced by a reputable national non-profit organization.
4. The purpose of the organization that produced the page is to educate and advocate on issues of homelessness.
5. The information on the page is relatively brief, general information.
6. The website is produced by a national organization that is advocating for a specific viewpoint

**Multiple Choice**

<b><u>Answer 1:</u></b>	Statements 1, 3, and 4 are valid reasons to decide that the page is good enough quality to cite for a college research paper
<b>Response 1:</b>	The most important factor is that the information on the page is very well documented with references to many sources, including government and university organizations (1). The fact that the page is produced by a reputable national organization (3) whose purpose is to educate and advocate on issues of homelessness (4) does give some credibility to the information provided, but it is more useful in identifying the point-of-view of the website.
<b>Score 1:</b>	1
<b>Jump 1:</b>	Next page
<b><u>Answer 2:</u></b>	Statements 1 and 3 are valid reasons to decide that the page is good enough quality to cite for a college research paper
<b>Response 2:</b>	The most important factor is that the information on the page is very well documented with references to many sources, including government and university organizations (1). The fact that the page is produced by a reputable national organization (3) does give some credibility to the information provided, but it is more useful in identifying the point-of-view of the website.
<b>Score 2:</b>	1
<b>Jump 2:</b>	Next page
<b>Answer 3:</b>	Statements 1 and 5 are valid reasons to decide that the page is good enough quality to cite for a college research paper

<b>Response 3:</b>	The most important factor is that the information on the page is very well documented with references to many sources, including government and university organizations (1). The fact that the information on the page is relatively brief, general information (5) does not indicate anything about the quality of the information.
<b>Score 3:</b>	0
<b>Jump 3:</b>	Next page
<b><u>Answer 4:</u></b>	Statements 1 and 2 are valid reasons to decide that the page is good enough quality to cite for a college research paper
<b>Response 4:</b>	The most important factor is that the information on the page is very well documented with references to many sources, including government and university organizations (1). The fact that there is no individual responsible for writing the page (2) only raises questions about the credibility of the information.
<b>Score 4:</b>	1
<b>Jump 4:</b>	Next page
<b><u>Answer 5:</u></b>	Statements 1 and 6 are valid reasons to decide that the page is good enough quality to cite for a college research paper
<b>Response 5:</b>	The most important factor is that the information on the page is very well documented with references to many sources, including government and university organizations (1). The fact that website is produced by an organization that is advocating for a specific viewpoint (6) only raises questions about the credibility of the information.
<b>Score 5:</b>	1
<b>Jump 5:</b>	Next page

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**Look at one more page** 

Now try looking at one more web page on homeless youth to compare the quality of the information with that of the previous two pages you've looked at.

The page you will evaluate this time is titled "Homeless Youth in the United States."

Again, please follow the [evaluation guidelines](#) on your own and then you will be asked to compare the quality of the information on this page with that of the previous two pages you've looked at.

You will be able to go to the "Homeless Youth in the United States" page by clicking on the link below and you will need to [return to this page by minimizing the page being evaluated or clicking on the tab for this page.](#)

**When you are ready to evaluate the page, click here to open a new window showing the page you will evaluate.**

**When you are ready to answer the questions, click on the "Questions" button below:**

Branch Table	
Description 1:	Questions
Jump 1:	Next page

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### Compare the authors' credentials and affiliations

The authors of the third source, "Homeless Youth in the United States" are: [Paul A. Toro, PhD.](#) and [Amy Dworsky, PhD.](#) Click on either name to display a web page describing that person. Compare the authors of this source with the authors of the previous two pages that you evaluated (links to the previous pages: "[Youth Homelessness in America](#)", "[Homeless Youth](#)") and answer the following question:

The author(s) of which page have the most academic qualifications and affiliations?

### Multiple Choice

Answer 4:	The authors of the third source, "Homeless Youth in the United
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	States" (Paul A. Toro, PhD., Amy Dworsky, PhD. and Patrick J. Fowler, M.A.)
<b>Response 1:</b>	Yes, these are definitely very reputable authors with excellent academic and research qualifications. Try the next question.
<b>Score 1:</b>	1
<b>Jump 1:</b>	Next page
<b>Answer 2:</b>	The authors of the second source, "Homeless Youth" (National Coalition for the Homeless)
<b>Response 2:</b>	The National Coalition for the Homeless is a reputable national organization, but it is not an academic, research-based organization. Try again.
<b>Score 2:</b>	0
<b>Jump 2:</b>	This page
<b>Answer 3:</b>	The author of the first source, "Youth Homelessness in America" (Doris Keeler)
<b>Response 3:</b>	Doris Keeler is an 8th grade teacher with some previous journalism experience, but does not have advanced academic credentials or affiliations. Try again.
<b>Score 3:</b>	0
<b>Jump 3:</b>	This page
<b>Answer 4:</b>	The authors of all three sources have equivalent academic qualifications and affiliations.
<b>Response 4:</b>	The authors of all three sources do not have equivalent academic qualifications and affiliations. Try again.
<b>Score 4:</b>	0
<b>Jump 4:</b>	This page

**Compare the documentation of the three pages you evaluated** 📄🔍🔗❌

Which of the three pages you evaluated is well-documented with a list of high quality academic and governmental sources?

**Multiple Choice**

<b>Answer 1:</b>	The first source, "Youth Homelessness in America" (by Doris Keeler)
<b>Response 1:</b>	That source is not well-documented. It only includes some links to the web sites of some organizations from which she says she got facts, but they are not high quality academic and governmental sources. Try again.
<b>Score 1:</b>	0
<b>Jump 1:</b>	This page
<b>Answer 2:</b>	The second source, "Homeless Youth" (from the National Coalition for the Homeless)
<b>Response 2:</b>	That source is well-documented with a list of high quality academic and governmental sources, but it is not the only one. Try again.
<b>Score 2:</b>	0
<b>Jump 2:</b>	This page
<b>Answer 3:</b>	The third source, "Homeless Youth in the United States" (by Paul A. Toro, PhD., Amy Dworsky, PhD. and Patrick J. Fowler, M.A.)
<b>Response 3:</b>	That source is very well-documented with a list of high quality academic and governmental sources, but it is not the only one. Try again.
<b>Score 3:</b>	0
<b>Jump 3:</b>	This page
<b>Answer 4:</b>	All three sources are well-documented with a list of high quality

	academic and governmental sources.
<b>Response 4:</b>	All three sources are not well-documented with a list of high quality academic and governmental sources. Try again.
<b>Score 4:</b>	0
<b>Jump 4:</b>	This page
<b><u>Answer 5:</u></b>	The second source, "Homeless Youth" (from the National Coalition for the Homeless) and the third source, "Homeless Youth in the United States" (by Paul A. Toro, PhD., Amy Dworsky, PhD. and Patrick J. Fowler, M.A.) are both well-documented with a list of high quality academic and governmental sources.
<b>Response 5:</b>	Yes, very good. Try one more question.
<b>Score 5:</b>	1
<b>Jump 5:</b>	Next page

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<b>Compare the quality and depth of the information on each of the pages</b> 📄🔍🔗❌	
Which page provides the most substantive, in-depth academic treatment of the topic?	
<b>Multiple Choice</b>	
<b>Answer 1:</b>	The first source, "Youth Homelessness in America" (by Doris Keeler)
<b>Response 1:</b>	That page provides a short overview of the topic, with some links to reputable organizations. It is not a substantive, in-depth academic treatment of the topic. Try again.
<b>Score 1:</b>	0
<b>Jump 1:</b>	This page
<b>Answer 2:</b>	The second source, "Homeless Youth" (from the National Coalition

	for the Homeless)
<b>Response 2:</b>	The information on that page is very well documented with references to many sources, including government and university organizations, but it is relatively general overview information; it is not a substantive, in-depth academic treatment of the topic. Try again.
<b>Score 2:</b>	0
<b>Jump 2:</b>	This page
<b><u>Answer 3:</u></b>	The third source, "Homeless Youth in the United States" (by Paul A. Toro, PhD., Amy Dworsky, PhD. and Patrick J. Fowler, M.A.)
<b>Response 3:</b>	Yes! That web article is a substantive, in-depth academic treatment of the topic. Good work!
<b>Score 3:</b>	1
<b>Jump 3:</b>	Next page

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<b>Congratulations!</b> 🎉🔍✖
<p><b>You've completed this module--</b>  <b>Evaluating Information from Web Pages.</b>          If you have also completed the first module ("Types of Web Sites"), please complete the last module ("Search Strategy: How to Find Information") in order to complete the Skyline College Library Information Literacy Tutorials.</p>

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 [Moodle Docs for this page](#)

# Skyline College Information Literacy Tutorial – Module 3

SKYLINE COLLEGE

Web Access

## Search Strategy: How to Find Information

### Search Preparation

Before searching for information on a topic, you should prepare for your search by:

- dividing the research topic into "**concepts**" (different subtopics or elements)  
(concepts should not include question words, e.g. "who", "what", "why", nor words describing the relationship of different concepts, e.g. "effect of", "impact on")

For example, a specific research question might be:

***What research has been done on the effect of junk food on children?***

Look at the words in your research topic and identify the main ideas or "concepts."

This research question can be divided into two or three "concepts":

1. **research**
2. **junk food**
3. **children**

For each concept, think of other search words or phrases that might be used for the same idea.

Place an "OR" between each search word for the same concept. (The "OR" tells the search engine to look for documents with at least one of the words in each concept.)

1. ***research OR study***
2. ***junk food OR fast food***
3. ***children OR youth OR teens***

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### Question 1

Assume you were doing research on the following question:

**What is the impact of global warming on beaches in California?**

To prepare for doing a search, how would you divide the question into concepts?

**Multiple Choice**

**Answer 1:** Concept 1: global warming  
Concept 2: beaches  
Concept 3: California

**Response 1:** You got it.  
Good work!  
Go on to the next question.

**Score 1:** 1

**Jump 1:** Next page

**Answer 2:** Concept 1: what is  
Concept 2: the impact of  
Concept 3: global warming  
Concept 4: California beaches

**Response 2:** That's not correct.  
Identify just the main concepts. Do not use question words (e.g. what is) or words describing the relationship between different concepts (e.g. the impact of)  
Try again.

**Score 2:** 0

**Jump 2:** Question 1

**Answer 3:** Concept 1: global  
Concept 2: warming  
Concept 3: California  
Concept 4: beaches

**Response 3:** That's not correct.  
Global warming is a single concept and should not be divided into two concepts.  
Try again.

**Score 3:** 0

<b>Jump 3:</b>	Question 1
<b>Answer 4:</b>	Concept 1: global warming Concept 2: California beaches
<b>Response 4:</b>	That's not quite the best way to divide the question into concepts. Although "California beaches" could be considered a single concept, the search would be more effective if it was divided into two concepts. Try again.
<b>Score 4:</b>	0
<b>Jump 4:</b>	Question 1

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<p><b>A basic Google search</b> </p>
<p>Let's see how we can use Google to search for information on our topic. When using Google, it is effective to put quote marks (" ") around any <b>search phrases</b>-- any group of more than one word that should be searched together in a specific order. For example, for our topic, "<b>junk food</b>" and "<b>fast food</b>" are search phrases.</p> <p>Also (as we mentioned in explaining search preparation), place an <b>OR</b> between each search term or search phrase for the same concept. (The <b>OR</b> tells Google to look for documents with at least one of the words in each concept.)</p> <p>So a Google search for our topic would look like this (quote marks are highlighted in yellow; <b>OR</b> is bolded):</p>

Web Images Videos Maps News Gmail More ▾

Google

"junk food" OR "fast food" children OR youth OR teens research OR study 

Advanced search

**Search** About 25,300,000 results (0.29 seconds)

**Everything**

Images

Maps

Videos

News

Shopping

More

**Daly City, CA**  
Change location

**All results**

Related searches

Timeline

More search tools

► **Fast Food FACTS — Home**  
[fastfoodmarketing.org/](http://fastfoodmarketing.org/)   
FACTS - the Food Advertising to **Children** and **Teens** Score - was developed by health **researchers** at Yale University. Please explore the **Fast Food** FACTS ...

**Fast Food Restaurants Dish Up Unhealthy Marketing to Youth ...**  
[opac.yale.edu/news/article.aspx?id=7981](http://opac.yale.edu/news/article.aspx?id=7981)   
Nov 8, 2010 – The new evaluation, the most comprehensive **study** of **fast food** ... shows that **fast food** marketers target **children** across a variety of media and in ...

**Junk food diet hits a child's IQ reveals major UK study | Mail Online**  
[www.dailymail.co.uk/.../Junk-food-diet-hits-childs-IQ-reveals-major-...](http://www.dailymail.co.uk/.../Junk-food-diet-hits-childs-IQ-reveals-major-...)   
Feb 8, 2011 – Danger of a **junk food** diet for **children**: **Study** reveals toddlers who eat .... that the **fast food** culture has taken over and many women are lazy. ...

**[PDF] The Effect of Fast Food Restaurants on Obesity**  
[www.econ.berkeley.edu/~sdellavi/wp/fastfoodJan09.pdf](http://www.econ.berkeley.edu/~sdellavi/wp/fastfoodJan09.pdf)   
File Format: PDF/Adobe Acrobat - Quick View  
by V Pathania - 2009 - Related articles  
the supply of **fast food** affects the obesity rates of 3 million school **children** and ... The design employed in this **study** allows for a more precise identification of the ..... increase in the probability of access to **junk food** at school can lead to about 1 ...

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## Question 2

Assume you were doing research on the following question:  
**What is the impact of global warming on beaches in California?**  
What would be the most effective Google search statement for this research question?

### Multiple Choice

<b>Answer 1:</b>	"global warming" OR "climate change" beaches OR coast OR shoreline California
<b>Response 1:</b>	You've got it. Good work.
<b>Score 1:</b>	1

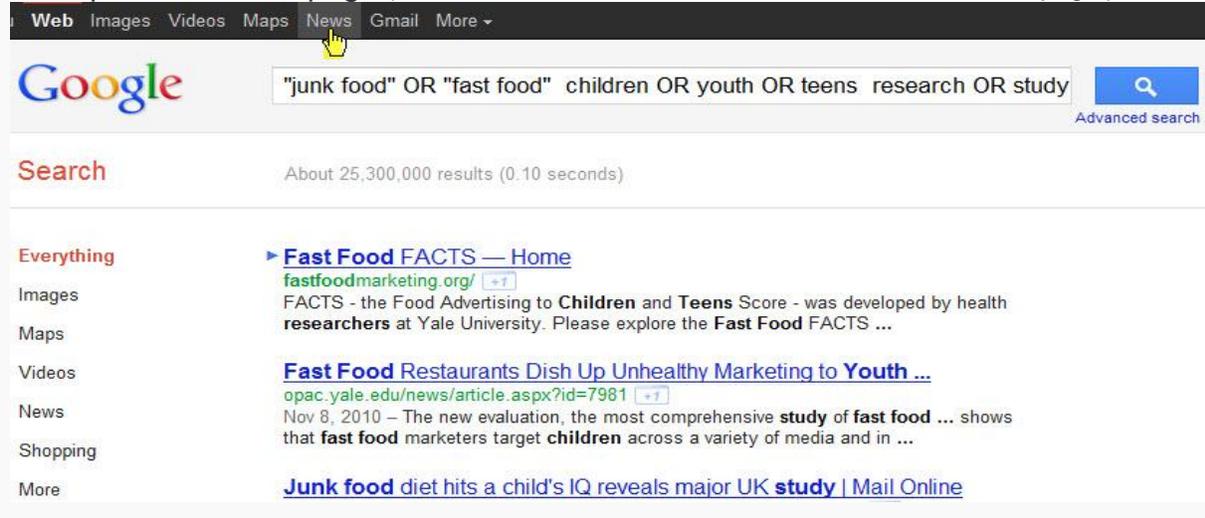
<b>Jump 1:</b>	Next page
<b>Answer 2:</b>	What is the impact of global warming on beaches in California?
<b>Response 2:</b>	That's not it. Rather than entering a full question in the Google search box, it is more effective to just use key words for each concept in your search question.
<b>Score 2:</b>	0
<b>Jump 2:</b>	This page
<b>Answer 3:</b>	"global warming" beaches California
<b>Response 3:</b>	That's close, but it's not quite the most effective Google search statement. Remember to include different words or phrases for concepts that may have more than one common word or phrase for the same idea. Separate words or phrases for the same concept with OR (always capitalized.)
<b>Score 3:</b>	0
<b>Jump 3:</b>	This page
<b>Answer 4:</b>	"global warming" OR "climate change" OR beaches OR coast OR shoreline OR California
<b>Response 4:</b>	That's not quite the most effective Google search statement. Remember to only use the OR between words or phrases for the same concept. Just enter a space between words for different concepts.
<b>Score 4:</b>	0
<b>Jump 4:</b>	This page

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### Limiting Google to News Articles

A basic Google search will find all types of web pages, but you can limit Google

searches in various ways to improve your search results. One easy way to limit on Google is **Google News**, which includes only newspaper articles. To limit to Google News, simply click on the **News** button on the Google task bar at the top of the results page (or on the **News** button on the left column of the results page.)



The screenshot shows the Google search interface. At the top, a navigation bar includes 'Web', 'Images', 'Videos', 'Maps', 'News', 'Gmail', and 'More'. The 'News' button is highlighted with a yellow mouse cursor. Below the navigation bar is the Google logo and a search bar containing the query: "junk food" OR "fast food" children OR youth OR teens research OR study. To the right of the search bar is a blue search button with a magnifying glass icon and the text 'Advanced search'. Below the search bar, the search results are displayed. The word 'Search' is in red. To the right of 'Search' is the text 'About 25,300,000 results (0.10 seconds)'. On the left side, there is a vertical menu with the following items: 'Everything', 'Images', 'Maps', 'Videos', 'News', 'Shopping', and 'More'. The 'News' item is highlighted. The main search results are listed on the right. The first result is 'Fast Food FACTS — Home' with a blue arrow icon. Below it is the URL 'fastfoodmarketing.org/' and a small '+7' icon. The description reads: 'FACTS - the Food Advertising to Children and Teens Score - was developed by health researchers at Yale University. Please explore the Fast Food FACTS ...'. The second result is 'Fast Food Restaurants Dish Up Unhealthy Marketing to Youth ...' with a blue arrow icon. Below it is the URL 'opac.yale.edu/news/article.aspx?id=7981' and a small '+7' icon. The description reads: 'Nov 8, 2010 – The new evaluation, the most comprehensive study of fast food ... shows that fast food marketers target children across a variety of media and in ...'. The third result is 'Junk food diet hits a child's IQ reveals major UK study | Mail Online' with a blue arrow icon.

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## Google News Results Page

After clicking the News button, the results completely change--from web pages to news articles, as shown below.

The News results page also provides further limits on the left column (scroll down) to articles from specific time periods, e.g. "Past 24 hours", "Past week", "Past month", ...

u Web Images Videos Maps News Gmail More ▾

Google

"junk food" OR "fast food" children OR youth OR teens research OR study

Search About 293 results (0.16 seconds)

Everything

Images

Maps

Videos

**News**

Shopping

More

Top Stories

All news

Blogs

Any time

Past hour

Past 24 hours

Past week

Past month

2010–2011

2008–2009

2007

2005–2006

2004

Archives

Custom range...

[Add ""junk food" OR "fast food" children OR youth OR teens research OR study" homepage](#)

► **OBESITY: Teens Clueless About Fast Food Content** +1

MedPage Today - Todd Neale - 3 hours ago  
As part of the baseline phase of a **study** to evaluate the new federal regulation, Block and his colleagues surveyed adolescents at **fast food** restaurants in ...  
**80% of teens underestimate fast-food calories** Chicago Sun-Times  
[all 2 news articles »](#)

**Teenagers underestimate calories in fast food** +1

USA Today - Nanci Hellmich - 1 day ago  
**Teens** often are clueless about the number of calories in **fast-food** meals, underestimating the amount by hundreds of calories, ...

**Study: An Early Bedtime May Help Keep Teens Fit** +1

TIME - Meredith Melnick - 11 hours ago  
A new **study** finds that **teens** who went to bed early and got up early were thinner and fitter ...

**Healthy diet may help teens prevent depression** +1

Medill Reports: Chicago - Natalie Brunell - 38 minutes ago  
The Australian **study** surveyed approximately 3000 adolescents once in 2005, and again in 2007. . . that healthy food can still mean relatively **fast food**. ...

**Who's for kids and who's just kidding?** +1

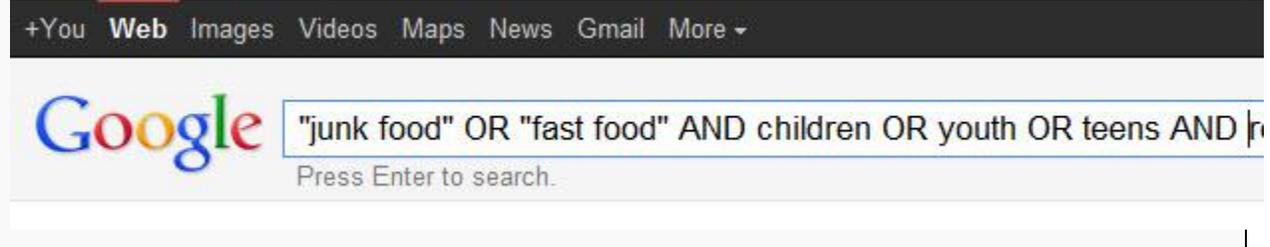
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## Using Google Advanced Search to Limit to Domain Types

Remember that, when searching the Web, it can be very useful to limit your search to just websites with a particular domain type, such as **.edu** for college or university sites, **.gov** for government sites, or **.org** for organization sites.

In *Google*, you can limit the search to a specific domain using the **Advanced Search** mode.

After you do an initial general *Google* search, click on "**Advanced Search**" under the search button at the right side of the search box.



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### "Search within a site or domain"

At the Advanced Search page, look down at the last entry box, titled: "**Search within a site or domain:**" and enter **.edu** in the box and press *Enter* or click the *Advanced Search* button. (You could, of course, instead enter *.gov*, *.org*, or other domains or even a specific website, such as *skylinecollege.edu*.) This will limit your search to only sites with the specific domain you entered.



## Advanced Search

| "fast food" AND children | youth | teens research | study "junk food" **site:edu**

### Find web pages that have...

all these words:

"fast food" AND children | youth | teens research | study

this exact wording or phrase:

junk food

one or more of these words:

OR  OR

### But don't show pages that have...

any of these unwanted words:

### Need more tools?

Reading level:

no reading level displayed

Results per page:

10 results

This option does not

Language:

any language

File type:

any format

Search within a site or domain:

.edu

(e.g. youtube.com, .edu)

[+ Date, usage rights, region, and more](#)

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## Google Scholar

**Google Scholar** is *Google's* academic search engine. Instead of searching for websites, **Google Scholar** searches a wide range of academic articles, books, abstracts and court opinions, from academic publishers, professional societies, online repositories, and universities. In many cases, the sources are only **abstracts** (summaries) of articles, which do not provide the full-text of the article (or a significant charge is required for the full article), however you may usually be able to retrieve the full-text of these articles by using the Skyline College Library [Article Delivery Service](#) (if you are a Skyline College student doing research for a class assignment.) After doing an initial general *Google* search, select the **More** pull-down menu on the Google toolbar and then click on "Scholar" on the menu.

The screenshot shows a Google search interface. At the top, there are navigation links for Web, Images, Videos, Maps, News, and Gmail. The search bar contains the query "junk food" OR "fast food". A "More" dropdown menu is open, listing various search filters: Shopping, Translate, Books, Finance, Scholar (highlighted), and Blogs. Below the search bar, the search results are displayed. The first result is titled "Fast Food Restaurants D..." and includes a snippet about a new evaluation of fast food marketers. Other results include "Fast Food FACTS — Ho...", "Effects of Fast Food Bran...", and "Junk food diet hits a child's IQ reveals major UK study | Mail Online".

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## Google Scholar results

After selecting "**Scholar**" from the "More" pull-down menu, the search results page changes completely. All of the results will be academic sources--usually articles from academic journals or books from Google Books. The Google Scholar results for our search is shown below. The links are the titles of journal articles and below each article title, the author(s), journal title, date and publisher are all listed in green. Text selections from each article show brief parts of the article where some of the key words appear. If there is a link at the right of the article title, clicking on that link will usually display the full text of the article. If no link is shown at the right, the full text of the article is probably not freely available (or a significant charge is required for the full article). In many cases, you may be able to retrieve the full-text of these articles by using the Skyline College Library [Article Delivery Service](#) (for Skyline students for specific class assignments only).

[Effects of \*\*fast-food\*\* consumption on energy intake and diet quality among \*\*children\*\* in a national household survey](#)

[HTML] from pec

SA Bowman, SL Gortmaker, CB Ebbeling... - Pediatrics, 2004 - Am Acad Pediatrics

... amount of missing data and concerns about the validity of **youth** and parent ... comparisons, we calculated mean food and nutrient intakes of 2080 **children** discordant in **fast** ... household income groups, urbanization, geographic region, and order effect (whether **fast food** was eaten ...

[Cited by 489](#) - [Related articles](#) - [All 21 versions](#)

[Fast-food habits, weight gain, and insulin resistance \(the CARDIA study\): 15-year prospective analysis](#)

[PDF] from pitt.e

MA Pereira, AI Kartashov, CB Ebbeling, L Van Horn... - The Lancet, 2005 - Elsevier

... 11 Consumption of **fast food** by **children** has risen from 2% of total energy in ... groups and nutrients that could confound associations or serve as mechanisms linking **fast-food** intake with ... proinsulin and its primary circulating split form Des 31,32 proinsulin (Linco **Research**, St Louis ...

[Cited by 423](#) - [Related articles](#) - [All 19 versions](#)

[Neighborhood playgrounds, \*\*fast food\*\* restaurants, and crime: relationships to overweight in low-income preschool children](#)

[PDF] from math

HL Burdette... - Preventive Medicine, 2004 - Elsevier

... With respect to **fast food** restaurants, their proximity to families with preschool **children** has not ... no consensus definition for a **fast food** restaurant that has been applied in health **research**. ... are available in venues other than those typically thought of as **fast-food** restaurants, and ...

[Cited by 191](#) - [Related articles](#) - [All 8 versions](#)

[Fast-food consumption among US adults and children: dietary and nutrient intake profile](#)

S Paeratakul, DP Ferdinand, CM Champagne... - Journal of the American ... , 2003 - Elsevier

... Permissions & Reprints. **Research**. **Fast-food** consumption among US adults and **children**: Dietary and nutrient intake profile. ... To compare the dietary intake of individuals on the day that they ate **fast food** with the day that **fast food** was not eaten. Design. ...

[Cited by 266](#) - [Related articles](#) - [All 8 versions](#)

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## Google Books

### Libraries + Publishers + Google

If you haven't used **Google Books**, you're missing out on a great information resource. *Google Books* has partnered with libraries and publishers to scan whole books from cover to cover. That doesn't mean that you can see every page (although for some books you can) but you can *search* every page.

Using *Google Books*, you can search every single word of every single page of millions of digitized books. That's power.

Continue to see how to search and use *Google Books*.

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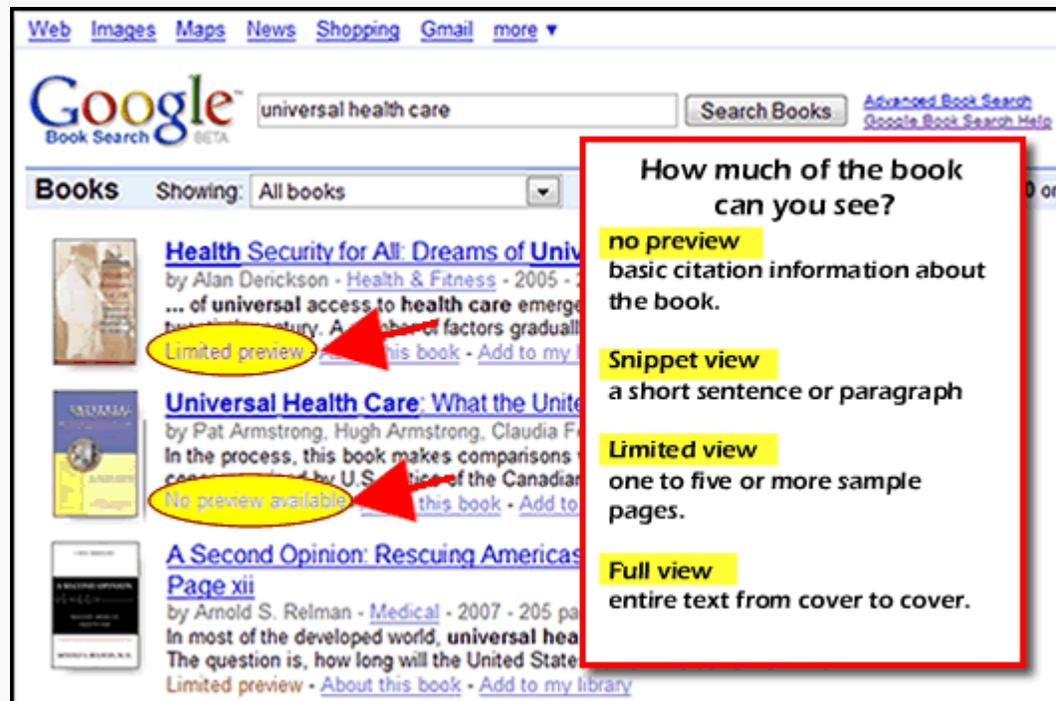
## Searching Google Books

There are several ways to get to *Google Books* search. One way is to go to <http://www.google.com> and select books from the “more” menu.



Enter your search terms in the search box. Each of the books retrieved will have one of four viewing options:

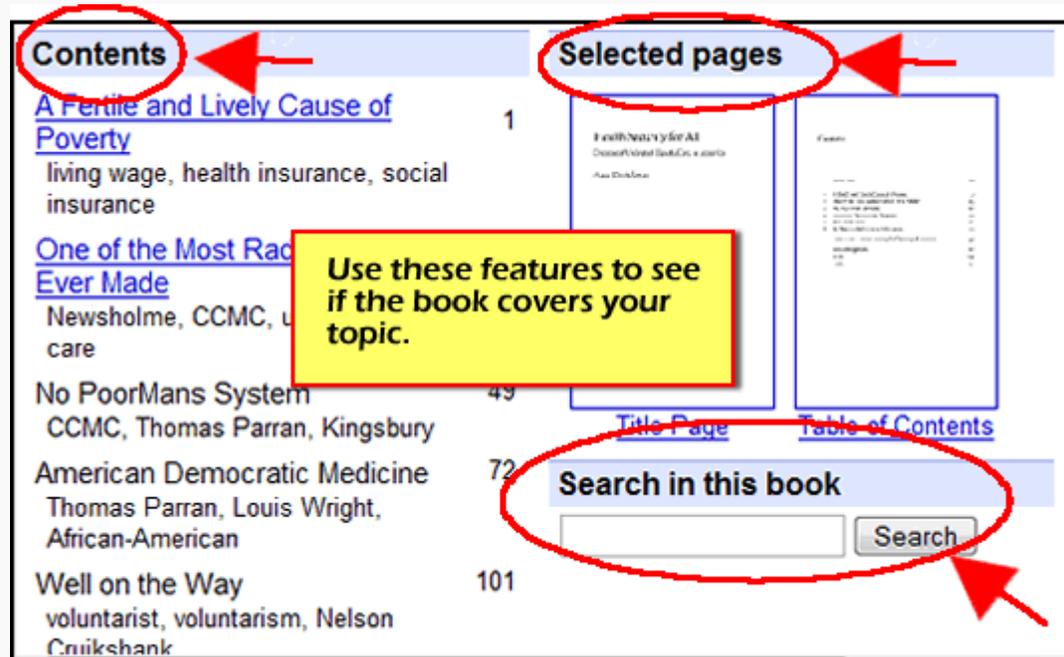
- No preview -- basic citation information for the book.
- Snippet view -- a sentence or paragraph.
- Limited view -- one to five or more sample pages.
- Full view -- entire text from cover to cover.

A screenshot of the Google Books search results page for the query 'universal health care'. The search bar shows the query and a 'Search Books' button. Below the search bar, there are three book results. The first result is 'Health Security for All: Dreams of Universal Health Care' by Alan Derickson, with a 'Limited preview' button highlighted in yellow and a red arrow pointing to it. The second result is 'Universal Health Care: What the United States Can Learn from Other Countries' by Pat Armstrong, Hugh Armstrong, and Claudia F. Armstrong, with a 'No preview available' button highlighted in yellow and a red arrow pointing to it. The third result is 'A Second Opinion: Rescuing Americans from the Health Care System' by Arnold S. Relman, with a 'Limited preview' button. A red box on the right side of the page contains a legend titled 'How much of the book can you see?' with four entries: 'no preview' (basic citation information), 'Snippet view' (a short sentence or paragraph), 'Limited view' (one to five or more sample pages), and 'Full view' (entire text from cover to cover). The legend text is highlighted in yellow.

## Using Google Books

### Browse to see the pages available

Click on a book title and the viewer will open to an entry with your search words highlighted. The example in the image is a book that offers limited preview. Use the arrows to scroll through the available pages. These pages are scanned from the actual book.



**Contents** ←

**Selected pages** ←

**Use these features to see if the book covers your topic.**

**Search in this book**

Search

[Title Page](#) [Table of Contents](#)

**A Fertile and Lively Cause of Poverty** 1  
living wage, health insurance, social insurance

**One of the Most Radical Ever Made**  
Newsholme, CCMC, u care

**No PoorMans System** 49  
CCMC, Thomas Parran, Kingsbury

**American Democratic Medicine** 72  
Thomas Parran, Louis Wright, African-American

**Well on the Way** 101  
voluntarist, voluntarism, Nelson Cruikshank

Eventually, you'll run into a notice that some pages are omitted. This notice means that Google is respecting the rights of the copyright owner and not showing more of the book than the owner has agreed to

**Popular passages**

the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of sickness. Page 10

Appears in 945 books from 1897-2007

**You've probably never used a feature like Popular Passages!**

Imagine finding other books that quote this book, or that quote the same sources!

**References from web pages**

[Health Security for All: Dreams of Universal Health Care in ...](#)

Health Security for All: Dreams of Universal Health Care in America. by Alan Derickson; Baltimore, Johns Hopkins University Press, 2005, 299 pages, \$30 ... [www.psychservices.psychiatryonline.org/cgi/content/full/57/6/887-a](http://www.psychservices.psychiatryonline.org/cgi/content/full/57/6/887-a)

**What are free web sites saying about this book? Follow the links.**

0-8018-8081-5, Baltimore, Md, Johns Hopkins ... [jama.ama-assn.org/cgi/content/full/294/14/1826](http://jama.ama-assn.org/cgi/content/full/294/14/1826)

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Question 3	
How would you limit a Google search if you were looking for <u>data on vehicle emissions from the federal Environmental Protection Agency (EPA)?</u>	
<b>Multiple Choice</b>	
<b>Answer 1:</b>	Go to Advanced Search and enter .gov in the "Search within a site or domain:" box
<b>Response 1:</b>	That's it. Try the next question.
<b>Score 1:</b>	1
<b>Jump 1:</b>	Next page
<b>Answer 2:</b>	Click on the News button
<b>Response 2:</b>	That's not it. Google News results will include newspaper articles, but data from

	the Environmental Protection Agency will be found on the EPA's website. Try again.
<b>Score 2:</b>	0
<b>Jump 2:</b>	Question 3
<b>Answer 3:</b>	Go to Advanced Search and enter .edu in the "Search within a site or domain:" box
<b>Response 3:</b>	That's not it. Limiting to the .edu domain will include college and university websites, but data from the Environmental Protection Agency will be found on the EPA's website. Try again.
<b>Score 3:</b>	0
<b>Jump 3:</b>	Question 3
<b>Answer 4:</b>	Click on the "Scholar" button on the "More" pull-down menu.
<b>Response 4:</b>	That's not it. Google Scholar results will include academic journal articles and books, but data from the Environmental Protection Agency will be found on the EPA's website. Try again.
<b>Score 4:</b>	0
<b>Jump 4:</b>	Question 3

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<b>Question 4</b> 
How would you limit a Google search if you were looking for newspaper stories on illegal immigrants in California cites?
<b>Multiple Choice</b>

<b>Answer 1:</b>	Click on the News button.
<b>Response 1:</b>	You got it. Good work.
<b>Score 1:</b>	1
<b>Jump 1:</b>	Next page
<b>Answer 2:</b>	Go to Advanced Search and enter .gov in the "Search within a site or domain:" box
<b>Response 2:</b>	That's not it. Limiting to the .gov domain will include government websites, but newspaper stories will not be found on government sites. Try again.
<b>Score 2:</b>	0
<b>Jump 2:</b>	Question 4
<b>Answer 3:</b>	Go to the Advanced Search mode and enter .edu in the "Search within a site or domain:" box
<b>Response 3:</b>	That's not it. Limiting to the .edu domain will include college and university websites, but newspaper stories will not be found on those sites. Try again.
<b>Score 3:</b>	0
<b>Jump 3:</b>	Question 4
<b>Answer 4:</b>	Click on the "Scholar" button on the "More" pull-down menu.
<b>Response 4:</b>	That's not it. Google Scholar results will include academic journal articles and books, but not newspaper articles. Try again.
<b>Score 4:</b>	0
<b>Jump 4:</b>	Question 4

## Article databases from the library website

Although Google has many great features and resources, the **best way to find good quality articles for college research papers** will usually be to use an article database accessible through the college library website.

On the Skyline College Library homepage, the "Quick Article Search" box (see below) will allow you to search for articles in thousands of magazines, journals, newspapers articles and reference books in the EbscoHost premium databases. To access this and other article databases from home, you will need a PLS library card, which is available for free from Skyline Library (or any public or community college library in San Mateo County)



**Skyline COLLEGE Library**

**QUICK LINKS:**  
 Skyline College Home  
 SMCCCD District Home  
 Skyline Bookstore  
 Find Faculty  
 WebSmart  
 WebAccess

**BOOKS:**  
 - PLS Online Catalog  
 - Renew a book  
 - New Books at Skyline  
 - Peninsula Library Syst.  
 - Other Library Catalogs  
 - eBooks & Audio Books

**ARTICLES:**  
 - All Skyline Periodicals  
 - Article Delivery Service

**LIBRARY INFORMATION:**  
 - Library Hours  
 - Library Phone/Address  
 - How to get to Skyline  
 - Library Policies

**WIRELESS PRINTING**  
 Research Instruction  
 LSCI 110-Oral Research  
 E-Mail Services

**LIBRARY SUGGESTION BOX**  
 Click here to submit your suggestion to the library

**Find Books** (links to all book sources)  
**Quick PLS Catalog Search**  
  
 Search Skyline Library   
*Use the pull-down menu to search all PLS libraries*

**Find Articles** (links to all article databases)  
**Quick Article Search (EbscoHost databases)**  
 "junk food" OR "fast food"   
*PLS library card required to search from off campus*

**Course Reserves Catalog Search**  
 Course Name & Number

**Reference Databases** (Dictionaries, encyclopedias)  
 Other Popular Databases

**SUBJECT GUIDE**  
 Find the best sources for s  
  
 Popular Subject Guid

**Google Web Search**

**Wikipedia Search**  
  
*Important note: Anyone c  
 Verify all Wikipedia inform*

**Ask a Librarian**  
 Ask a question in person, by phone, email or chat

**Library Information**  
 Hours, address & phone, policies, etc.

**Library Virtual Tour**  
 Take an online tour of our library

**Periodical Holdings**  
 Lists of magazines, journals & newspapers available at Skyline & other libraries

**Article Delivery Service**  
 Order articles not available in Skyline databases

**Online Oral History Archives**  
 Skyline students' digital oral research projects

**Evaluate Sources**  
 How to evaluate the quality

**Cite Sources**  
 How to cite any source

**Faculty Services**  
 Forms for faculty to order t  
 and to schedule class wor

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last revised: 8-30-11  
 by Eric Brenner, Skyline College, San Bruno, CA.  
 Technical assistance provided by Joyce Kyi  
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After doing a basic search from the Quick Article Search box, you will see a results page, as shown below, for the EbscoHost database. To select an article, click on the title of the article.

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## Advanced Search mode on EbscoHost databases

Searches from the Quick Article Search box do not provide the full searching capabilities of the EbscoHost databases. To do a more precise search, you should use the "Advanced Search" mode by clicking the "Advanced Search" link below the EbscoHost search box:

The Advanced Search mode provides multiple search boxes which allow you to easily enter numerous search words for each of the multiple concepts for a research topic. Enter the search words for each concept in a separate search box. Place an OR

marks around search phrases, e.g. "junk food"):

[New Search](#) | [Subjects](#) v | [Publications](#) v | [Images](#) v | [More](#) v



Searching: **Academic Search Premier**, [Show all](#) | [Choose Databases](#) \*

research OR study in [Select a Field \(optional\)](#)

AND "junk food" OR "fast food" in [Select a Field \(optional\)](#)

AND children OR youth OR teens in [Select a Field \(optional\)](#)

[Basic Search](#) | [Advanced Search](#) | [Visual Search](#) | [Search History](#)

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### Viewing an article

After clicking on an article title, you will see more information about the article, including a summary of the article, called an "**abstract**." The elements of the article--the article title (e.g. "Fast food: friendly"), **Author(s)**, and **Source** (title of the publication and date, volume, issue number and pages) are identified. See below. To view the full text of the article, click on the "**PDF Full Text**" link on the left column. (Some articles may have an "HTML Full Text" link.)

New Search | Subjects | Publications | Images | More

EBSCO  
 Searching: **Academic Search Premier**, Show all | Choose Databases »  
 "junk food" OR "fast food" teen\* Search Clear ?  
 Basic Search | Advanced Search | Visual Search | Search History

<< < Result List | Refine Search 1 2 of 620130 >

Detailed Record

PDF Full Text (56KB)

Find Similar Results  
 using SmartText Searching.

### Fast food: friendly?

**Authors:** Rice, S.<sup>1</sup>  
 McAllister, E. J.<sup>2</sup>  
 Dhurandhar, N. V.<sup>3</sup> *nikhil.dhurandhar@pbrc.edu*

**Source:** *International Journal of Obesity*; Jun2007, Vol. 31 Issue 6, p884-886, 3p, 2 Charts

**Document Type:** Article

**Subject Terms:** \*FAST food restaurants  
 \*EPIDEMIC  
 \*OBESITY  
 \*DIET  
 \*WEIGHT gain  
 \*JUNK food

**Author-Supplied Keywords:** diet  
 epidemic  
 junk food  
 weight

**NAICS/Industry Codes:** 722211 Limited-Service Restaurants

**Abstract:** **Fast food** is routinely blamed for the obesity epidemic and consequentially excluded from p However, several sections of society including senior citizens, low-income adult and children, those pressed for time appear to rely on **fast food** as an important source of meals. Consid nutritionally vulnerable population groups on **fast food**, we examined the possibility of imag would attenuate the potentially unfavorable nutrient composition. We present a sample me to design a **fast food** menu that provides reasonable level of essential nutrients without ex We would like to alert health-care professionals that **fast food** need not be forbidden unde look at the role of **fast food** may enable its inclusion in meal planning for those who depen  
 Available on EBSCO eBooks (2007) 31: 884-886; doi:10.1038/sj.ijo.0802590

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## Viewing the full article and emailing the article

After clicking on the full-text link, the full article will be displayed.

You can email the article to yourself by clicking on the email icon on the right column.

« Result List Refine Search Download PDF

Fast food: friendly?

Detailed Record

PDF Full Text

Source: International Journal of Obesity  
Date: June 1, 2007

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International Journal of Obesity (2007) 31, 884–886  
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www.nature.com/ijo

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## DEBATE

# Fast food: friendly?

S Rice<sup>1</sup>, EJ McAllister<sup>2</sup> and NV Dhurandhar<sup>3</sup>

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Fast food is routinely blamed for the obesity epidemic and consequentially excluded from professional recommendations. However, several sections of society including senior citizens, low-income adult and children, mothers, or those pressed for time appear to rely on fast food as an important source of meals. Considering these nutritionally vulnerable population groups on fast food, we examined the possibility of imaginative menu items which would attenuate the potentially unfavorable nutrient composition. We present a sample menu to demonstrate it is possible to design a fast food menu that provides reasonable level of essential nutrients without exceeding calorie recommendations. We would like to alert health-care professionals that fast food need not be forbidden and that a fresh look at the role of fast food may enable its inclusion in meal planning for those who need it, while adding flexibility.

*International Journal of Obesity* (2007) 31, 884–886; doi:10.1038/sj.ijo.0803580; published online 6 March 2007

Keywords: junk food; weight; diet; epidemic

### Introduction

Fast food offers convenience, relatively lower cost, and is popular among senior citizens, low-income adult and children. However, owing to its convenience, relatively lower cost, several sections of society including senior citizens, low-income adult and children, mothers, or those pressed for time appear to rely on fast food as an important source of meals. Considering these nutritionally vulnerable population groups on fast food, we examined the possibility of imaginative menu items which would attenuate the potentially unfavorable nutrient composition. We present a sample menu to demonstrate it is possible to design a fast food menu that provides reasonable level of essential nutrients without exceeding calorie recommendations. We would like to alert health-care professionals that fast food need not be forbidden and that a fresh look at the role of fast food may enable its inclusion in meal planning for those who need it, while adding flexibility.

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Email an article and include the formatted citation    

When you click the email button, a dialog box (as shown below) will be displayed. Enter your email address, a subject for the email, and select the style of citation format (e.g. MLA or APA) you would like to receive.

 **E-mail**

Number of items to be e-mailed: 1

E-mail from:  **Enter your email address here**

E-mail to:  **Enter your email address here**  
Separate each e-mail address with a semicolon.

Subject:  **Enter a subject for your email here**

Comments:

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<b>Question 5</b> 	
What is the best place to find a good quality full-text magazine or journal article for a college research paper?	
<b>Multiple Choice</b>	
<b>Answer 1:</b>	Article database on the college library website
<b>Response 1:</b>	You got it. Good work.
<b>Score 1:</b>	1
<b>Jump 1:</b>	Congratulations!
<b>Answer 2:</b>	Google Books
<b>Response 2:</b>	That's not it. Google Books searches for books. Try again.
<b>Score 2:</b>	0
<b>Jump 2:</b>	This page

<b>Answer 3:</b>	Google News
<b>Response 3:</b>	That's not it. Google News searches for newspaper articles. Try again.
<b>Score 3:</b>	0
<b>Jump 3:</b>	This page
<b>Answer 4:</b>	Google Scholar
<b>Response 4:</b>	That's not it. Google Scholar does search for academic journal articles, but many of the articles do not include the full-text (often only the abstract is shown). Try again.
<b>Score 4:</b>	0
<b>Jump 4:</b>	This page

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**Congratulations!** 🎉🔍🏆

**You've completed this module--**

### **Search Strategy: How to Find Information**

If you have also completed the previous two modules ("Types of Websites" and "Evaluating Information from Web Pages") then you have completed the Skyline College Library Information Literacy Tutorials and you have satisfied the Information Literacy graduation requirement for Skyline College. This information will be recorded by the Information Literacy Librarian and you do not need to do anything else for this requirement.

Good work!

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