Library Checklist for Architecture Research

☐ Use indexes and encyclopedias to get background information and a sense of what’s been published on your topic: (database examples: Avery Index to Architectural Periodicals, Oxford Art Online, Encyclopedia Britannica, Very Short Introductions)

☐ Refer to course guides and research guides to locate pertinent resources:
  https://library.wit.edu/guides/ARCH9200-9300-9500-thesis-program
  https://library.wit.edu/guides/architecture

☐ Browse architecture and design print journals in the Library

☐ Consult print and electronic books for in-depth coverage about designers, building types, periods or special topics (note: filter your search results in the library catalog to ‘books’)

☐ Use Interlibrary Loan to get books and articles that are not available at Wentworth
  Articles are sent as PDFs via email; most books arrive within a week:
  https://library.wit.edu/borrow-and-request/interlibrary-loan

☐ Schedule an appointment with a reference librarian for personalized help

☐ Keep a research log of important resources
  Use RefWorks, Google Docs, Word, or a notebook to keep track of the books, articles, websites that you want to revisit.

library.wit.edu

The CRAAP Test (Meriam College USC, Chico)

Use the criteria below to evaluate information sources:

Currency: The timeliness of the information
Relevance: The importance of the information for your needs.
Authority: The sources of the information are reliable.
Accuracy: The reliability, truthfulness and correctness of the content.
Purpose: The reason the information exists.

Additional evaluation tips:

Credo Instruct Video: What is Authority?
Credo Instruct Tutorial: Evaluating Information
Credo Instruct Tutorial: Choosing the Best Web Source

Citation Resources

The Chicago Manual of Style is a guide to style, usage, and grammar. Use the Notes - Bibliography system to format citations for your thesis.
For citation examples refer to this Citation Quick Guide and find the Chicago Manual of Style Online on the library website.

Additional citation resources:

Purdue Online Writing Lab (OWL) – Chicago Manual of Style 17th ed.
College Art Association Code of Best Practices in Fair Use for the Visual Arts

Wentworth Citing Sources and Academic Honesty Research Guide
M. Arch Thesis Research – Self Assessment for Accessing and Evaluating Sources

This rubric is designed to help you understand the range of information literacy and research skills for college and graduate students. By the time you are writing your thesis, you should aim to be in the Developed to Highly Developed category. Meet with a WIT librarian to discuss research strategies to ensure you reach either the Developed to Highly Developed category.

<table>
<thead>
<tr>
<th>Student name:</th>
<th>Date:</th>
<th>Thesis topic:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Accessing Information:</th>
<th>1-Initial</th>
<th>2-Emerging</th>
<th>3-Developed</th>
<th>4-Highly Developed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Accesses information randomly, retrieves information that lacks relevance and/or quality.</td>
<td>Accesses information using simple search strategies (keywords, some AND/OR Boolean logic), retrieves information from limited and similar sources.</td>
<td>Accesses information using a variety of search strategies (subject terms, search in specific databases/journals). Demonstrates ability to refine a search.</td>
<td>Accesses information using effective, well-designed search strategies (utilizing advanced searching, subject terms, reviewing bibliographies to find additional sources) and finds the most appropriate information sources.</td>
</tr>
<tr>
<td><strong>Examples:</strong></td>
<td>Uses the Internet primarily for searching, uses minimal keyword search terms.</td>
<td>Uses library website to locate resources, finds 1-2 types of sources, in addition to searching the Internet. Uses keyword search terms, possibly combining terms.</td>
<td>Employs many of the features (such as filter, subject terms, date ranges) of the library website search interface, and also individual subject databases. Uses Internet in addition to searching to library resources. Able to employ many types of sources (journals, books, ebooks, media, web).</td>
<td>Refines and revises search strategies to the full extent of library and Internet search interfaces, surfacing the depth and breadth of scholarship pertaining to a topic, using the best information from the most appropriate sources. Competence in using advanced search features of search interfaces. Identifies items to borrow via interlibrary loan.</td>
</tr>
<tr>
<td>Evaluating Information:</td>
<td>Chooses just a few information sources. Selects sources using limited search criteria (such as relevance to the research question).</td>
<td>Chooses a variety of sources using basic search criteria (such as relevance to the research question and currency).</td>
<td>Chooses a variety of sources appropriate to the scope and discipline of the research question. Selects sources using multiple criteria (such as relevance to the research question, currency, and authority).</td>
<td>Chooses a variety of sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance (to the researched topic) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, and bias or point of view).</td>
</tr>
<tr>
<td><strong>Examples:</strong></td>
<td>A few articles and/or books found through internet searching or library search engine, may or may not be scholarly or subject-specific.</td>
<td>Includes 2 or more types of information sources (such as scholarly articles, books, data sources), evidence of us of library search engine, databases, in addition to internet searching.</td>
<td>Uses discipline-specific articles, books, and sources showing evidence of searching in discipline-specific databases and utilizing search criteria of relevant fields. Able to discern credible Internet sources to augment research.</td>
<td>Evidence of utilizing search criteria of relevant fields and employing advanced search strategies, seeking out discipline-specific sources. Understands the relationship of the source to the scholarship in the field of research.</td>
</tr>
</tbody>
</table>

This rubric was created in collaboration with Wentworth Office of Institutional Effectiveness, based on and adapted from the “Information Literacy VALUE Rubric” published by the Association of American Colleges and Universities, and the Information Literacy rubric from the Claremont Colleges, adapted from an instrument originally developed at Carleton College. 9/2016.