

East Los Angeles College Library Journal, Magazine and Newspaper Articles—Outline

Student Learning Outcomes

SLO 1: Students will be able to identify the types of periodicals that are appropriate for the research project

SLO 2: Students will be able to choose and access appropriate information sources for the research project.

East Los Angeles College Library

Journal, Magazine and Newspaper Articles—Outline

Bring to class:

- Copies of the “Journal, Magazine and Newspaper Articles” handout
- Roster
- Attendance verification forms
- Date stamp
- A print Index (e.g., *Reader’s Guide*—preferably from before the 1980s)
- Several copies of magazines and scholarly journals
- Library databases access codes handouts

1. Introductions—**Give email address in case they have questions that come up later**
2. Tell students the objectives for this workshop: To learn about different types of periodicals and to figure out ways to find relevant articles
3. What are “periodicals?”
 - Periodicals are on-going publications, published periodically with no end date in site--unlike books which are one-off publications.
 - Each issue of a periodical has a unique volume and issue number to distinguish it from other issues of the same periodical.
 - Each issue of a periodical contains a number of separate articles on a range of topics by different authors. The periodical itself has an overall title.
 - These articles often cover a very specific aspect of a topic in some depth.
 - Because they are published regularly, periodicals tend to have more up-to-date information than books.
4. Different types of periodicals (we’re generalizing here, but that’s all right): Newspapers, magazines, scholarly journals
5. Give students a copy of a magazine and a scholarly journal. Ask them which they think is which (they’ll always get it right). Give them 5-6 minutes to look through the two periodicals and to note differences. Have them call out the differences as you write them on the board. Make sure that at least the following are covered:
 - Who are the authors?
 - How long are the articles?
 - What is the purpose of the publication?
 - What kind of language is used?
 - Look and feel of the publication (glossy, photos, color, charts & graphs)
 - Price of the publication (for the newsstand or for subscription?)
 - Works cited?

East Los Angeles College Library

Journal, Magazine and Newspaper Articles—Outline

6. Ask students, “How do you decide which type of periodical to use for your research papers?” Sometimes their instructor tells them, but sometimes they have to decide for themselves. Talk a little about the information cycle.
7. Have students do Exercise 1. Those who are working on a research project can use their research topic during the exercises in this workshop. Those who aren’t working on a research project can use any topic that is interesting to them. If they absolutely can’t think of a topic on their own, give them a topic. (6 minutes)
8. Now begin discussion on how to find articles: “Once you’ve decided which type of periodical to use, you need to figure out how to get the articles. You could find where the library keeps their periodicals and look through them page by page, but is this a good way to look for articles? Why or why not?”
9. So many publications, so many articles! This is why we have indexes and databases. Talk a little about why indexes are useful (if you wanted to read what was going on during the different phases of the Vietnam War, or other events before the Internet)—Show the *Readers’ Guide* and use an example within it
10. Now explain the limitations of the old print indexes. Talk about citations, abstracts and fulltext.
11. Introduce databases. Do a demo of how to use ProQuest (7 minutes). Cover the following:
 - How to get to the Library Homepage
 - How to get to ProQuest
 - Access codes from home (give out this handout)
 - Advanced Searching
 - Date Range
 - Tabs for Scholarly, etc.
 - Email/Print
12. Have students work on Exercise 2 (20 minutes)
13. Have students discuss what they found. Ask if someone will demonstrate what they did. Have them begin by telling the class what their topic is, and if they need guidance, prompt them by following along some of the questions in the exercise. Give around 3 minutes for each student presentation. Use NetSupport for student presentations.
14. Collect the exercises as you sign and stamp the verification forms for students to leave.