



Post 16 Guide

**How can the
Information Centre help you?**

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Introduction

The Information Centre is where all learning resources at the CTC Kingshurst Academy are kept and protected by a security system.

Our library has over 30,000 items with vast fiction, non-fiction, journal and audio visual collects.

This booklet includes essential information about the Information Centre, your course and how you can develop your information literacy skills. In addition, the advice included will help you improve the quality of your work.



Welcome from the IC Manager...

As you are about to join the Post 16, be it on the IB or BTEC course, one of the things you will need most in the coming years is INFORMATION. The skills needed to become a successful learner - searching for information, interpreting information and presenting information - are all key to achieving a successful result on your course. The Information Centre - or IC - as it is usually referred to, can help you achieve all of these skills.

The IC has collected a huge amount of information and is constantly adding new resources which we think will be useful to you, but all of this is of no use if you, as students, don't use these resources effectively. We hope you will make good use of what is available, remembering of course that it is there for benefit of all students and as such we need to circulate resources, which can sometimes be limited, around many people. We are always open to new suggestions and if you feel there are gaps in our stock or extra copies are required, please let me know and, within reason, we are happy to throw some money at the problem! We are hoping during the year to add some 'online' subscription resources to our stock - such as newspaper archives or a 'good' encyclopaedia, so watch the news space on the Oliver Home Page.

This guide is just an introduction to what we can offer and we hope you will find it useful and interesting. Throughout your course we will be following up on these skills with more details and practical exercises but in the meantime if you do need any help, PLEASE ASK, and we will do our best - even if the IC does get a little manic on occasions.

Good Luck!

Louise Withers

Information Centre Manager



The



Loans & Returns

The IC allows students to loan resources relevant to their course or for leisure they can be used in the IC, at home or elsewhere on site.

There are different loan periods depending on the type of resource you borrow:

Fiction	28 days
Non-fiction	14 days
DVDs/CDs	48 hours

Take items you wish to borrow to the IC counter.

Buying Books

As an Academy, the Information Centre operates as a book shop, receiving large discounts. This means that we can pass on good prices to you if you buy books through us.

Please enquire at the desk for further information.

IC Staff



Mrs Cox

Information Centre Deputy Manager



Mrs Withers

Information Centre Manager



Mrs Cooke

Information Centre Assistant



Mrs Tongue

Information Centre Assistant

Opening Times

Monday - Thursday	8.10am - 4.30pm
Friday	8.10am - 4.00pm
Staff from 7.30am daily	

Can't Find What You're Looking For?

If you ever have any trouble tracking down the information you need, the IC staff are here to help. We can assist you looking for items or if we do not have a specific book we will purchase any titles for you.

Don't forget, if you need any help, please ask a member of the IC staff.



What do we offer?

There are a variety of resources within the IC to help you with your studies, projects and general interests. We have over 35,000 items with a vast array of topics in our non-fiction, fiction and journal collections.

Printed Resources



Fiction

The fiction collection is filed separately and is ordered alphabetically by author's surname.

Look out for displays of new titles and genre.

Non-Fiction

The non-fiction sequence is organised using the Dewey Decimal Classification system, putting books on the same subject together by number it organises knowledge into ten main subject areas or 'classes' which are given the following numbers:

000	Computer Science, Information and General Works
100	Philosophy/ Psychology
200	Religion
300	Social Sciences
400	Languages
500	Science
600	Technology
700	Arts/Recreation
800	Literature
900	Geography/ History

Journals

The Journal collection is useful for current information and is displayed alphabetically by title in a separate area

The most recent issues are located on the journal display stands and previous issues are shelved in boxes close by.

The collection is for reference in the IC.

Newspapers

Daily newspapers, including tabloid and broadsheet newspapers, are located on the newspaper stand by the counter. Back copies are kept for 2 months.



Catalogue – 'Oliver'

All of the Information Centre's resources are catalogued so that you can check the stock and availability. The library catalogue is available from the start menu of all of networked computers within the Academy.



Audio Visual Resources



CDs & DVDs

A large collection of CDs and DVDs are available. They are listed on 'Oliver' for you to search. There are also folders of DVD covers for you to browse through. We cover everything from popular films and classic titles to documentaies.

DVD's can be loaned after last registration for 48 hours only by paying a £3.00 refundable deposit using your ID card .

Websites

Oliver list's nearly 10,000 checked and approved educational websites designed to help you on your course. These are updated and added to every month.

Study Space



Desk Space

Within the IC, there are free desks for group or individual study, allowing you to work using the resources. This is useful for when using high demand reference books. In addition, these desks can be used for laptop use.



Computers

The computers can be booked by individual students during their designated break times or free study periods. Students will need their ID card to book a computer at the counter.

Borrowing Resources

You can take many of the resources out on loan with the exception of any reference items and Journals.

You can borrow 2 fiction books and 2 non-fiction books at any one time. Items can be renewed once unless someone else has reserved the item. In which case you will be asked to return it.

Please take items you wish to borrow to the desk and the IC staff will issue them to you.

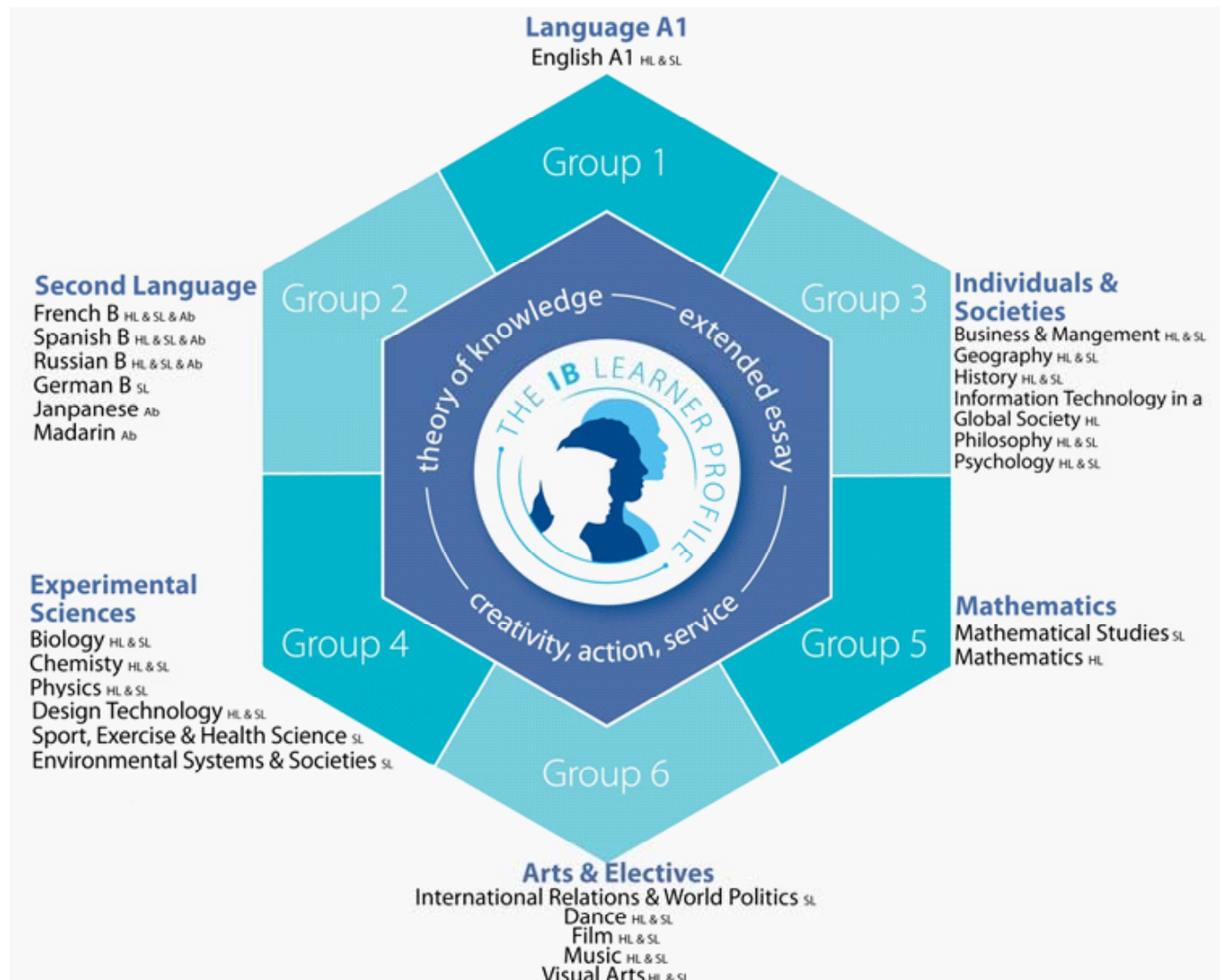
You must ensure that resources are returned by their due date and that they are recieved by the IC staff, not put back on the shelves.



Courses

The International Baccalaureate

The International Baccalaureate Diploma Programme is a challenging two-year curriculum that is widely recognised by the world's leading universities. The diagram below shows what subjects you can study at the CTC Kingshurst Academy.



How can the Information Centre help?

The IC has a range of facilities and resources that can really help complete your diploma. These include:

- All the books, fiction and non-fiction, required for your course;
- The latest journals to offer current perspectives and case studies;
- Private study area;
- Computer access;
- DVD/CD loans;
- Good discounts on books.

The IB Trolley provides access to the syllabus of every subject offered and includes several years of past papers.



The Extended Essay

The extended essay is an in-depth study of a focused topic chosen from the list of approved Diploma Programme subjects. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. It provides students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor.

How can the Information Centre help with the Extended Essay?

The IC has a stock of over 35,000 items. This means that we have books on almost every topic imaginable. If we do not have what you are looking for, you can suggest titles for the IC to buy in order to help you. In addition, the IC will pass on any discount they receive on ordering the books that you required and would like to keep. In some cases, you could sell these back to the IC when you finish the course.

Using Journal articles from a range of titles including those held in the IC will help to make your assignment current and topical demonstrating your wide use of resources and specialist information. It also makes your bibliography look more impressive.

The IC also holds copies of exemplar Extended Essays on the IB Trolley. These are included in full with awarded marks and examiner comments to help you write your own essay. These will give you an idea on the amount of research required, the types of essays that people do and the quality of work expected.

This booklet will give brief advice on writing and research skills to ensure that your essay and research techniques will give you the best possible essay and hence top grades. Further help and support is available from the IB Trolley.

The Theory of Knowledge

Theory of Knowledge (ToK) is a mandatory core component and “flagship element” of the IB Diploma Programme, and is the only course that all students take. TOK is an epistemology course for students with the objective to promote critical thinking about the six subject groups and the knowledge that students obtain outside of their classrooms. According to the syllabus, one objective of TOK is to help students “make sense of what they encounter”, by learning to critically examine the reliability of sources of knowledge, to distinguish between good and poor reasoning, to spot intentional or accidental bias, and to identify inconsistencies.¹

How can the Information Centre help with ToK?

The IC has a wide selection of books suitable for ToK in the 100s section of the non-fiction collection. These include course companions and philosophy titles. Books on Critical Thinking and presentation skills will also allow you to construct a high quality presentation. There are many examples for the Areas of Knowledge and Ways of Knowing in both our fiction and non-fiction collections.

Coursework

The IC has course companions including all the content necessary to help you complete your coursework. In addition, arts subjects have exemplar pieces on the IB Trolley.

Study spaces and computer access in the Information Centre make it the ideal place to complete your coursework. The IC catalogue, Oliver, highlights all the resources that we have available and suggests websites perfect for work.

¹ [http://en.wikipedia.org/wiki/Theory_of_knowledge_\(IB_course\)](http://en.wikipedia.org/wiki/Theory_of_knowledge_(IB_course))

Edexcel BTEC National

BTECs are work related qualifications suitable for a wide range of students, built to accommodate the needs of employers and allow progression to university. They provide a more practical, real-world approach to learning alongside a key theoretical background. They can be taken as well as, or in place of, GCSEs and A levels. BTECs are recognised by schools, colleges, universities, employers and professional bodies across the United Kingdom and in over 100 countries worldwide. BTECs have been around for 25 years, their reputation is second to none and they continue to grow and develop. In 2007, more than one million students enrolled on a BTEC course.

Three professionals are shown in a row, each in a different career path. On the left is a nurse in a blue uniform and cap, holding a clipboard. In the middle is a chef in a white uniform and hat, holding a plate. On the right is a violinist in a black top and green skirt, holding a violin. To the right of the images is a text box with the title "Which career path will you choose?" and three bullet points, each preceded by a blue checkmark.

"Which career path will you choose?"

- ✓ Specialist qualifications for students who have a clear view of their future career or are seeking progression to higher Education
- ✓ Develop deep, specialist, practical skills and understanding
- ✓ Internationally recognised and highly valued by employers and higher education institutions

How are BTECs assessed?

BTECs are not exam-based qualifications. Exams work well for some students but others find them rather daunting and struggle to see how they fit into the real world of work. Instead, students study real-life, work-based case studies and complete projects and assessments, which contribute to achieving each unit studied. Each BTEC is made up of units. The number of units is dependent on the level and size of BTEC being studied (eg BTEC Introductory, BTEC National). In order to complete each unit, students must achieve against a set of outcomes. The assessment criteria address theory with practical exercises. The assessment process is ongoing, so it allows the student to analyse and improve their own performance through their course in much the same way as they would in a real workplace. The projects that students undertake form the basis of their unit results which are graded as a Pass, a Merit or a Distinction.

How can the Information Centre help?

The IC has a range of facilities and resources that can really help complete your coursework and diploma. These include:

- All the non-fiction books and textbooks required for your course;
- The latest journals to offer current perspectives and case studies;
- Private study area;
- Computer access;
- DVD/CD loans;
- Good discounts on books;
- Course specific books giving you all the necessary content required for your course.

Study spaces and computer access in the Information Centre make it the ideal place to complete your coursework. The IC catalogue, Oliver, highlights all the resources that we have available and suggests websites perfect for work.



Study Skills

The term 'Study Skills' is often used interchangeably with many other terms which all describe the same thing - a person's ability to study effectively, and their ability to acquire knowledge. At University, you need many skills to succeed, ranging from personal skills such as the ability to communicate with your peers and tutors, to technical skills such as using word processors and the internet.²

The most important points about studying:

You have to WANT it

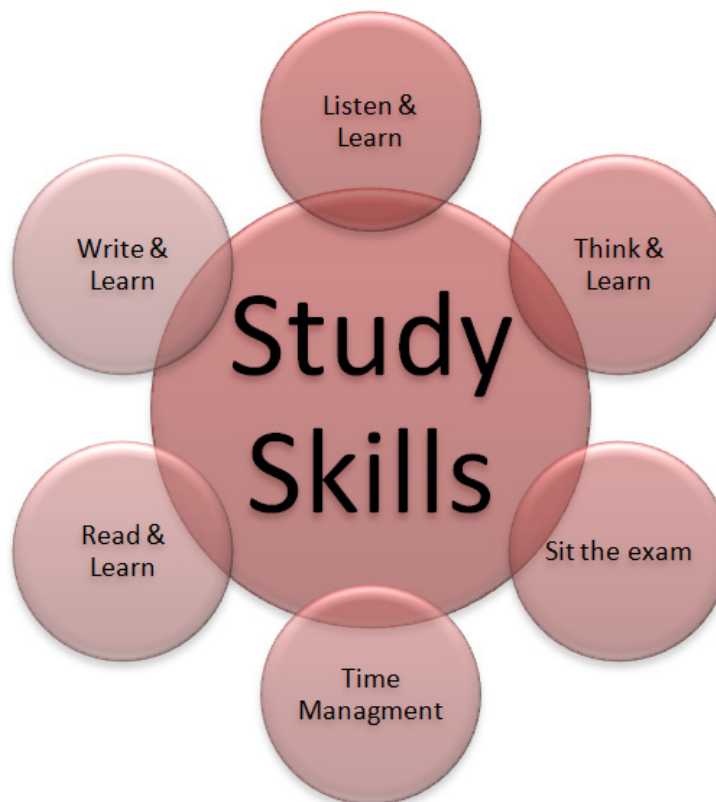
You have to want to do well; your grade affects your future;

Think holistically

Be aware of what you have to do in context to your life to achieve well;

Ownership and responsibility

You are in charge of yourself; no one else is doing your work for you, ultimate responsibility on how well you do, is down to you.



The pillars of sustaining study skills

- Knowing what you need to know;
- Knowing what you know and don't know;
- Figuring out how you need to study;
- Managing your time, structure and flow of information in a coherent way;
- Actually applying what you learn about study skills and about how *you* work as a student.

² <http://www.humanities.manchester.ac.uk/studyskills/general/>

When?

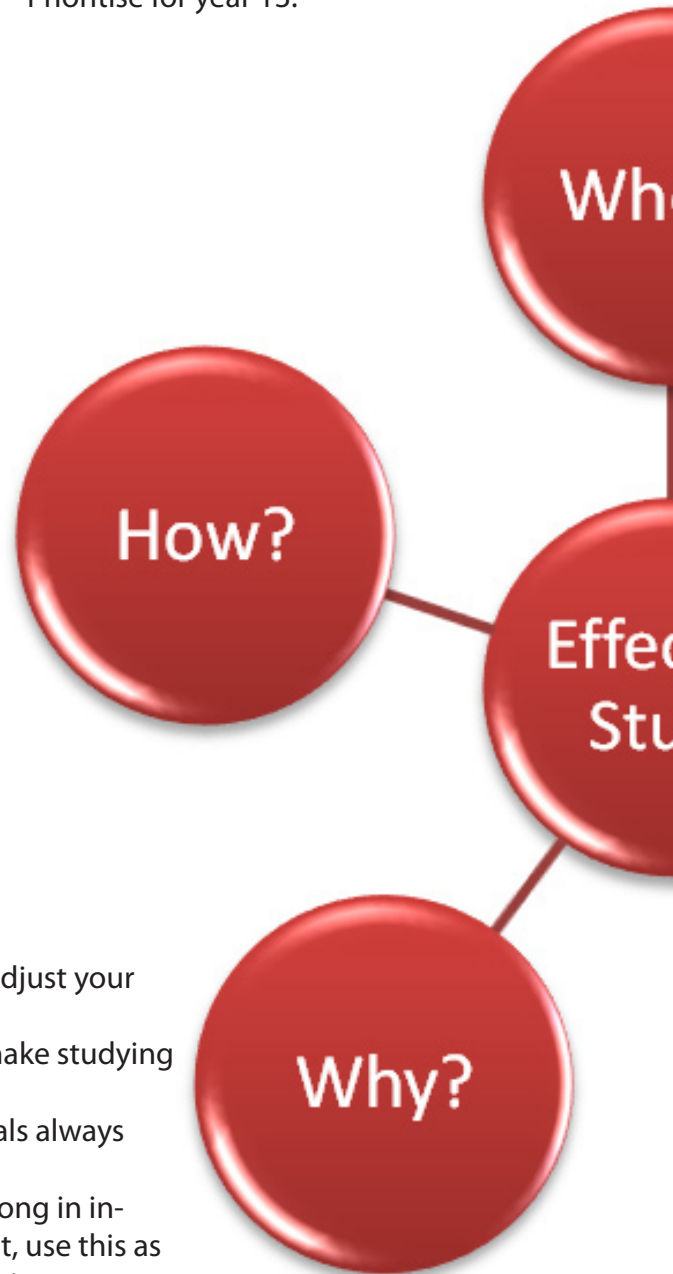
- Study when you are not tired;
- Think in terms of number of efficient hours, rather than number of hours;
- Do not procrastinate;
- Plan ahead; for example, do mind-maps or checklists of what you have left to study;
- Plan ahead; make a time schedule from start of month to end of year. Plan around this. Make personal (or group, remember to make a new plan for your exam revision; make a new plan for your exam revision; make a new plan for your exam revision;
- Make sure you see and know what you don't know;
- Prioritise for year 13.

How?

- Organize your life and get straight down to work in each study session;
- Create a check list of other things you must do – what can wait?

Why?

- Find motivation to studying – long term purpose;
- Thus you need to know yourselves: what are your goals? Adjust your level of studying to this;
- Enthusiasm and enjoyment are key to motivation. Try to make studying fun. Reward good efforts with things you like;
- A group of friends can do this together. Publicly stated goals always trump privately stated goals;
- Read more of what you like and enjoy (there is nothing wrong in indulging in a subject you particularly like). Find your subject, use this as a drive, a motivation, to learn and study other not so fun things;
- Alternate between stuff you do know, and what you don't know. Answering questions correctly is a form of reward;
- Keeping perspective, remember your goals.



er the number of hours;

lists for each subject/topic and make sure you know

hocks. Fill in all the deadlines for coursework, etc.

mber public commitment) deadlines for drafts. After

w. This helps you manage your time tremendously;

en?

Where?

Active
Study

What?

Where?

- Work in a quiet place;
- Avoid distraction – computer, TV, telephone and family and friends;
- Don't ever study in bed or in your relaxing space! This creates strong associations to work and concentration in a space you are supposed to associate to rest;
- Leave the space when taking a break.

What?

- Read the syllabus
- Use old exams (the IC has copies of these)

Study Advice

Health

Another key to motivation and enjoyment, which is often overlooked, is health:

- Sleep (tired minds don't work well);
- Eat (hungry minds don't work well at all) ;
- Drink water (thirsty minds don't work at all) (it might be an idea to cut down on coffee, so as to maximise the effect whenever that inevitable late night cramming and essay writing session comes);
- Exercise (oxygen to the brain also takes your mind off the academic (hobbies work as well for the latter point);
- Relax (learn to shut out college when you are not studying; have a day off where you don't do or think about anything related to exams or internal assessments);
- Stress management, stress is a highly personal thing. Each person will have different stressors and different coping mechanisms. Be realistic! (unrealistic goals will lead to negative stress!).

Know Yourself

- Be aware of your own weaknesses and don't let them fool you;
- The best way of getting something done is just doing it! Procrastination never did any good. The start is always the most reluctant part and once you are into it, it's not difficult to motivate.
- Bad concentration? Left and Right brain: left is the orderly part, but if the right part (creative) isn't involved, it will do something else; so keep it working as well.

Structure & Organisation

- Work in sessions. 30-40 minutes, and then have a break. This is the most efficient way for your brain to absorb information and actually contain it;
- Structure your studying. Pay attention to the syllabus. Pay attention to the task at hand (studying for what paper, essay or test);
- Be efficient; don't try to cram all the detail;
- Repetition is the mother of all knowledge. But make sure repetition is done intelligently. Much more will stick if you use a more creative approach to studying.

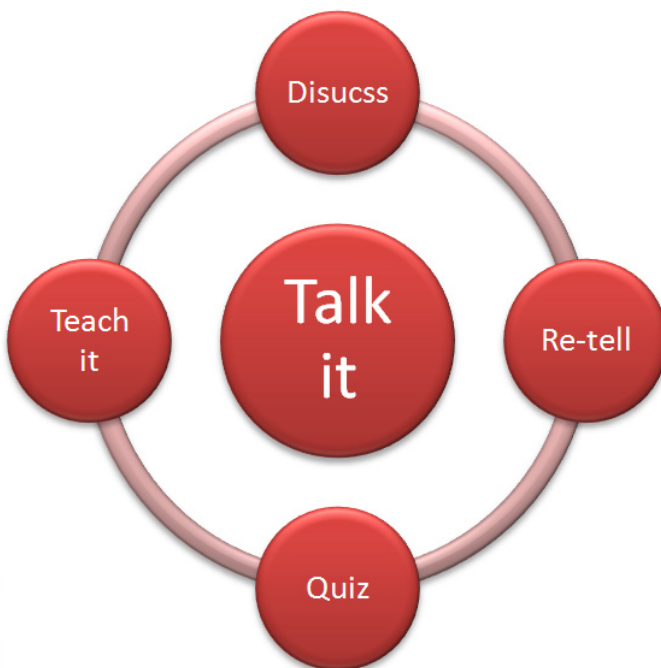
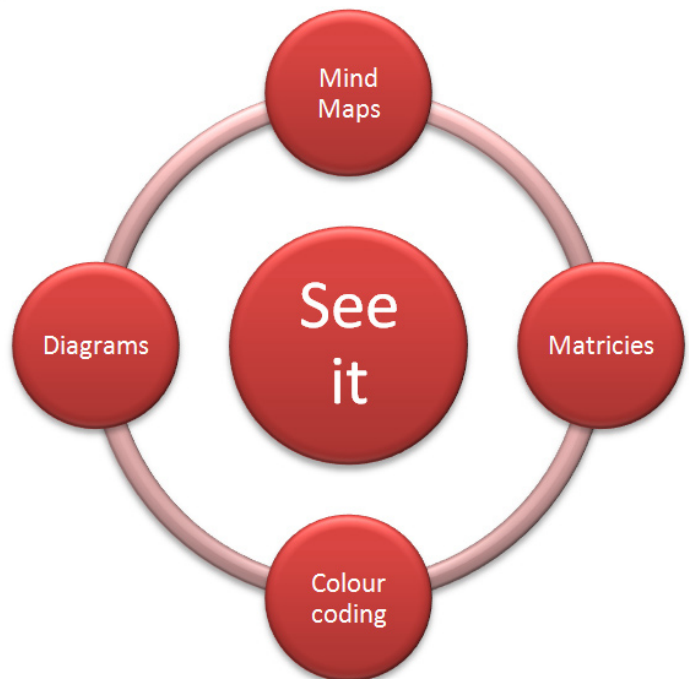
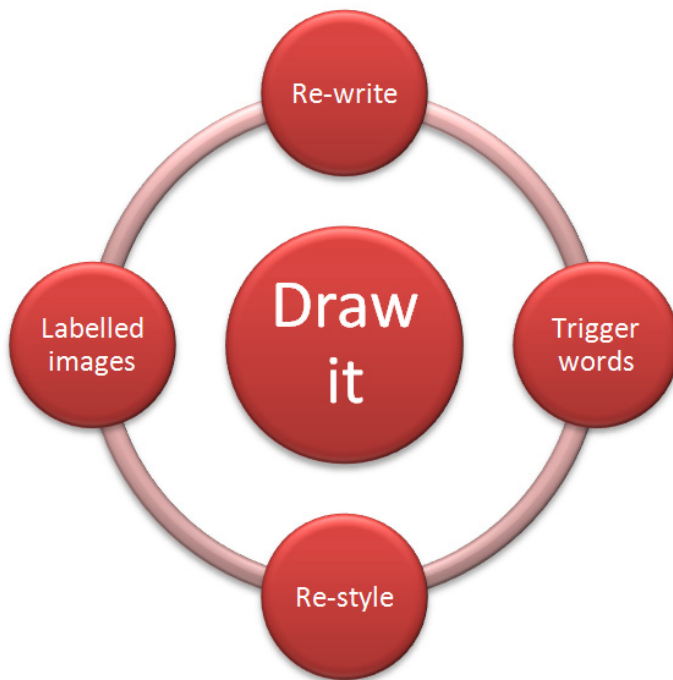
Critical & Creative Approach

- Combine methods and stimulate the brain;
- Don't take the writer's approach for granted (of your textbook);
- Identify where they "want" you to go wrong. Where are the obvious "traps"?
- Think critically at every question, and assume you know more than you might think in a stressed situation;
- Make associations. It's a good way to awaken knowledge, and will broaden your perspective;
- Use acronyms to memorise tricky things;
- Construct or find narratives (while this might be obvious in humanities/social sciences it can work surprisingly well in sciences as well. Make a story about the little gene or the electron to learn the boring details about it);
- Make a mind-map over something you have not fully understood yet. Make it big, detailed and personal to how you like to view it. Look it over actively every night for a week and see what happens.



Ways of Studying

Find a method of studying that best suits you. Below are some suggestions.



Research Skills

The Independent Learning Wheel

Question

What do you know and what do you want to find out?

Plan

Decide how you will tackle your problem, how long it will take and how you tell others what you have learned.

Communicate

Tell others what you have learned in an organised, original way. Note your sources.

Find & Evaluate

Look for information that related to your topic and decide if it is accurate, up-to-date and unbiased.

Reflect

Have you answered the questions? Do you need more information? Do you have too much?

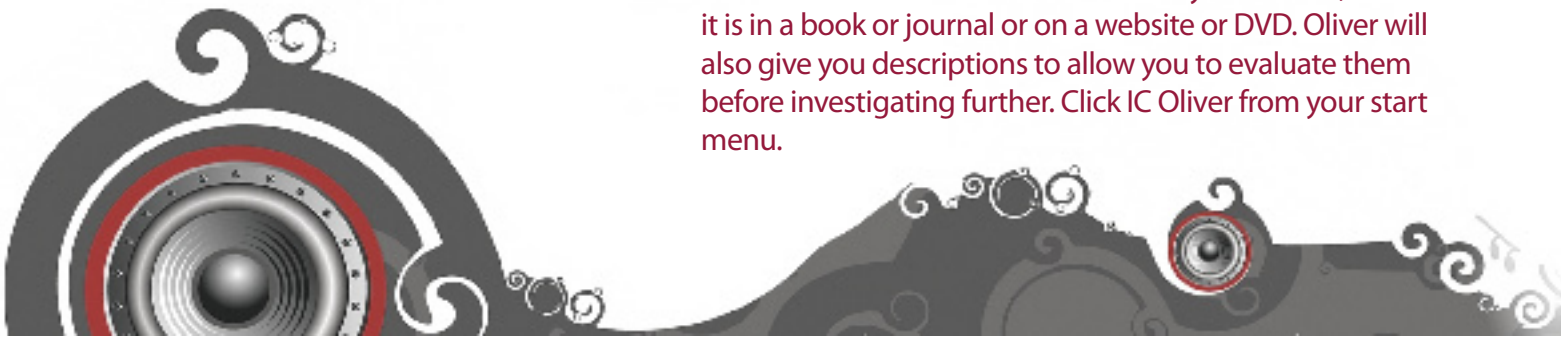
Organise Key Info

Only use the most important information. Summarise it in your own words and keep a record of your sources.

Synthesise

This is more than repeating what other people say. It is about what you think! Compare the information you have gathered with what you already know and explain what you have learned.

Using a database such as Oliver allows you to look for the information you need in an intelligent way. This is because Oliver searches for resources in a variety of formats, whether it is in a book or journal or on a website or DVD. Oliver will also give you descriptions to allow you to evaluate them before investigating further. Click IC Oliver from your start menu.



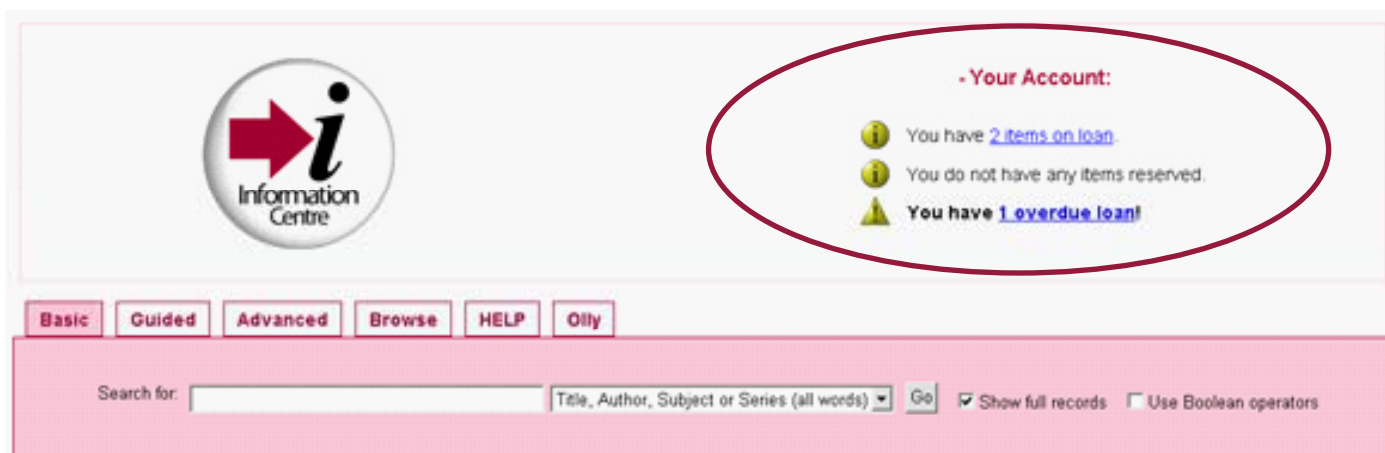
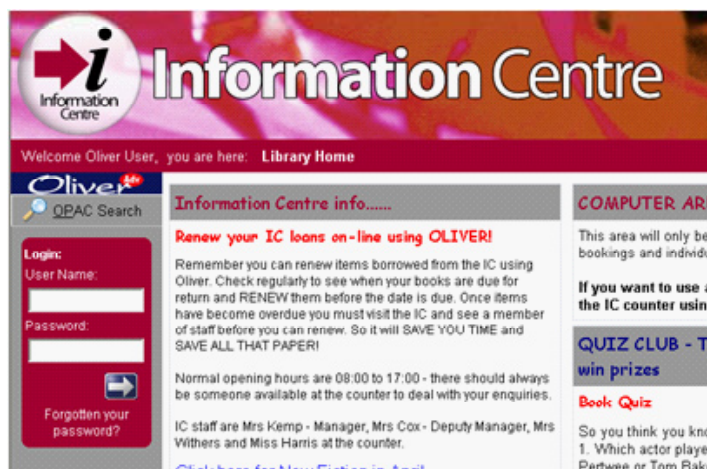
Using Oliver

What is Oliver?

The Oliver OPAC is an interactive portal, allowing users to search for a variety of resources available within the Information Centre.

Library users can access their own account, renew books online and reserve items that are on loan and request items to be added to the library collection.

The OPAC homepage displays the varying search options which are detailed in this guide in order to offer helpful tips to improve searching techniques.



The homepage also provides access to "Your Account". This allows you to view the items that you have out on loan by clicking on the link to display current loan titles, the due date and the option to renew if possible. You can also see if you have placed any reservations and if they are available for you to collect.

There is a separate link to display any overdue items. This provides the title of the item, the barcode and the due date.

The main menu options that are displayed in the OPAC for users are shown below. The first several options relate to the library catalogue, from "about me" onwards relate to your own details.

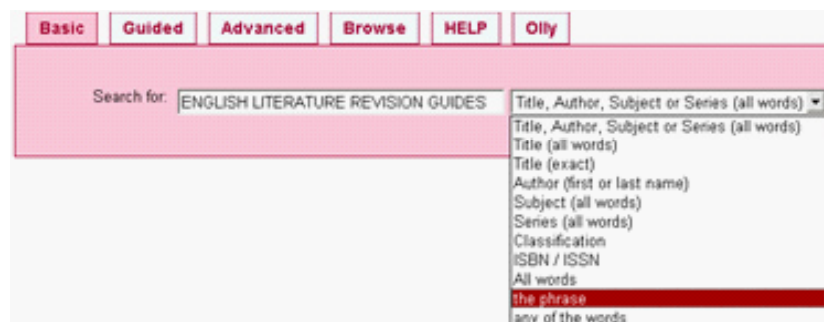


Searching the OPAC

There are different search options available for library users to select. The search option selected can depend upon how broad or specific the users' search term. The search options available are;

- A basic search,
- An Advanced search,
- A Guided search,
- A Browse Search,
- Help function.

This guide will provide helpful tips to search for resources successfully that will cover the various search tools and creating a search statement.



You can also select how the catalogue searches for the term that you = enter by selecting one of the following options;

All words - displays all of the students search term in the results

The phrase – The exact same sequence of words must be present in the displayed records

Any of the words – Any one of the words, regardless of the order must be present in the displayed records.

Search Tools

Basic Search: (including 'Field Searching')

The basic search has a text input box for students to enter their search term; E.g. English Literature revision guides.

Once you have entered a search term in the basic search box the entire catalogue will be searched. The search can be made more specific and the results found can be reduced by selecting a particular field in which to conduct the search.

E.g. Searching the Author field only or a particular subject and so on.



Advanced Search

The advanced search tab has extra search fields including;

- Keyword (Useful for browsing topic areas and in the absence of a title.)
- Subject terms together with;
- Title
- Author

Results of a search can be made more specific by selecting a publication date and resource type.

If a broad search is more appropriate the 'All' setting is the default setting which will search the entire catalogue of resources.

Guided Search

The guided search screen is particularly useful for combining search terms using the Boolean logic; 'AND', 'OR', 'NOT'.

There are flexible search tools that can help to produce appropriate findings using the search the term(s) that you have entered and then selecting either of the following;

- all of the words,
- any of these words;
- as a phrase,
- starts with this phrase,
- exactly this phrase

Searching within the different collections:

There is a drop down menu of the different collections within the Information Centre to limit the search to if required, for example searching the serials collection only will produce findings of current articles on various subjects.

Searching using the publication date:

Specifying a publication date also helps to refine a search to produce more useful results, for example your research may need to be restricted to the previous year only.

The Browse Search

The browse search tab can be used to search subject areas, authors, series, publishers and corporate authors. The searched term and any related results are displayed, click on a link to see all of the resources that include that term.

Alternatively, click on one or more boxes and click the 'View Selected' button to see the resources attached to multiple subjects, authors, series or publishers.

Search Results, Options and Links

Search results are displayed in pages of 20 records. Each record in the OPAC has a tick box on the left hand side. Any selected records can be reserved, requested, viewed or included in email messages by using the options in the top menu bar. The 'Select All' link is used to tick all of the resources on the current page of results.

you are here: [Library Home](#) > [OPAC](#) > [OPAC Results](#)

OPAC

[Select All](#) [Sort](#)

[VIEW](#) [Request](#) [Email](#) [Reserve](#) [Clear](#) [Print](#)

View:

If your search has produced 40 records and you want to narrow the search, select the appropriate titles that you want to look at and click the view button.

Email:

Select the email button to send the details of selected resources can be sent to anyone entered in the 'To field'

Reserve:

You can reserve items by clicking in the box next to the resource to be reserve and then select reserve.

Print:

There is a print friendly format to print the search results.

Sort:

By default, the search results are sorted alphabetically by title. You can select to sort the results by;

- Title,
- Author,
- Date (descending or ascending),
- Classification (shelf number)

Reserving an Item

☒  [York Notes on Twelfth Night](#) / Todd, Loreto (1980)

6 of 7 Holdings: [IC - NON FICTION](#) 2 of 2 copies on shelf Available

Check the item you'd like to reserve.

Select the items to reserve: [Reserve](#) [Cancel](#)

Number of allowable reservations remaining: Unlimited

Reserve	Description
<input checked="" type="checkbox"/>	York Notes on Twelfth Night / Todd, Loreto (1980) Holdings: IC - NON FICTION 2 of 2 copies on shelf Available

Confirm that this is the item you'd like to reserve and click reserve again.

Placing reserves... [Back to list](#)

Title	Result:
York Notes on Twelfth Night	OK

Oliver will then confirm that the reserve was placed successfully.



Suggested Search

When a term or combination of terms are not found the message;

"The combination of terms – not found" is displayed providing helpful tips to improve your search.

REVISION - not found
ENGLISH LITERATURE GUIDES - not found

Check your spelling - try checking the spelling of your search terms. Mis-spelled terms will not be located in the catalogue. If in doubt you could try using truncation or simply leave the word out of your search.

Use less terms - typing lots of terms will locate very specific records, if they exist. Try reducing the number of terms, identify those that are most important to you and use only these.

Wild carding - by shortening a search term and adding an asterisk you can effectively search for a number of matching words. For example, SKILL* will locate SKILL, SKILLED, and SKILLS.

Searching other resources - sometimes information can be found in other places. When searching for information about a person try the "Who's who". For historical events and subject material check the encyclopaedia. For current news try looking in your online databases.

Ask library staff - the library staff are here to help you, it's their job! They enjoy helping you, so go on, ask them.

[Return to search](#)

Creating a search statement

You can search for resources within Oliver by creating a search statement. Oliver then locates records based on the words that you have specified in your search request.

You do not need to specify which field to search unless you want to limit the search to a particular category, such as Author only. Upper and lower case letters can be used to conduct a search.

Wildcard:

You can use the 'wildcard' to enhance your search. The wildcard for Oliver is the asterisk*.

Example: To search for the term 'Fabric*', this will find words that begin with 'Fabric' and words such as 'Fabrics' and 'Fabrication'.

Search Operators:

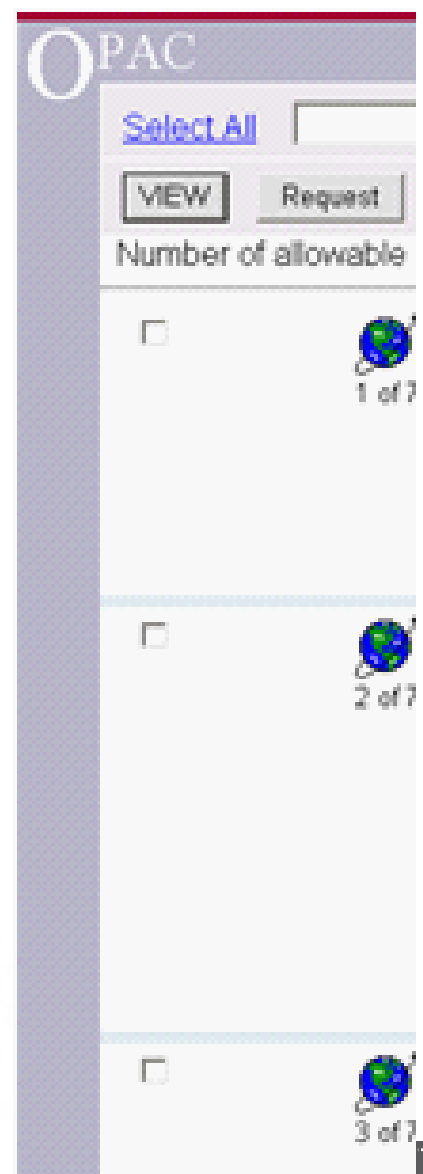
The Boolean logic operators within the Oliver system include;

AND OR NOT

AND records contain both words anywhere in the same sequence
E.g. "butterflies" AND "Moths"

OR records contain either or both of the words
E.g. "butterflies" OR "moths"

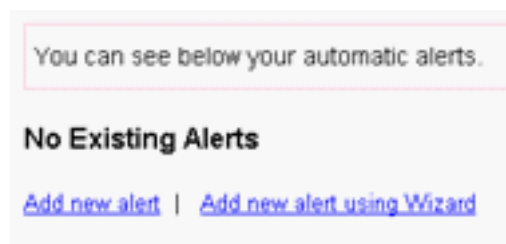
NOT records contain the first word and not the second
E.g. "butterflies" NOT "moths".



My Alerts

You can use the "My Alerts" option on the left hand menu to add a new alert for a book, author or resource that you are interested in that the library may not have in stock.

E.g A Book or Author can be added into the search field to produce a message on your Oliver account to inform you of any new resources in the library that relate to your search term.



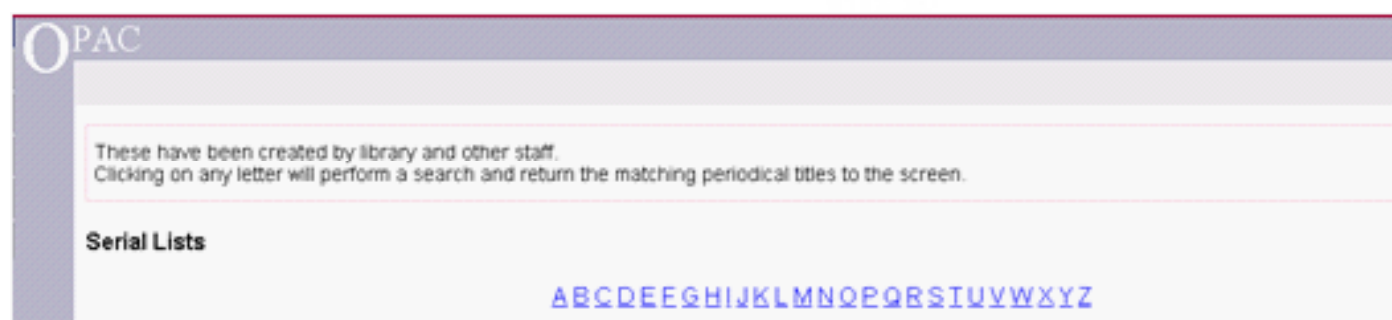
New Items

This option displays all of the new resources that have been added to the catalogue in the last 30 days.

A screenshot of a "New alert" form. At the top right are "Add" and "Cancel" buttons. Below them is a text box explaining the alerting system. The form has four main sections: "Email:" with a text field containing "info@kingsthurst.ac.uk" and a note about multiple addresses; "Subject:" with a text field containing "Alerting service: ..." and a note about the subject line; "Search:" with a text field and a note about search terms; and "Begin from:" with a date field containing "25/08/2009" and a note about finding records.

Searching the Serials Collection

To search within the serials collection only, select serial lists from the left menu and click on a letter to view all the serial titles that begin with that letter.



The records found are displayed with a link to the web address of the serial selected. There is a link to the author and many have images displaying the serial.

The publisher is displayed and the description shows how frequently the serial is produced and when the holdings start from. The notes describe the serial and the topics covered.




OPAC


Select All [] Sort


Results 1-10 of 10 Name: ID0206037


VIEW Request Email Reserve Clear Print

Number of allowable reservations remaining: Unlimited

☐  **BBC Focus** (2006)
 1 of 10
 Web address: <http://www.bbcfocusmagazine.com>
 Authors: [BBC](#) (9)
 GMD: Journal
 Imprint: Origin Publishing Ltd.
 Description: Monthly: Holdings 2008 -
 Web address: <http://www.bbcfocusmagazine.com>
 Notes: A magazine covering topics in science, technology, nature, adventure and culture.
 Classification: 070
 Links: [View analytics](#) (26)



☐  **BBC Gardeners' World** (2007)
 2 of 10
 Web address: <http://www.gardenersworld.com>
 Authors: [BBC](#) (9)
 GMD: Journal
 Imprint: BBC Worldwide Ltd.
 Description: Monthly: Holdings 2008 -
 Web address: <http://www.gardenersworld.com>
 Notes: Magazine providing practical advice and ideas with features contributed by gardening experts and top writers.
 Classification: 635
 Links: [View analytics](#) (26)



View analytics

Click on the view analytics link to view all of the articles that are included in that serial. The issue description field shows which issue the article is included in.

 **New Scientist** (2006)
 5 of 8
 Web address: <http://www.newscientist.com>
 GMD: Journal
 Imprint: Reed Business Information,
 Description: Weekly: Holdings 2006 -
 Web address: <http://www.newscientist.com>
 Notes: Book reviews, news, commentary and feature articles on a wide variety of scientific topics.
 Classification: 500
 IC Holdings: Status: SUBSCRIPTION
 Options: [Add to my serials](#)
 Links: [View analytics](#) (132)



 **New Scientist 10th February 2007 Vol 193 No 2590** (2007)
 1 of 132
 Holdings: [IC - JOURNALS](#) 500 0 of 1 copy on shelf [Reference](#)
 Links: This item is part of a larger work. [VIEW](#) parent record
 Held Status: Article is not held

 **New Scientist 15th August 2009 Vol 203 No 2721** (2009)
 2 of 132
 Holdings: [IC - JOURNALS](#) 500 0 of 1 copy on shelf [Reference](#)
 Links: This item is part of a larger work. [VIEW](#) parent record
 Held Status: Article is not held

 **New Scientist 15th August 2009 Vol 203 No 2721** (2009)
 21 of 132
 GMD: Journal
 Imprint: 2009/08
 Contents: The second wave - how flu experts are preparing their families for the pandemic's next stage p6; The light that came late - has it revealed the quantum fabric of the universe? p26; Lost - other animals have a great sense of direction, so where did we lose ours? p30; Green giants: dirty trucks clean up p34; This fat, can make you thin p38.
 Classification: 500
 Holdings: [IC - JOURNALS](#) 500 0 of 1 copy on shelf [Reference](#)
 Links: This item is part of a larger work. [VIEW](#) parent record
 Held Status: Article is not held

 **New Scientist 15th August 2009 Vol 203 No 2721** (2009)
 3 of 132
 Holdings: [IC - JOURNALS](#) 500 0 of 1 copy on shelf [Reference](#)
 Links: This item is part of a larger work. [VIEW](#) parent record
 Held Status: Article is not held

 **New Scientist 15th August 2009 Vol 203 No 2721** (2009)
 4 of 132
 Holdings: [IC - JOURNALS](#) 500 0 of 1 copy on shelf [Reference](#)
 Links: This item is part of a larger work. [VIEW](#) parent record
 Held Status: Article is not held

Reading Lists

Reading lists are available for each subject by clicking on the reading list link in the OPAC menu. From here you will be able to browse through the lists for each different subject.

OPAC

Search

- Olly
- New Items
- Serial Lists
- Reading Lists
- Closed Reserves
- Browse by Subject
- Browse by Type
- About Me
- Current loans
- My Overdues
- My Reserves
- LOAN HISTORY
- My Serials
- My Alerts
- Change Password

Writing Skills

Developing your writing skills is important in producing a quality piece of work. Planning and research are important factors contributing to a successful assignment.

Advantages of planning what you are writing:

Before you start writing, plan what you are going to write, it helps you to;

- Record your ideas,
- Come up with new ideas,
- Organise your thoughts,
- Check that you have all the information that you need

Think about:

1. Why: Purpose
Are you writing a letter, essay, report, short note...
2. What: Context
Is it a formal or informal piece
3. Who: Audience
Writing for different audiences affects the content, format and style

Research and Note-Taking:

Conducting your research effectively is essential to ensure comprehensive and high-quality argument (for information and guidance on research skills please refer to the research skills chapter.)

It is useful to practise taking notes from different kinds of texts to develop your techniques. Newspapers are good examples of various styles with a mix of narrative, description, exposition and argument.

Practising Note-Taking:

1. Skim –read each paragraph
2. Read in-depth to understand
3. Scan-read to decide on points and structure.

Taking notes as part of research can often be very difficult. This is because it is tough to decide whether or not something is useful.

The key to note taking is ensuring that you have...



Only ^{what is} Important ^{but} Everything _{that you need...}



In addition to this, you must also ensure that the information selected is NUT.

N New
U Useful and Understandable
T "Tellable"

If you can understand the information used enough to be able to tell it to someone else, then it is appropriate for your research and will help substantiate claims.

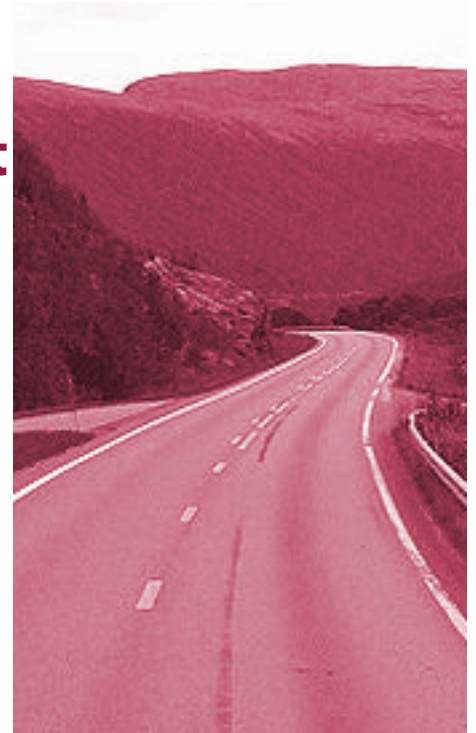


MILE

Most Improvement for Least Effort

Quick guide to selecting and analysing information

- Identify facts
- Identify opinions
- Identify bias and attempts to persuade
- Select relevant information for the task
- Make simple notes
- Plan task
- Identify new information needed
- Find and select new information
- Identify fact, opinion and bias
- Select relevant information for task
- Make simple notes
- Complete task



CARS

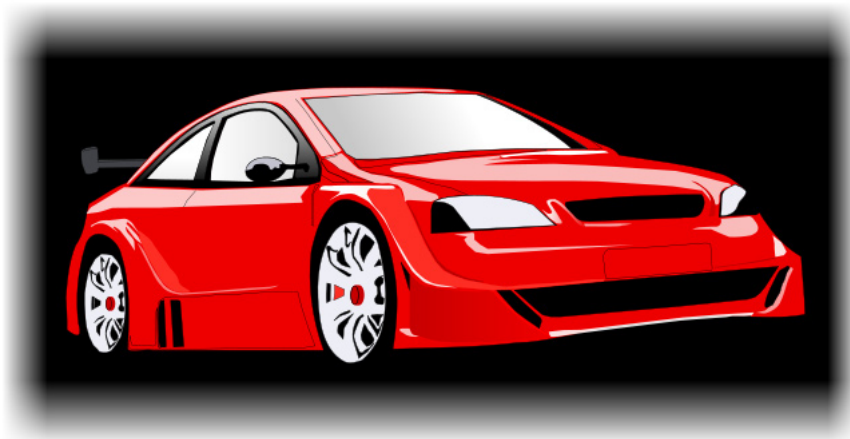
When taking notes from any source, especially the Internet, you must make sure that it is CARS.

Credibility

- A trustworthy source
- Author's credentials
- Known or respected organisation
- Evidence of quality control

Accuracy

- Up-to-date, factual, detailed exact
- Timelines – correct today (not yesterday)
- Audience and purpose fit your needs
- Comprehensive to the subject; the whole truth

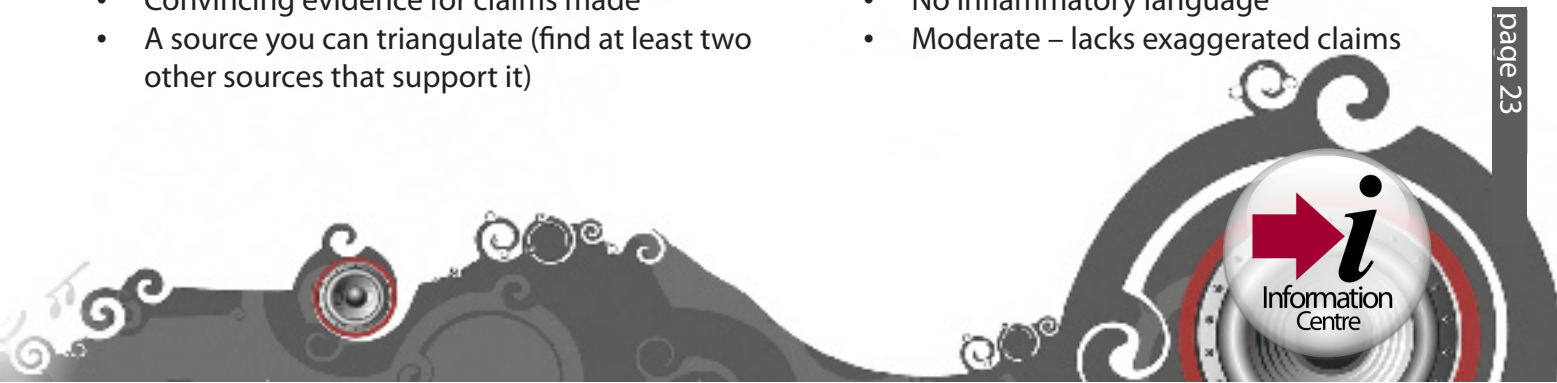


Support

- Listed sources
- Contact information
- Available corroboration
- Convincing evidence for claims made
- A source you can triangulate (find at least two other sources that support it)

Reasonableness

- Fair, balanced
- Objective; lacks bias, fallacies, slanted tone
- No conflict or interest
- No inflammatory language
- Moderate – lacks exaggerated claims



BARE INFORMATION

To ensure that something is CARS, you need to take on the bare facts.

By synthesising your own arguments from pure facts, you can prevent your work from being biased like the source you used.



Methods of Planning

1. Making a list
2. Mind map
3. Diagrams
4. Prepare material
5. Flow charts

After Planning Write a Draft:

A draft is a rough plan of your writing content. Check that the writing flows well, have you included everything that you want to? The layout depends upon the purpose and the audience that you are writing for and the context.

Format and Structure:

Different forms and structures can be used to present and organise your written work appropriately, such as:

1. Writing personal letters,
2. Writing business letters
3. Writing a business or investigative report
4. Writing a newspaper report/Newspaper & magazine articles
5. Writing essays

Proofread your draft:

It is imperative to proofread your draft for spelling, grammar and punctuation errors.

Writing Introductions and Conclusions:

Introductions and conclusions highlight your personal contributions to the subject. Introductions should persuade the reader that what you are writing about is worth reading. Conclusions should indicate that you have discussed what your introduction sets out and that your findings and the conclusions that you have made, your overall contribution to the subject, are worth remembering.



Reading Skills

Skimming



When you skim a passage, you get an idea of what it is about. You do not need to read every word, but instead you read:

- the title and any sub-headings
- the first sentence in each paragraph
- the last sentence of each paragraph
- the last sentence of the passage

You should also look at any diagrams, charts or graphs.

Scanning



When you scan a page or a book you are looking for a specific piece of information. You do not read every word, but instead run your eye quickly down the centre of the page until you see what you are looking for.



Referencing

What is referencing?

Referencing is a system that allows you to acknowledge the contributions of others in your writing. Whenever you use any words, ideas or information from any source in your coursework, you must reference those sources. This means that if you use the exact words of an author, if you paraphrase their words or if you summarise their ideas, you must provide a reference. Not referencing your sources means you may be charged with plagiarism and your work could be failed.

¹S. Davies 'Hume's Theory of Causality: A Brief Introduction', in P. Coombes (ed), *The Philosophy of David Hume*, OUP, Oxford, 2001, p67

¹⁰One might also reflect on the allusion to Shakespeare's *Macbeth* in the mention of 'the damned spot', which suggests the atrocious stings of the narrator's guilt.

¹¹P. Sigmund, *Hamlet: A Study in the Unconscious*, OUP, Cambridge, 2000, p234. An alternative view is given by Peters. See, A. Peters, 'Chapter 4: The Unbound Ego', in *The Deconstruction of Ego in Shakespeare's Hamlet*, Harvard University Press, Washington, 1999, pp73-102.

¹²W. J. G. Carr, *The History of Art*, Princeton Press, 1990, p. 100.

Understanding Academic Honesty and Malpractice

Academic honesty

Academic honesty can be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment.

Candidates need to be aware that forms of intellectual and creative expression, such as works of art, music or literature must be respected. They are also normally protected by national and international law.

An authentic piece of work consists of:

- Individual and original ideas
- Fully acknowledged sources.
- Using your own language and expression
- Paraphrasing
- Including the references in the bibliography

A Colquhoun, *Modern Architecture*, Oxford University Press, Oxford, 2002
Arestis P, Baddeley M, McCombi J S L, *Globalisation, Regionalism and Economic Activity*, Google Books, Accessed 12/10/08
C Jencks, *Le Corbusier and The Tragic View of Architecture*, Penguin Books LTD
CGP LTD, *GCSE Physics The Revision Guide*, Elanders Hidson LTD, Newcastle upon Tyne, 2006
D Ghirardo, *Architecture After Modernism*, Thames and Hudson LTD, London, 1996
E H Gombrich, *The Story of Art*, Phaidon Press LTD, New York, 1989
J Glancey, *Modern World Architecture*, Carlton Book LTD, London, 2006
J L Cohen, *Le Corbusier*, Taschen, Germany, 2004
J Summerson, *The Classical Language of Architecture*, Thames and Hudson LTD, London, 1980
K Frampton, *Le Corbusier: Architect and Visionary*, Thames and Hudson LTD
K Frampton, *Modern Architecture, A Critical History*, Thames and Hudson LTD, London, 2007
L Hanley, *Estates An Intimate History*, Granta Publications, London, 2007, p. 27

Malpractice includes:

- Plagiarism: this is defined as the representation of the ideas or work of another person as the candidate's own
- Collusion: is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another
- Duplication of work: this is defined as the presentation of the same work for different assessment components and/or diploma requirements

Digital material must be recorded in the acknowledgements:

- Websites:
 - The addresses
 - The date when the websites were accessed
 - The URL
 - The search engine used (if appropriate)
- Maps
- Photographs
- Illustrations
- Data
- Graphs
- CD-Roms,
- DVDs,
- E-mail
- Other electronic media



How to Reference

How Do I Do It?

The Footnote/ Bibliography method requires you to include:

1. a footnote in the text.
2. a bibliography or list of references at the end of the text.

What is a Footnote?

Footnotes (sometimes just called 'notes') are what they sound like—a note (or a reference to a source of information) which appears at the foot (bottom) of a page. In a footnote referencing system, you indicate a reference by:

putting a small number above the line of type directly following the source material. This number is called a note identifier. It sits slightly above the line of text.

It looks like this.¹

putting the same number, followed by a citation of your source, at the bottom of the page. Footnoting should be numerical and chronological: the first reference is 1, the second is 2, and so on. The advantage of footnoting is that the reader can simply cast their eyes down the page to discover the source of a reference which interests them.

The First Note for a Source

In the text

Note identifiers should be placed at the end of a sentence, and follow any punctuation marks (but precede a dash). If you use a long quotation (more than three lines of text), the note identifier should be placed at the end of the quotation.

Lake points out that a division began in the latter half of the nineteenth century with the doctrine of 'separate spheres'.¹

At the foot of the page

When you reference a source for the first time, you must provide all the necessary information to enable the reader to locate the source.

1. You should provide bibliographic information (information about the source).

This includes:

- author(s) initial(s) and surname(s)
- name of the article, book or journal
- editors (if applicable)
- publisher name and location
- year published

2. You should give exact page numbers if your reference is a direct quotation, a paraphrase, an idea, or is otherwise directly drawn from the source.

¹ M Lake, 'Intimate strangers' in *Making a Life: a People's History of Australia Since 1788*, V. Burgman and J. Lee (eds), Penguin, Victoria, 1988, p. 155.

Note Formatting

- Titles of publications should be italicised.
- Use minimum capitalisation for publication titles.
- Use minimal capitalisation for journal or book article titles.
- Article titles should be enclosed between single quotation marks.
- Use commas to separate each item of the citation and end with a full stop.

Second & Subsequent Notes

Second and subsequent references to the same source don't need to be as detailed as the first note—they just need the minimum information to clearly indicate which text is being referred to.

With a Single Author

Provide all the necessary information in the first note. If you want to refer to the same source again, a simple method is to give the author's name, the year of publication and the page number. For example:

- ¹ I Reid, *Higher Education or Education for Hire? Language and Values in Australian Universities*, CQU Press, Rockhampton, 1996, p. 87.
² ..
³ Reid, p. 98.

If two or more works by the same author are referred to in the text, include the title:

- ¹ E Gaskell, *North and South*, Penguin, Harmondsworth, 1970, p. 228.
² E Gaskell, *The Life of Charlotte Brontë*, Penguin, Harmondsworth, 1975, p. 53.
³ Gaskell, *North and South*, p. 222.

Subsequent references to articles are done in a similar way:

- ¹⁷ M Doyle, 'Captain Mbaye Diagne', *Granta*, vol. 48, August 1994, pp. 99-103.
¹⁸ ...
¹⁹ Doyle, *Granta*, p. 101.

Abbreviations for Subsequent Footnotes

Another way to shorten second or subsequent references is with Latin abbreviations. For example:
ibid = same as last entry

Use *ibid* when two references in a row are from the same source.

op. cit. = as previously cited

Use *op. cit.* when you have already given full details of that source in an earlier note. When using *op. cit.* you still need to provide information such as the author's name to make the source clear. These abbreviations should be in lowercase, even when they appear at the beginning of a note. For further information, see p. 214- 5 of the Style Manual.

Examples

- ¹¹ I Reid, *Higher Education or Education for Hire? Language and Values in Australian Universities*, CQU Press, Rockhampton, 1996, p. 87.
¹² *ibid.*, p. 26.
¹³ M Doyle, 'Captain Mbaye Diagne', *Granta*, vol. 48, August 1994, p. 99.
¹⁴ Reid, *op. cit.*, p. 147.



Citing Different Sources

What are 'Bibliographical Details'?

They are information about a source. Such details include the names of the author, the title of the publication, the date of publication, the name of the publisher and the place of publication. Remember, numbers are still given in superscript form in the note.

Book

List information in the following order:

1. author's surname(s) and initial(s)
2. title of book (underlined or italicised)
3. publisher
4. place of publication
5. year of publication
6. page number(s)

¹ M. Henninger, *Don't Just Surf: Effective Research Strategies for the Net*, UNSW Press, Sydney, 1997, p. 91.

Article/Chapter in a Book Collection

List information in the following order:

1. author's surname(s) and initial(s)
2. title of article (between single quotation marks)
3. title of book (underlined or italicised)
4. editor(s) name
5. publisher
6. place of publication
7. year of publication
8. page number(s)

² M. Blaxter, 'Social class and health inequalities', in *Equalities and Inequalities in Health*, C. Carter & J. Peel (eds), Academic Press, London, 1976, pp. 6-7.

Journal Article

List information in the following order:

1. author's surname(s) and initial(s)
2. title of article (between single quotation marks)
3. title of journal or periodical (underlined or italicised)
4. volume number
5. issue number
6. month of publication (if applicable)
7. year of publication
8. page number(s)

³ M. Doyle, 'Captain Mbaye Diagne', *Granta*, vol. 48, August 1994, pp. 99-103.

Electronic Source

A Website

1. author
2. name & place of sponsor of site
3. date site was created or updated
4. date of viewing
5. URL

A Document within a Website

1. author/editor
2. title
3. name of sponsor of site
4. last date site updated
5. date of viewing
6. URL

⁴N Curthoys, 'Future directions for rhetoric – invention and ethos in public critique', in *Australian Humanities Review*. March-April 2001, viewed on 11 April 2001, <<http://www.lib.latrobe.edu.au/AHR/archive/Issue-April-2001/curthoys.html>>.

Emails

These are cited the same as for personal communications

Electronic Mail Lists

This includes Electronic mailing lists, Usenet Groups & Bulletin Boards

1. author
2. author's identifying details (eg.email address)
3. description of posting
4. name of list owner
5. date of posting
6. date of viewing
7. URL

Bibliography or List of References

Why Do I Need to Provide a List?

Even though full bibliographic information is given in the footnote or endnote references, most lecturers will require you to provide a separate list of the works you have cited. It is easier to examine a complete listing of references and gives a clearer idea of your research.

How Do I List the Information?

A bibliographic entry requires the same information as a footnote entry, but with two main differences:

1. The author's surname is placed before their initial, as sources are listed in alphabetical order by author surname.
2. Certain elements are separated with full stops instead of commas.

Examples

Book

Reid, I Higher Education or Education for Hire? Language and Values in Australian Universities. CQU Press, Rockhampton, 1996.

Journal Article

Doyle, M 'Captain Mbaye Diagne'. Granta, vol. 48, August 1994, pp. 99-103.

Web Document

Curthoys, N, 'Future directions for rhetoric – invention and ethos in public critique', in Australian Humanities Review, March-April 2001, viewed on 11 April 2001, <<http://www.lib.latrobe.edu.au/AHR/archive/Issue-April-2001/curthoys.html>>.

Endnotes

An Endnote referencing system is also known as the Citation-Sequence system. Numbers act as note identifiers in the text. A number is allocated to each source as it is referred to for the first time. A source retains the same number throughout the document and if the source is referred to again, the identifying number is repeated.

Modern scientific nomenclature really began with Linnaeus in botany,¹ but other disciplines 2-3 were not many years behind in developing various systems for nomenclature and symbolisation. 4-7 The notes are collected at the end of the paper, rather than at the bottom of each page. Notes are organised just the way they sound: footnotes are collected at the foot (or the bottom) of the page, and endnotes are collected at the end of the paper. Footnotes and endnotes serve the same purpose. However, they are two different systems, so be consistent and use one or the other method.

A Note on Longer Works: Thesis, Books etc.

In long works with multiple sections and/or chapters, it is customary to restart numbering at the beginning of each chapter or major section break. If you are using endnotes this would mean that your references would be collected in an easily identifiable way for the ease of your reader. If your work is separated into chapters, your endnote section would also be separated into chapters. For example, the third note in Chapter 7 would be indicated this way in the endnotes:

References

Chapter 7

¹ ...

² ...

³ M C Egerton, The Australian Film Industry: An Overview, Dominion Press, Adelaide and Cinnamon Publishing, St. Lucia, Queensland, 1986, p. 99.

We recommend using the Oxford system of referencing, which works exactly as specified in this booklet.



Conclusion

Thank you for learning more about your Information Centre. We are here to help with your studies and if there is anything that we can do, do not hesitate to ask. Again, **if you are in doubt about anything, just ask** the IC staff, who will be more than happy to help.

Follow-up Lessons

We hope that the information given in this booklet will help you improve your information literacy skills. In future, we hope to be offering follow up lessons to ensure that you can go to a Public or University library and continue to use the skills effectively. In addition, information finding skills will also help with your coursework.

The Future of the Information Centre

In September 2010, the Information Centre opened in the new D Block. This meant a complete transformation of the Information Centre and how it offers provisions to students. We are also now next to the Post-16 Social and study area which will give you better access to the IC.

With improved layout, books are easier to find. Fiction is laid out in such a way that your favourite authors can be seen all together. Journals have improved access and display.

In addition, more work spaces will be provided for private study and laptops. Our ICT area will double in size, meaning that we will have more computers access to offer students.

We will also develop web based resources to allow for easy searching within electronic encyclopedias and specialist information sources.

References

Barrett, L, Danks, M, *Information Literacy Course*, Dixons CTC

British Broadcasting Corporation, *Skills Wise Writing*, Viewed on 26/08/2009 <<http://www.bbc.co.uk/skillswise/words/writing>>

Hennessy, B, *How to write an essay: Writing techniques and skills for students*. Plymouth: How to Books Ltd, 1994

International Baccalaureate Organization, *Extended Essay Guide*, Cardiff, 2007

Oliver V, *Study Skills Seminar*, Revision Courses Europe, 2008

Softlink, *3.5 Oliver Software Manual*, 2007

The University of New South Wales, *The Footnote/Bibliographic or "Oxford" Referencing System*, Viewed on 26/08/2009, <<http://www.lc.unsw.edu.au/onlib/refbib.html>>, Sydney, 2009

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