

# Searching\_Sorting\_Citing\_Links to useful sources

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## 1. Literature search tools

Resources:

- <http://www.libs.uga.edu/>
- <http://www5.galib.uga.edu/research/>
- <http://guides.libs.uga.edu/>
- <http://guides.libs.uga.edu/reference-databases>
- <http://guides.libs.uga.edu/az.php>

Search strategy, follow the authors:

- <https://scholar-google-com.proxy-remote.galib.uga.edu/scholar?q=landscape>
- <http://apps.webofknowledge.com.proxy-remote.galib.uga.edu/>
- <http://www.libs.uga.edu>

Search strategy, follow the publications:

- <https://browzine.com/libraries/446/subjects>
- <http://guides.libs.uga.edu/reference-ebooks>
- <http://www.libs.uga.edu/>

## 2. Rules and guidelines for citing the resources you use – Note the yellow highlights

The College of Environment and Design at the University of Georgia has adopted **Chicago Manual of Style** citation as its standard. CMS comes in two flavors. Most students and faculty will use the **Author-Date** style of citation that embeds citations in the text. There is a **Notes-Bibliography** style that uses footnotes and that some faculty prefer for work with a humanities or legal focus

**Author-Date**—this is USUALLY the one to use.

In text: (Sampson et al. 2017)

In list of references:

Sampson, Natalie, Joan Nassauer, Amy Schulz, Kathleen Hurd, Cynthia Dorman, and Khalil Ligon. 2017.

"Landscape care of urban vacant properties and implications for health and safety: Lessons from photovoice." *Health and Place* 46, 219-228.

**Notes-Bibliography**—this is NOT the one to use unless your advisor instructs you to do so.

Footnote: <sup>1</sup>Natalie Sampson et al., "Landscape care,"

In bibliography:

Sampson, Natalie, Joan Nassauer, Amy Schulz, Kathleen Hurd, Cynthia Dorman, and Khalil Ligon. "Landscape care of urban vacant properties and implications for health and safety: Lessons from photovoice." *Health & Place* 46 (2017): 219-228.

NOTE: *The citation tool in the UGA library system provides Author-Date format, but the citation tool in Google Scholar does not, it provides the Notes-Bibliography form (see differences above)*

YET ANOTHER NOTE: The citation tools in EndNote, Zotero, Mendeley create a lot of glitches, you MUST check your reference list:

- *The Chicago Manual of Style*. 2017. Chicago; London: The University of Chicago Press. 17<sup>th</sup> edition. 2017. Accessed on-line <https://www-chicagomanualofstyle-org.proxy-remote.galib.uga.edu/book/ed17/frontmatter/toc.html>
- *Purdue Online Writing Lab*. 2018. Accessed online: <https://owl.english.purdue.edu/owl/>
- Carleton U (concise): <https://gouldguides.carleton.edu/c.php?g=146832&p=963933>
- Naval Postgraduate School (comprehensive) <https://libguides.nps.edu/citation/chicagoad>

On-line resources, supported by advertising, that may help you create the citations:

- <http://www.citethisforme.com/guides/chicago-note-bibliography/how-to-cite-a-online-image-or-video>
- <http://www.citationmachine.net/chicago/cite-a-image/manual>
- <http://www.easybib.com/guides/citation-guides/chicago-turabian/how-to-cite-a-photo-digital-image-chicago-turabian/>

## 2.1. WEB PAGES AND WEBSITES ARE COMPLICATED

- The CMS has guidance but, just like the web, it has many nuances. In particular, note that Author-Date format (Section 15.50) is different than Notes-Bibliography (Section 14.207)
- Author-Date: If your source has no publication or revision date (which is common), you should use *n.d.* (lower-case, for “no date”) in the in-text citation as well as the reference list. However, in those cases you must provide an access date – see examples below from Chicago Manual of Style Online, 17<sup>th</sup> edition, Section 15.50 (The Chicago Manual of Style 2017):
- Author-Date: Sections 15.51 and 15.52 address citing blog posts and social media respectively.

(Alliance for Linguistic Diversity, n.d.)

Alliance for Linguistic Diversity. n.d. “Balkan Romani.” *Endangered Languages*. Accessed April 6, 2016. <http://www.endangeredlanguages.com/lang/5342>.

(The Chicago Manual of Style 2017)

The Chicago Manual of Style. 2017. “15.50: Websites and access dates in author-date format.” 17<sup>th</sup> edition. Last modified 2017. <https://www-chicagomanualofstyle-org.proxy-remote.galib.uga.edu/book/ed17/part3/ch15/psec050.html>

## 2.2. IMAGES CREATE MORE CHALLENGES:

- For images, use this guide from the Colgate University Visual Resource Library: <https://sites.google.com/a/colgate.edu/colgatevr/citing-images/citing-images-chicago>

Examples from the Colgate U. guide:

**Image scanned from a book:**

Fig. 1. Alice Neel, *Nancy and the Rubber Plant*. 1975, Oil on canvas, 203.2 x 91.4 cm. The Estate of Alice Neel. From: Ann Temkin et al. *Alice Neel*. New York: Harry N. Abrams, 2000. Plate 64.

### Image downloaded from ARTstor:

Fig. 2. Rogier van der Weyden, *Saint Catherine of Alexandria*. 1430-1432, Diptych panel, 18.5 x 12 cm. Kunsthistorisches Museum, Vienna, Austria. Available from: ARTstor, <http://www.artstor.org> (accessed September 30, 2009).

### Image downloaded from museum website:

Fig. 3. Caravaggio, *The Denial of Saint Peter*. Early 15th century. Oil on canvas, 94 x 125.4 cm. The Metropolitan Museum of Art, New York. From: The Metropolitan Museum of Art, <http://www.metmuseum.org> (accessed September 29, 2009).

### Image downloaded from Flickr Commons:

Fig. 4. Thomas Eakins, *William Rudolf O'Donovan*. 1981, Black and white photographic print, 6 x 8 cm. Archives of American Art, Smithsonian Institution, Washington, DC. Available from: Flickr Commons, <http://www.flickr.com/photos/smithsonian/2547841439> (accessed September 29, 2009).

### Image downloaded from Flickr (personal images uploaded by others):

Fig. 5. Friedrich von Schmidt, *Vienna Rathaus*. 1872-1883. Source: Harshil Shah, Vienna - Rathaus. 2009, Digital Image. Available from: Flickr, <http://www.flickr.com/photos/harshilshah/3823135957> (accessed September 14, 2012).

## 2.3. AND MAPS PRESENT EVEN MORE CHALLENGES:

- For maps, use this guide from Ohio Wesleyan University: <http://library.owu.edu/citing-maps>
- For Google Earth, use this from Paul Illsley: <http://www.paulillsley.com/GoogleEarth/>
- For GIS, use this from GIS Lounge: <https://www.gislounge.com/how-to-cite-gis-materials/>
- Or Carleton U: [https://apps.carleton.edu/collab/spatial\\_analysis/DataResources/HowToCite/](https://apps.carleton.edu/collab/spatial_analysis/DataResources/HowToCite/)

### Example map/Google Earth citations:

Figure 1a. GDOT Scenic Byways Map. <http://www.dot.ga.gov/DS/Travel/Scenic>. Sources: ESRI, HERE, Garmin, NGA, USGS, NPS. Accessed 13 February, 2018.

Figure 1b. GDOT Altamaha Scenic Byway. <http://www.dot.ga.gov/drivesmart/travel/Documents/Altamaha.pdf>. Accessed February 13, 2018.

Figures 1c, 2. Google Earth V 7.3.1.4507. McIntosh County, GA, USA. 31°22'58.53"N, 81°23'44.40"W. Google Imagery 2018, TerraMetrics, 2018. Accessed February 13, 2018.

(NOTE: The source, in this case TerraMetrics, may change with altitude—Google uses different sources for levels of zoom needing more or less resolution)

Figures 3a, 4a. ESRI Basemap. Sources: Earthstar Geographics, CNES/Airbus DS|ESRI, HERE, Garmin

## 2.4. SOFTWARE AND ONLINE APPLICATIONS:

- Usually recognize in the text unless the software is central to the thesis, e.g., being evaluated, in which case a full citation with publisher, version, date etc. For example:  
“The survey was created using Survey Monkey (<http://www.surveymonkey.com>)”  
“Designs were developed using Rhinoceros 3-D® and the Grasshopper™ algorithm editor”

### 3. Using a Concept or Literature matrix to organize your literature:

- Webster, Jane, and Richard T. Watson. "[Analyzing the Past to Prepare for the Future: Writing a Literature Review](#)." *MIS Quarterly* 26, no. 2 (2002): Xiii-xiii.
- Torraco, Richard J. "[Writing integrative literature reviews: Guidelines and examples](#)." *Human resource development review* 4, no. 3 (2005): 356-367.
- Torraco, Richard J. "[Writing integrative literature reviews: Using the past and present to explore the future](#)." *Human Resource Development Review* 15, no. 4 (2016): 404-428.
- Garrard, Judith. [Health sciences literature review made easy](#). Jones & Bartlett Publishers, 2013.

### 4. Storyboard your thesis:

Advice:

- <https://medium.com/advice-and-help-in-authoring-a-phd-or-non-fiction/story-boarding-research-b430cebd5ccd>
- <https://patthomson.net/2013/03/28/story-boarding-the-thesis-structure/>
- <https://creately.com/diagram/example/h5xt9pfw1/Thesis%20storyline>
- <http://blogs.lse.ac.uk/impactofsocialsciences/2014/10/31/storyboarding-research-dunleavy>

More words of support for storyboards in thesis development:

- California College for the Arts: <https://www.cca.edu/sites/default/files/pdf/08/thesis-guide.pdf>
- Griffith University: <https://griffithlibrary.wordpress.com/2015/03/02/storyboarding-for-academic-writing/>
- Vitae-UK: <https://www.vitae.ac.uk/doing-research/doing-a-doctorate/completing-your-doctorate/writing-and-submitting-your-doctoral-thesis/structuring-your-thesis>

Examples:

- <https://unit22bartlett.wordpress.com/2011/04/04/post-crit-comments-and-storyboard-of-presentation/>
- <https://oneyearonethesis.wordpress.com/2013/09/19/the-research-question-draft-3>

Storyboard tools:

- LYNDIA courseware via UGA: [https://eits.uga.edu/learning\\_and\\_training/lynda/](https://eits.uga.edu/learning_and_training/lynda/)  
<https://www.lynda.com/search?q=storyboard>
- Using Adobe Illustrator: <https://www.premiumbeat.com/blog/workflow-tip-storyboard-your-animations-in-adobe-illustrator/>
- Using Microsoft Powerpoint: <https://elearningindustry.com/create-storyboards-with-powerpoint-6-reasons>  
<https://www.slidegenius.com/blog/presentation-storyboard/>
- Using Microsoft Word: <http://www.mywordtemplates.org/diagram/template1736.html>  
<http://www.achsd.org/Storyboard-Templates-Microsoft-Word.doc>

### 5. UGA Human Research Protection Program

- <https://research.uga.edu/hrpp/policies-and-procedures/>

- Forms and tool, including consent form templates: <https://research.uga.edu/documents/#hso>

CITI Human Subjects Training:

- <https://research.uga.edu/compliance-training/citi-training/>
- <https://paul.ovpr.uga.edu/CITI/>

UGA IRB Portal:

- <https://ovpr-click-prod.ovpr.uga.edu/>

## 6. Writing research questions

- <https://masscommtheory.com/2012/03/07/beginners-guide-to-the-research-proposal/>
- <https://masscommtheory.com/2013/12/16/how-to-write-a-good-title-abstract-and-introduction/>
- <https://masscommtheory.com/2012/10/19/writing-good-quantitative-research-questions/>
- <https://masscommtheory.com/2011/05/05/writing-good-qualitative-research-questions/>
- <https://cirt.gcu.edu/research/developmentresources/tutorials/question>

...and an excellent table from that last one:

<p><b>Too narrow:</b> What is the childhood obesity rate in Pheonix, AZ? This is too narrow because it can be answered with a simple statistic. Questions that can be answered with a "yes" or a "no" should also typically be avoided.</p>	<p><b>Less narrow:</b> How does the education level of the parents impact childhood obesity rates in Pheonix, AZ? This question demonstrates the correct amount of specificity and the results would provide the opportunity for an argument to be formed.</p>
<p><b>Unfocused and too broad:</b> What are the effects of childhood obesity in the United States? This question is so broad that research methodology would be very difficult and the question is too broad to be discussed in a typical research paper.</p>	<p><b>More focused:</b> How does childhood obesity correlate with academic performance in elementary school children? This question has a very clear focus for which data can be collected, analyzed, and discussed.</p>
<p><b>Too objective:</b> How much time do young children spend doing physical activity per day? This question may allow the researcher to collect data but does not lend itself to collecting data that can be used to create a valid argument because the data is just factual information.</p>	<p><b>More Subjective:</b> What is the relationship between physical activity levels and childhood obesity? This is a more subjective question that may lead to the formation of an argument based on the results and analysis of the data.</p>
<p><b>Too simple:</b> How are school systems addressing childhood obesity? This information can be obtained without the need to collect unique data. The question could be answered with a simple online search and does not provide an opportunity for analysis.</p>	<p><b>More Complex:</b> What are the effects of intervention programs in the elementary schools on the rate of childhood obesity among 3<sup>rd</sup> - 6<sup>th</sup> grade students? This question is more complex and requires both investigation and evaluation which will lead the research to form an argument that may be discussed.</p>

- And if still in doubt, Google “writing good research questions”

## 7. And last, the one we all dread: Plagiarism

- <https://honesty.uga.edu>
- <https://www.libs.uga.edu/researchguide/writing/plagiarism.html>
- <http://www.bowdoin.edu/studentaffairs/academic-honesty/when-to-cite.shtml>
- <http://www.bowdoin.edu/studentaffairs/academic-honesty/common-types.shtml>
- <http://www.bowdoin.edu/studentaffairs/academic-honesty/examples/index.shtml>