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**Summary of research assignment or task**

Argumentative research paper (7-

parents have the right to remove/challenge what books are available in schools?”), broke out the primary concepts, developed a search strategy, searched in the databases, and located relevant articles. A little time was devoted to discussing relevance.

Then I had the students reflect on their own research questions and break them out into two to three primary concepts. They focused on keyword/subject term building based on those concepts.

## Library Databases - Developing a search strategy

Librarian: Professor Kate Cummings ([kate.cummings@scranton.edu](mailto:kate.cummings@scranton.edu))

1) What is your research question?

2) Break your question up into concepts (subjects). These concepts will form the building blocks of your search strategy.

Concept 1	Concept 2	Concept 3

### Why?

Databases don't like sentences!

Long phrases or sentences will confuse the database and lead to disappointing or NO results.

Pick out the words that (4.9) (ki) (n) (8) (i) (3.2) (c) (5) (a) (2) (t) (6) (e) (6) (t) (6) (h) (7) (e) (4.8) (m) (1.5) (a) (0) (ki) (3.2) (n) (8) (p) (8) (o) (9) (i) (3.2) (n)

## Library Databases - Developing a search strategy

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5) Utilizing your answers from above and the search strategy you created, locate at least three articles you feel helps support your topic. Write down the following information:

- a. Author
- b. Article Title
- c. Publication
- d. Volume/Issue numbers
- e. Date Published
- f. DOI or URL

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### Remember!

- TAKE NOTES – write down what terms you have tried, where they worked, and where they didn't
- You can change your keywords at any time if you aren't getting results that you find relevant.
- Research is an iterative process – try different combinations of terms, use different keywords, see how articles you think are relevant are tagged.
- The same search techniques won't yield the same sorts of results in different databases. They all have their own specific vocabulary.
- If you are frustrated try one or more of the following:
  - Walk away - take a short break and come back to things a little while later
  - Share your topic with a peer – maybe they could think of some key terms or subject terms you hadn't thought of.