Evaluation/selection of resources and sources: Levels 1, 2 & 3

Due __/__/____

1. **Compare the quality and types of resources that you found in the following sources. How likely are you to use this [type of] source for future chemistry research (5 being DEFINITELY WILL USE AGAIN and 1 being NEVER AGAIN)?**

2.	Source	Describe quality of source	Likelihood of using again
A.	**Online Searches**		**5 – 4 – 3 – 2 – 1 N/A**
B.	**"All Web sources" in SCIRUS**		**5 – 4 – 3 – 2 – 1 N/A**
C.	**BLISweb or I-Share (Library Catalogs)**		**5 – 4 – 3 – 2 – 1 N/A**
D.	**Credo Reference or Access Science (online reference sources)**		**5 – 4 – 3 – 2 – 1 N/A**
E.	***Chemical Reviews* (secondary/review literature) from ACS Journal Search**		**5 – 4 – 3 – 2 – 1 N/A**

3. **Which sources have you found to be most helpful (you can also write about sources other than the ones listed above)? Why?**

4. **Which of these descriptions do you use to accept/reject possible sources? Circle all that apply.**

Problem Markers:

a. Author's purpose is unclear
b. Length does not correspond with stated scope
c. Grammatical, spelling or typographical errors
d. Dismisses important ideas without sufficient cause
e. Inactive links on a web site
f. Inappropriate vocabulary: too simple or overly complex
g. Research studies with low or uncertain generalizability
h. Opinions not supported by reasoned analysis
i. Disorganization
j. Popular literature
k. Literature review merely describes series of studies--insufficient analysis
l. Arguments are insufficiently detailed or developed
m. Raises questions that are never addressed
n. Overgeneralization
o. Gaps in reasoning
p. False linkage between cause and effect
q. Tautology (circular argument)
r. Inappropriate repetition
s. Mistakes or inaccuracies in content
Internal inconsistencies

Quality markers:

a. Clarity
b. Demonstrates deep analysis
c. Attempts to establish objectivity
d. Scope of information is clear
e. Cites authorities
f. Well organized
g. Thorough coverage
h. Analysis is demonstrated and explained
i. Acknowledges opposing viewpoints
j. Long bibliography
k. Smooth transitions between sections of text
l. Contains helpful figures
m. Stimulates further reading
n. Demonstrates methodology that matches topic or research questions
o. Uses scholarly literature and direct evidence as support
p. Describes study well enough for duplication

List adapted from Mary Ann Fitzgerald, The Cognitive Process of Information Evaluation in Doctoral Students, *Journal of Education of Library and Information Science* 41:3, summer 2000.

5. Did you use any other elimination factors? If so, explain below.