Bibliographic Instruction

- Tour of the Building
- Tour the Databases
- Tour the Opac
- Service Points
What’s New

**Students**
- Problem based learning
  - Not memorizing
- Library
  - Study in the Building
  - Search online
- Overly Confident
- Underprepared

**Library**
- Discovery Tools
  - Searching is easy
  - Finding is difficult
- Print / Online Resources
- Solving problems replaces Reserves
ACRL Standards

- Determine the extent of information needed
- Access the needed information efficiently / effectively
- Evaluate information and its sources critically
- Incorporate selected information into one’s knowledge
- Use information to accomplish a specific purpose
- Understand issues surrounding the use of information
  - Economic
  - Legal
  - Social
  - Ethical

http://www.ala.org/acrl/standards/informationliteracycompetency
SAMR model
Effective use of Technology

Redefinition
 Tech allows for the creation of new tasks, previously inconceivable

Modification
 Tech allows for significant task redesign

Augmentation
 Tech acts as a direct tool substitute, with functional improvement

Substitution
 Tech acts as a direct tool substitute, with no functional change

http://www.schrockguide.net/samr.html
Informing the Conversation

Social

Commerce

Academic

Announcement

Professional
### Assignment

Compare Atticus’ motivation in “To Kill a Mockingbird” with the person portrayed in “Go Set a Watchman”

Focusing research question;
- historically
- accuracy of personal recollection

### Search

Select keywords that describe information needed, and use them in CentralSearch [a library discovery tool] and select three sources from reliable publications that address the questions you need to answer.

- Literary DB [or discovery tool] … history criticism & author or title /subject heading
- book reviews

### Evaluate

Appropriateness of Source
- Author; education, publication, employment
- Article, bibliography addressed, citation

**RELEVANCE to my questions**

### Integrate

Include relevant sources in appropriate places in the assignment using accepted citation format.
Bringing the question into focus
## Current Event

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Should women serve in forward deployments in the armed service?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Search</td>
<td>Select keywords that describe information needed, and use them in CentralSearch [a library discovery tool]. Filter the results to magazine articles, and select three sources from reliable publications that address the questions you need to answer.</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Consider the authority of each source by addressing the credibility of the author, the publication, and the timeliness of the information contained in the article. Identify one article that your search produced, but you found inappropriate to the question you needed to answer.</td>
</tr>
<tr>
<td>Integrate</td>
<td>In a paragraph, discuss the choice you would advise a friend in similar circumstances using the information you gathered. Use the information you gathered to support your advice, and identify the source of that information through using a citation so your friend can find additional information.</td>
</tr>
</tbody>
</table>
Structuring my topic

IDEA: Integrating Women in Armed forces

Heard on evening news

KW: Integrating ||Women ||”Armed forces”
  - Process
  - Reaction
  - US vs Other Countries

Thesis:
  - What was the process that Secretary of Defense outlined for considering how women would be integrated in combat rolls in the armed forces?
  - What was the reaction to the Secretary of Defense announcement that women would be integrated in combat rolls in the armed forces?
Putting the Pieces Together

Can I Intelligently Talk about my Topic

Background / Context
- General Article
- Encyclopedia

What experts say about my Topic
- Scholarly Articles
- Popular Articles
- Newspaper

Highlights for my Topic
- Primary Documents
- Interviews
- Memoirs - Autobiographies

Accurate Reliable

Personal Perspectives
Finding my Sources

- Background [Discovering the Context]
  - Limiting CentralSearch to magazines or books
    - Background Information
    - Overview
    - General Knowledge

- Scholarly Articles [Thorough investigation]
  - Limiting CentralSearch to Journal Articles
  - Specialized studies
    - Peer Reviewed
    - By experts for experts
    - Uses specialized vocabulary and jargon
  - Specialized Databases
CENTRAL SEARCH

Women

Integrating

“armed forces”

Useful Information

Search Results: Your search for Integrating Women "Armed forces" returned 4,789 results

Integrating Women into the Military by Dom, Edwin


Equal opportunity will work in the armed forces only if it is enforced strictly up the command chain. Women, Sex discrimination, Sexual harassment, Armed forces

Journal Article: Full Text Online

ARMD FORCES CONTINUE TO FACE CHALLENGES INTEGRATING WOMEN: VALLEY EDITION

by Nolan Walters Knight-Ridder Tribune News Wire


“Where are you doing, Airborne?” Staff Sgt. Martha McCleland banks at some butch lounging around the lobby of the 509th Regimental barracks.

Journal Article: Full Text Online

Integrating women into the infantry

by Adam N Wujack


Female soldiers are almost taken for granted in today's Army. Few, if any, would have no place in the Army, and their presence rarely raises an eyebrow... Women & Military personnel

Journal Article: Full Text Online

Integrating the Armed Forces

by Denver Post

ISSN 1930-2193, 11/15/1992, p. E2

It was a similar story when the service academies began admitting women in 1976 cadets often found themselves treated as brutally as black cadets had been dealt earlier... Editorial, Gay & lesbians, Military personnel

Journal Article: Full Text Online

Panel on women halted [Integrating women into combat roles]

The Globe and Mail, ISSN 0319-0714, 07/30/1997, p. A4

Canada, Women, Armed forces

Journal Article: Full Text Online
Select the type of material you need to limit results.
Save search results as refworks file.
## Terms/ Concepts

<table>
<thead>
<tr>
<th>Assignment</th>
<th>How do scholars use specialized vocabulary? -using a specialized term form [one of your classes], find an example of how that term is used in professional literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Search</td>
<td>-discovery tool; key word&gt;limit to scholarly article -Specialized dictionary [dictionary and discipline]</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Compare the specialized use of the term with how the term is used outside the profession.</td>
</tr>
<tr>
<td>Integrate</td>
<td>Write a paragraph that examines how a professional uses the term you investigated. Is it different from how most people use it? How does this usage make the concept it describes clearer, more descriptive? -Create an infographic -Explain to a classmate how this term is used and where you found it in a scholarly article.</td>
</tr>
</tbody>
</table>
## Connecting to the University

| Assignment | Goals;  
|------------|----------------------------------------------------------|
|            | [connectedness] gain familiarity with award-winning faculty on campus  
|            | [Information Management] Entering the academic conversation: specifically identify elements of a scholarly article, validate the information  
|            | Navigating Library Resources: locate a specific article cited in the article as well as a related print book in the library  

**Assignment**  
For this assignment you will need to  
1/ look at the winner of the Byler award  
2/ examine the structure of a scholarly article written by him  
3/ discuss the process of locating another winner and an article by this person.
Who Writes this stuff

Kreiner, David
Professor and Chair

David S. Kreiner has been teaching at Central Missouri since 1990. He earned a B.A. in psychology from the University of Texas-Austin in 1985 and a Ph.D. in human experimental psychology in 1990, also from the University of Texas-Austin.

Scholarly Interests

Dr. Kreiner teaches General Psychology, Orientation to Psychology, Research Design, Analysis I & II, Systems of Psychology, Statistics, Cognitive Psychology, and Social Psychology. His interests include cognitive psychology, particularly as research on the teaching of psychology. He has coauthored undergraduate and graduate textbooks.

Professional Involvement

Dr. Kreiner is a fellow of the Association for Psychological Association, the Midwest Psychological Association, and the Psychonomic Society. He is on the editorial board of Psychology, in addition to serving as the Midwest Regional Steering Committee Chair for the Teaching of Psychology (APA Division 22). He is also a member of the International Honor Society in Psychology (Phi Beta Kappa).

email Dr. Kreiner
dr_kreiner@missouristate.edu
http://faculty.missouristate.edu/kreiner/

EDUCATION

Ph.D. Human Sciences, Psychology, University of Texas-Austin
B.A. Psychology, University of Texas-Austin

CURRICULUM VITAE

Note: Student authors are listed in boldface

PUBLICATIONS


Selected Publications

Recent Presentations
### Assignment
Discovering my Profession!
Professionals develop a set of skills and abilities that are reflected in their education, experience, and aptitudes. What are the expectations of my chosen career and what is the outlook for the next decade? What professional associations are there that can help me find jobs and prepare me for a career? What professional journals are available, and what topics do they discuss?

### Search
Using the Occupational Outlook Handbook, find the entry for your career. Using Google, find a professional association for the career you’ve chosen. Using CentralSearch [a library discovery tool], find a professional journal used to inform professionals in your occupation about current developments in their field by filtering the results to journal articles.

### Evaluate
Consider the authority of each source by addressing the credibility of the author, the publication, and the timeliness of the information contained in the article. Identify one article that your search produced, but you found inappropriate to the question you needed to answer.

### Integrate
In a paragraph, discuss if key aspects of your career, including average pay, growth projections and recommended preparation. Use the information you gathered in your searches to discuss information contained on the web-site of a professional organization, and list one job listing that interests you. Discuss a professional journal for that occupation you discovered using CentralSearch, and summarize the types of articles you found in one issue. Please cite the source you discovered so your reader can find additional information.
## Validating an Article

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Find a scholarly article on [identify a particular topic, or give a specific article] and evaluate how credible the author is by examining his/her background as well as the validity of the article by examining the bibliography at the end of the article.</th>
</tr>
</thead>
</table>
| Search     | -Use database to find article  
-Use Google to find information about the author [name + CV (or vita)]  |
| Evaluate   | Author  
Find a vita of the author that lists his/her education, publication record and where they currently work.  
Article  
Examine the breadth, depth and recency of the information contained in the bibliography.  |
| Integrate  | Write a paragraph discuss the author’s background and the quality of the bibliography  
-Create an infographic  
-Explain to a classmate how |
Analyze one of the articles you found in searching for information on Physical Sciences.

<table>
<thead>
<tr>
<th>BACKGROUND</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic Selection</td>
<td>Author’s Background</td>
</tr>
<tr>
<td>IMAGINATION</td>
<td>Dissertation</td>
</tr>
<tr>
<td>Research Questions (Brainstorming)</td>
<td>I searched __________, and found ___ other articles by this author</td>
</tr>
<tr>
<td>Research Plan (Strategy)</td>
<td>One other article</td>
</tr>
<tr>
<td>Reference Works &amp; Databases (Tools &amp; Tactics)</td>
<td>Where does he/she teach</td>
</tr>
<tr>
<td>Sources</td>
<td>Author used ___ sources from ___ journals</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Source 1: [citation]</td>
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<tr>
<td>INSIGHT</td>
<td>How was it used: Quote</td>
</tr>
<tr>
<td>Thesis</td>
<td>Source 2 [Citation]</td>
</tr>
<tr>
<td>Argument &amp; Outline</td>
<td>How was it used: Quote</td>
</tr>
<tr>
<td>Drafting &amp; Revising</td>
<td>Title</td>
</tr>
</tbody>
</table>

What key words could be used to locate articles

Article [MLA Citation]

Summarize main Idea [From Abstract or conclusion]
Dr. Mandy Blackburn

Assistant Professor of Chemistry
University of Central Missouri
Biochemistry, Chemistry & Physics
W.C. Morris Building, Room 409
Warrensburg, MO 64093
660-543-8704
mblackburn@ucmo.edu

Group Website

Professional Appointment

August 2014-present Assistant Professor, University of Central Missouri
Jan 2014-June 2014 Visiting Assistant Professor, Fitchburg State University
June 2010-Jan 2014 Postdoctoral Research Fellow, University of Florida

Education

Ph.D. Chemistry, University of Florida (2005-2010)
B.Sc. Chemistry, University of New Mexico (2000)

Research Description

My research focuses on the thermal regulation of a class of proteins responsible for processes that are required to maintain cellular homeostasis under normal conditions and enable cellular survival under stressed conditions that result in unfolded and misfolded proteins. My research also investigates the requirements for designing thermally regulated proteins that can be harnessed for a specific purpose within the cell.

Selected Publications


Monitoring polymorphism and inhibitor induced conformational ensemble shifts in HIV-1 protease via pulsed electron paramagnetic resonance


Citation/Abstract

Full text views are currently unavailable due to copyright restrictions.
ATPase Subdomain IA Is a Mediator of Interdomain Allostery in Hsp70 Molecular Chaperones

Ignacio J. General\textsuperscript{1}, Ying Liu\textsuperscript{1}, Mandy E. Blackburn\textsuperscript{2}, Wenzhi Mao\textsuperscript{1,3}, Lila M. Gierasch\textsuperscript{2,4}, Ivet Bahar\textsuperscript{1}\textsuperscript{*}

\textsuperscript{1}Department of Computational and Systems Biology, School of Medicine, University of Pittsburgh, Pittsburgh, Pennsylvania, United States of America, \textsuperscript{2}Department of Biochemistry \& Molecular Biology, University of Massachusetts Amherst, Amherst, Massachusetts, United States of America, \textsuperscript{3}Department of Pharmacology, Tsinghua University, Beijing, China, \textsuperscript{4}Department of Chemistry, University of Massachusetts Amherst, Amherst, Massachusetts, United States of America

Abstract
The versatile functions of the heat shock proteins Hsp70 and Hsp90 between their nucleotide-binding and substrate-binding sites and interdomain allostery is essential to rational design of drugs that modulate these functions. We describe how the two Hsp70 domains regulate each other's nucleotide dissociation rates. Our computations emerged in recent years as valuable tools that may help the design of drugs that modulate the allosteric events that mediate allostery. In the present study, conservation and covariance properties derived from both sequence and structural dynamics data are integrated with results from Perturbation Response Scanning and in vivo functional assays, so as to establish the dynamical basis of interdomain signal transduction in Hsp70s. We study the critical roles of SBD residues D481 and T417 in mediating the coupled motions of the two domains, as well as that of G506 in enabling the movements of the \( \alpha \)-helical lid with respect to the \( \beta \)-sandwich. It also draws attention to the distinctive role of the NBD subdomains: Subdomain IA acts as a key mediator of signal transduction between the ATP- and substrate-binding sites, this function being achieved by a cascade of interactions predominantly involving conserved residues such as V139, D148, R167 and K155. Subdomain IIb, on the other hand, is distinguished by strong coevolutionary signals (with the SBD) exhibited by a series of residues (D211, E217, L219, T383) implicated in DnaJ recognition. The occurrence of coevolving residues at the DnaJ recognition region paralexes the behavior recently observed at the nucleotide-exchange-factor recognition region of subdomain IIb. These findings suggest that Hsp70 tends to adapt to co-chaperone recognition and activity via coevolving residues, whereas interdomain allostery, critical to chaperoning, is robustly enabled by conserved interactions.

Author Contributions
Conceived and designed the experiments: LMG IB. Performed the experiments: IJG YL MEB WM. Analyzed the data: IJG YL MEB WM LMG IB. Contributed reagents/materials/analysis tools: LMG IJG WM IB. Wrote the paper: IJG MEB LMG IB.


Editor: Gennady M. Verkhovsky, Chapman University, United States of America

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Funding: This work was supported by NIH (www.nih.gov), grants GM099738 and GM103712 to IB, and GM027616-34 to LMG. The funders had no role in study design, data collection and analysis, decision to publish, or preparation of the manuscript.

Competing Interests: The authors have declared that no competing interests exist.

* E-mail: bahar@pitt.edu
Figure 2.1: Diagram of the Library Research Process

Summarize main Idea [From Abstract or conclusion]
Analyze one of the articles you found in searching for information on Physical Sciences.

**Background**

- Topic Selection
- Research Questions (Brainstorming)
- Research Plan (Strategy)
- Reference Works & Databases (Tools & Tactics)
- Sources
- Evaluation

**Introduction**

The heat shock protein 70 (Hsp70) family of molecular chaperones plays a key role in the quality control of protein folding, as well as in regulation of intracellular trafficking [1-3]. Hsp70 dysfunction has been implicated in a broad range of conditions/disorders including tumor growth and Alzheimer's disease [4,5].

Author used ___ sources from

**Source 1:** [Citation]

How was it used: Quote | Summarized

**Source 2:** [Citation]

How was it used: Quote | Summarized

**Reference**


PLOS Computational Biology | www.ploscompbiol.org

May 2014 | Volume 10 | Issue 5 | e1003624

Summarize main Idea [From Article]
ATPase Subdomain IA Is a Mediator of Interdomain Allostery in Hsp70 Molecular Chaperones

Ignacio J. General, Ying Liu, Mandy E. Blackburn, Wenzhi Mao, Lila M. Giersch, Ivet Bahar

1 Department of Computational and Systems Biology, School of Medicine, University of Pittsburgh, Pittsburgh, Pennsylvania, United States of America, 2 Department of Biochemistry & Molecular Biology, University of Massachusetts Amherst, Amherst, Massachusetts, United States of America, 3 Department of Pharmacology, Tsinghua University, Beijing, China, 4 Department of Chemistry, University of Massachusetts Amherst, Amherst, Massachusetts, United States of America

Abstract

The versatile functions of the heat shock protein 70 (Hsp70) family of molecular chaperones rely on allosteric interactions between their nucleotide-binding and substrate-binding domains, NBD and SBD. Understanding the mechanism of interdomain allostery is essential to rational design of Hsp70 modulators. Yet, despite significant progress in recent years, the two Hsp70 domains regulate each other’s activity remains elusive. Covariance data from experiments and computations emerged in recent years as valuable sources of information towards gaining insights into the molecular events that mediate allostery. In the present study, conservation and covariance properties derived from both sequence and structural dynamics data are integrated with results from Perturbation Response Scanning and in vivo functional assays, so as to establish the dynamical basis of interdomain signal transduction in Hsp70s. Our study highlights the critical roles of SBD residues D481 and T417 in mediating the coupled motions of the two domains, as well as that of G506 in enabling the movements of the α-helical lid with respect to the β-sandwich. It also draws attention to the distinctive role of the NBD subdomains: Subdomain IA acts as a key mediator of signal transduction between the ATP- and substrate-binding sites, this function being achieved by a cascade of interactions predominantly involving conserved residues such as V139, D148, R167 and K155. Subdomain IIA, on the other hand, is distinguished by strong coevolutionary signals (with the SBD) exhibited by a series of residues (D211, E217, L219, T383) implicated in DnaJ recognition. The occurrence of coevolving residues at the DnaJ recognition region parallels the behavior recently observed at the nucleotide-exchange-factor recognition region of subdomain IIB. These findings suggest that Hsp70 tends to adapt to co-chaperone recognition and activity via coevolving residues, whereas interdomain allostery, critical to chaperoning, is robustly enabled by conserved interactions.
| Assignment | Using Central Search, find a popular publication, a Wikipedia entry and a scholarly article that discuss the [provide topic]. Compare the three sources in use of specialized vocabulary, bibliography, authority of the author, and transparency of the review process. Identify two similarities between the three sources and two differences between the three sources. |
| Search | |
| Evaluate | |
| Integrate | |
**Ludwig van Beethoven**

From Wikipedia, the free encyclopedia

*Beethoven* redirects here. For other uses, see Beethoven (disambiguation).

**Ludwig van Beethoven** (17 December 1770[1] – 26 March 1827) was a German composer and pianist. Together with Wolfgang Amadeus Mozart and Franz Joseph Haydn, he is one of the most significant composers of the Classical period. As a composer he is innovator, development of the symphony, concerto, and sonata. His late-period compositions are some of the most enduring in classical music.

Born in Bonn, then the capital of the Electorate of Cologne under the rule of the Duke of Cologne, Beethoven never held a court post, but he displayed his musical talents at an early age, gaining a reputation as a child prodigy. His father, Ludwig von Beethoven[2], was himself a quite talented but unsuccessful musician, and his mother, Maria Magdalena, was from a musical family. Beethoven began the study of the violin at an early age, and later, cello.

In 1787, Beethoven met Christian Gottlob Neefe, during his visit to Bonn, at the invitation of the Duke of Württemberg. Neefe became Beethoven's organist and director of music for the Würzburg Court.

During his visit to Vienna in 1792, Beethoven met Wolfgang Amadeus Mozart and befriended Joseph Haydn. While in Vienna, he wrote his first symphony, which was well received by Haydn. Beethoven's first professional success came in 1796 when he was appointed the conductor of the Dresdner Hofkapelle. Despite this success, Beethoven's hearing began to deteriorate, and by the late 1790s, he had become almost completely deaf.

Beethoven was one of the few composers who wrote music for the piano that was considered to be of equal importance as the music written for the violin. He is known for his striking use of dynamics, and he is widely considered to be one of the greatest composers of all time.

---

**Contents**

1 Biography
   1.1 Background and early life
   1.2 Establishing his career in Vienna
   1.3 Musical maturity
   1.4 Loss of hearing
   1.5 Patronage
   1.6 The middle period
   1.7 The late period and family difficulties

---

**Basic information**

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**Page protection**

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<tbody>
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<td>Move</td>
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**Edit history**

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<td>(talk</td>
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<td>Date of latest edit</td>
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<tr>
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<tr>
<td>Total number of distinct authors</td>
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<td></td>
</tr>
<tr>
<td>Recent number of edits (within past 30 days)</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>
Wikipedia:Vital articles

Vital articles is a list of subjects for which Wikipedia should have corresponding high-quality articles. It serves as a centralized watchlist to track the status of Wikipedia's most essential articles. Approximately one thousand articles on this page constitute the Level 3 list. A Level 4 list of ten thousand articles is currently under construction.

Articles are labelled as:
- Featured articles ★
- Former featured articles ★
- A-class articles ☺
- Good articles ☺
- Delisted good articles ☺
- B-class articles ☯
- C-class articles ☯
- Start-class articles ☯
- A full list is at Template:Icon/level

These symbols are updated manually and may be out of date; you are encouraged to check the status of an article directly. This list is tailored to the English-language Wikipedia. There is also a list of one thousand vital articles for non-English Wikipedias.

For more information on this list and the process for adding articles, please see the Wikipedia:Vital articles#How to add an article to the list tutorial.

Composers and musicians
- Hildegard of Bingen
- Johann Sebastian Bach
- Wolfgang Amadeus Mozart
- Ludwig van Beethoven
- Richard Wagner
- Giuseppe Verdi
- Frédéric Chopin
- Pyotr Ilyich Tchaikovsky
- Igor Stravinsky
- Louis Armstrong
- Ravi Shankar
- Elvis Presley
- The Beatles

Ludwig van Beethoven has been listed as a level-3 vital article in Project music and the article has been rated as B-Class.
Oral Histories

<table>
<thead>
<tr>
<th>Assignment</th>
<th>How does perspective affect our memories? Interview a person about a significant event in their lives 20 years ago. Dig a bit deeper into the event using a newspaper article and a scholarly investigation. [an example could be found using Storycorps]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Search</td>
<td>Identify an event in the person’s narrative and find a newspaper or popular periodical from that time period. Find a scholarly article that deals with the event.</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Select source material that relates to an element of the story. Examples could include the time frame, the issues [could be a comparison between now and then], the historical context, or how we currently view an issue from the past.</td>
</tr>
</tbody>
</table>
| Integrate        | -Write a paragraph  
-Create an infographic  
-Explain to a classmate how |
“I just hugged the man who murdered my son.”

This week, President Obama called for reform of the criminal justice system, and became the first sitting President to visit a federal prison. So, we’re revisiting the story of former inmate Oshea Israel, who speaks to, Mary Johnson, the mother of the man he killed. 

More...

Recorded in Minneapolis, Minnesota.
The Cell Cycle

In the time that it takes you to read this sentence, your body will have made millions of new cells! Making new cells allows you to grow and replace cells that have died.

The environment in your stomach is so acidic that the cells lining your stomach must be replaced every few days. Other cells are replaced less often, but your body is constantly making new cells.

The Life of a Cell

As you grow, you pass through different stages in life. Your cells also pass through different stages in their life cycle. The life cycle of a cell is called the cell cycle.

The cell cycle begins when the cell is formed and ends when the cell divides and forms new cells. Before a cell divides, it must make a copy of its deoxyribonucleic acid (DNA). DNA is the hereditary material that controls all cell activities, including the making of new cells. The DNA of a cell is organized into structures called chromosomes. Copying chromosomes ensures that each new cell will be an exact copy of its parent cell. How does a cell make more cells? It depends on whether the cell is prokaryotic (with no nucleus) or eukaryotic (with a nucleus).

Making More Prokaryotic Cells

Prokaryotic cells are less complex than eukaryotic cells are. Bacteria, which are prokaryotes, have ribosomes and a single, circular DNA molecule but don't have membrane-enclosed organelles. Cell division in bacteria is called binary fission, which means "splitting into two parts." Binary fission results in two cells that each contain one copy of the circle of DNA. A few of the bacteria in Figure 1 are undergoing binary fission.

Figure 1 Bacteria reproduce by binary fission.
Figure 12: Difficulties with Steps during the Course-Related Research Process

- Getting started is difficult: 84%
- Defining a topic: 66%
- Narrowing down a topic: 62%
- Filtering irrelevant results: 61%
- Knowing if good job done: 46%
- Finding articles in library databases: 42%
- Knowing how to cite sources: 41%
- Determining credibility: 41%
- Reading materials: 40%
- Writing about what is found: 38%
- Deciding if done: 37%
- Finding up-to-date sources: 37%
- Figuring if use constitutes plagiarism: 35%
- Creating search terms: 31%
- Finding Web sources: 31%
- Integrating information from different sources: 30%
- Know when to cite: 29%
- Figuring out where to find sources: 29%
- Evaluating sources: 26%
- Taking notes: 21%

Results are ranked from most to least agreed statements about student difficulties with research. Responses for “strongly agreed” and “somewhat agreed” have been conflated into a new category of “agreed.” See Appendix B for complete data sets.
Figure 8: Information Resources End-of-Year High School and College Students Used

- Google search: 88% (College Freshmen), 89% (High School Students), 87% (College Sophomores, Juniors, Seniors)
- Library databases (e.g., JSTOR): 73% (College Freshmen), 82% (High School Students), 83% (College Sophomores, Juniors, Seniors)
- Course readings: 69% (College Freshmen), 80% (High School Students), 85% (College Sophomores, Juniors, Seniors)
- Governmental sites: 77% (College Freshmen), 77% (High School Students), 77% (College Sophomores, Juniors, Seniors)
- Instructors: 66% (College Freshmen), 72% (High School Students), 72% (College Sophomores, Juniors, Seniors)
- Encyclopedias (online or print): 58% (College Freshmen), 63% (High School Students), 59% (College Sophomores, Juniors, Seniors)
- Classmates: 63% (College Freshmen), 65% (High School Students), 61% (College Sophomores, Juniors, Seniors)
- Google Scholar: 38% (College Freshmen), 61% (High School Students), 64% (College Sophomores, Juniors, Seniors)
- Personal collection: 61% (College Freshmen), 61% (High School Students), 63% (College Sophomores, Juniors, Seniors)
- Friends/family: 55% (College Freshmen), 60% (High School Students), 62% (College Sophomores, Juniors, Seniors)
- Wikipedia: 55% (College Freshmen), 60% (High School Students), 65% (College Sophomores, Juniors, Seniors)
- Library shelves: 60% (College Freshmen), 57% (High School Students), 64% (College Sophomores, Juniors, Seniors)
- Librarians: 44% (College Freshmen), 53% (High School Students), 55% (College Sophomores, Juniors, Seniors)
- Search engines other than Google: 46% (College Freshmen), 52% (High School Students), 51% (College Sophomores, Juniors, Seniors)
- Blogs: 37% (College Freshmen), 42% (High School Students), 49% (College Sophomores, Juniors, Seniors)

n=1,941 (358 freshmen, 600 high school students, and 983 college sophomores, juniors, and seniors. Responses of “almost always,” “often,” and “sometimes” have been conflated into a new category of “use.”
Figure 2: Sources Used for Course-Related Research (2010 vs. 2009 Survey Data)

- **Course Readings**: 96% (2010), 97% (2009)
- **Search engines, including Google**: 92% (2010), 96% (2009)
- **Scholarly Research Databases**: 88% (2010), 94% (2009)
- **Instructors**: 83% (2010), 88% (2009)
- **Wikipedia**: 73% (2010), 85% (2009)
- **Government Web Sites**: 75% (2010), 76% (2009)
- **Classmates**: 65% (2010), 72% (2009)
- **Personal Collection**: 56% (2010), 70% (2009)
- **Library Shelves**: 53% (2010), 69% (2009)
- **Encyclopedias (online or print)**: 53% (2010), 62% (2009)
- **Friends**: 49% (2010), 58% (2009)
- **Librarians**: 30% (2010), 47% (2009)
- **Blogs**: 15% (2010), 26% (2009)

## Creating Resources

| Assignment          | -Create a movie  
|                    | -Narrate a powerpoint  
|                    | -create an animation  
|                    | -Design an infographic  
|                    | -Create an ibook [ebook] |
| Search             |                          |
| Evaluate           |                          |
| Integrate          |                          |
The simultaneous publication of two studies with Neanderthal nuclear DNA sequences [1,2] was a technological breakthrough that held promise for answering a longstanding question in human evolution: Did “archaic” groups of humans, such as Neanderthals, make any substantial contribution to the extant human gene pool? The conclusions of the two studies, however, were puzzling and possibly contradictory. Noonan and colleagues [1] estimated an older divergence time (i.e., time to the most recent common ancestor) between human and Neanderthal sequences (~706,000 y ago), and a 0% contribution of Neanderthal DNA (95% confidence interval [CI]: 0%–20%) to the modern European gene pool. In contrast, the Green et al. [2] study found a much more recent divergence time and made two striking observations that were highly suggestive of a substantial amount of admixture between Neanderthals and modern humans.

10 free programs to create infographics available at
http://www.creativebloq.com/infographic/tools-2131971

When Consumers Have a POSITIVE Experience with Brands

- 15% Write an email/letter praising the brand
- 27% Join a loyalty program
- 79% Tell family and friends
- 80% Make additional purchases
- 36% Write online reviews
- 32% Subscribe to email updates
- 12% Give a shout out on social media
- 14% Follow the brand on social media

The breakdown of activities by consumers after positive experiences with brands.

http://www.naturalnews.com/048534_failed_vaccines_infographic_circular_logic.html
Creating presentations

5 Photo Story
Questions
Bibliography