The purpose of this document is to act as a guide for UCF nursing students navigating through online resources and databases. It is designed to make the process of looking up sources easier with step-by-step instructions. It also provides practice exercises to assist students in becoming more familiar with the library’s online resources. The primary audience is nursing students, specifically those enrolled in NUR3165. This Libguide seems to have been designed with the intention of helping these nursing students locate the sources they require and to be a useful guide that they can constantly refer back to if needed. The audience, for the most part, seems to be clearly stated throughout the document, though in some places this guide becomes less about those in the nursing program and more open to any student from any program. The purpose of this document is not always clear. There seems to be no consistency with the information provided and it is also not engaging. A good example of this is that the practice exercises seem out of place and pointless, lacking true informative instruction.

As a student and potential stakeholder of this document, how are you well-served or underserved? Are there other stakeholders whose perspectives you should consider?

As a student and potential stakeholder, I believe that I am underserved with this document. This particular guide is disjointed, confusing, and not at all engaging. I know that if I were a nursing student looking at this document as it is now, I honestly would not know where to start. Though as an English student using this document as a project for revision, I believe that I am well-served because of the fact that I will have a hand in correcting the issues that afflict it. The only thing I would worry about being an English student utilizing this document is my lack of medical terminology and general knowledge of this area of study. Though, there are ways to work around this problem, specifically with the help of others who are knowledgeable in
As a professional editor, based on what you know so far from the chapters you read for this module, what are your initial overall suggestions for revision of this document? What are the document's successful, and less successful features? What would you keep? What would you delete or change? What might you need to know from your client before you make these suggestions?

As a professional editor, my initial thoughts on this document were that it was completely lacking in organization and that it was too difficult to navigate through effectively. I think that its successes will lie with its ability to engage the reader through active participation, which they already have set up in the practice exercises. If these can be revised to connect with the reader, who will be a nursing student, then I think this feature will be very important to keep. I would also keep the tab to certain medical databases; this seems to be an especially useful resource. Right now this document is, for lack of a better word, boring. Some of its less successful features include how incoherent the information feels. The links seem to be thrown together with no particular order or style. What I like about this document is that all the right information is there, but it is just so disorganized and uninspired that if I were a nursing student, I know I would never use it. I would need to know from the client what they feel needs to definitely be included and what they feel can be omitted. I would also ask their opinion on a design and overall tone for the document, so that I could try to convey this as best I could.

Reflection

This was our first assignment and it was also the first real "editing" assignment I had ever done, besides proofreading other assignments in the past. Even though it was more of a critique and assessment of the document we were going to work on later in the course, it was still a really good experience of getting to know the work and the audience it was intended for. It was also nice to have other members of my group’s opinions and see how their opinions agreed or disagreed with mine. It let me know where I stood in terms of being able to properly critique such a document while working with a brand new group of people who had views of their own.

Group Assignment

What is the purpose of the document? Who is its primary audience? Is its purpose and audience consistent throughout?

The purpose of this document is to act as a guide for UCF nursing students navigating through
online resources and databases. In other words, this document is intended to facilitate the process of researching nursing related topics through the library’s online system. However, the purpose is difficult to comprehend because of the poor organization of the overall site. There are various tabs that are incorporated to help nursing students navigate the page to find answers and additional research assistance, but overall, it is confusing, disjointed, and the links are poorly titled. For instance, the link labeled “Introduction” takes the user immediately into a practice module without any explanation or formal introduction of the site’s purpose.

The primary audience of this document consists of UCF nursing students enrolled in NUR 3165, but is slightly vague in its direction as it applies to almost any student researching information online. While the audience is clearly identified, it could be difficult to identify the primary audience. Aside from the brief usage of medical terminology, this document is exceptionally general in nature and the overall message is not geared towards nursing students. In addition, the site is not consistent throughout and seems to be a combination of previously used documentation combined with indiscriminate information related to researching the library’s online databases. A good example of this is that the practice exercises seem out of place, pointless, and lacking true informative instruction.

As students and potential stakeholders, we feel under-served by this document. This guide is severely disconnected from the sensibilities of nursing students and not at all engaging. It lacks clarity and seems to have been designed and edited in a haphazard state of mind. The appearance is erratic and the content is poorly edited, making it easy to feel lost or difficult to determine what to read next. For instance, the practice sections are barely described and provide little insight into the process of researching nursing topics online. Since the text wraps around the blurry image, it is difficult to ascertain exactly what the exercise expects the user to accomplish. The most frustrating aspect of this entire document is the period outside of the quotations in the first sentence of “Practice 1.” As a potential researcher, this immediate mistake destroys the legitimacy and integrity of the document and ruins any sort of trust a reader may have in this guide’s reliability. Though as English students, using this document as a project for revision, we believe that we are well-served because we will have a hand in correcting the issues that afflict it.

Yes, there are other stakeholders to consider, such as the library and the nursing department. We feel that UCF librarian Andy Todd, who is featured on the “Home” tab, is a big part of this document and should be considered tremendously. It is also important to remember that UCF, as a whole, must be considered as the quality of the document is reflective of the quality of the institution in its entirety.
As a professional editor, based on what you know so far from the chapters you read for this module, what are you initial overall suggestions for revision of this document? What are the document’s successful, and less successful features? What would you keep? What would you delete or change? What might you need to know from your client before you make these suggestions?

As professional editors, our initial thoughts on this document were that it is too difficult to navigate through effectively. While it appears to contain everything a research guide should, it seems to be lacking in organization. The links seem to be thrown together with no particular order or style and the information feels incoherent. It is not clear as to where pertinent information can be found because the information is just placed on the page. This document also fails to engage the reader; too much time is wasted simply trying to mentally organize the text presented on the page.

Our suggestions for this document amount to an overhaul of the entire product through a complete rewrite. Of course, this would be a situation in which comprehensive editing, opposed to copyediting, would be necessary as the comprehensive text is in need of correction and improvement. This document could retain the overall outline, but the content and images need to be replaced and improved. Additionally, this document needs to be organized in such a way that it keeps the text from blending together and makes it easier to read.

Our belief is that the successes of this document will lie with its ability to engage the reader through active participation, which they already have set up in the practice exercises. If these exercises can be revised to connect with the reader, who will be a nursing student, then we think this feature will be very important to keep. We would also like to keep the tabs to certain medical databases; these seem to be an especially useful resource.

Before addressing the issues of this document we would need to find out whether or not the library staff exercises any emotional attachment to the document, or whether or not anyone would be offended by a comprehensive rewrite. We would also need to ask their opinions on a design and overall tone for the document. We propose that we would also need to speak with the nursing faculty in order to understand exactly what databases are used most frequently and what information students are expected to research.

**Reflection**

I thought this final version of our assignments was very good and I think the process of getting to the final product went really well. We all chipped in with our opinions and Nicholas, our Chief Editor here, was able to compile our thoughts into a really organized, comprehensive version of each of our assignments. It was nice to see this done so well and so easily given our different opinions, though we did all seem to agree on a lot of areas that needed work in the
document so it was probably easy to compile everything into one. I thought that, with this
assignment, we as a group were able to reach a firm conclusion on who is target audience was,
what the document needed fixed, and how to go about fixing everything.
UCF Community Perspective

Though I am not a member of any UCF community, I am majoring in English which I believe offers me a certain perspective of this document that others may not have. For me, along with other English majors, I can see the potential of a document such as this for editing purposes because it allows me to focus solely on the task of editing. A document such as this provides experience in the field of technical communication that will be useful in the future and on future projects for me and others in the same area of interest. I think as English majors, we have certain views on how the document should look and read, as well as the overall design, content, and organization of it. A problem area we could address would be the layout of the page and which information should be included to produce an easily readable document for students. We also have proper knowledge to edit certain text on the page that is too vague or too wordy, so that the site is not overburdened with useless information. A good example of something we could edit for content and length would be the Database Searching section under Find Full Text Articles, which tries to explain too much and in too many words to be useful. Others with unique perspectives of this guide may include software engineers, who would be more interested in how the website functioned and how it is technically designed. One area of concern that a software engineer could address is rewriting the codes to display a much simpler and cleaner menu system, as the tabs currently used are not the easiest way to navigate the site.

Structure

The structure for each section of the document seems weak. Throughout each section, we come across information that is presented in a format that makes no sense and is just confusing. For example, while the first and third Practices offer small quizzes meant for understanding the information, Practice 2 offers sections on “Finding Databases” and “A note about the Nursing Research subject heading.” This seems well out of place here and I believe that misplaced sections such as these compromise the integrity of the overall structure of this document. If there is no consistency, then how can this be a properly structured reference website? Another similar issue to the structuring in the Practice sections is that I am finding it hard to understand the intent, mainly because of how cluttered with information they are. The fact that a “practice” page, which I would assume is there to help assist students on navigating the course and which includes quizzes, instead offers tips on citing articles seems to make the intent unclear. Actual information should be presented before the “practice” occurs. I also do not see how the information presented is done so logically. For example, there is a link to the Practice answers when there is already a link to the answers on the Practice tabs. This seems redundant and unnecessary. Another example is in the section under Finding Articles 3, “Interlibrary Loan –
Article,” it first gives us information on the interlibrary loan, but then underneath this there is a section describing how to use the interlibrary loan database. This section of the page looks out of place, since the text is bigger than all the rest of the document. There are other examples of this type of “screenshot” picture used, such as in the Practice tabs, but they do not feel out of place there. This particular example is under Practice 1. Issues like this throw the structure of the document off, where something as simple as consistency in font or cluttered and misused information makes the site confusing to read through.

**Ambiguous Areas**

One ambiguous area I found was under Citing - 4. This section includes the heading:

*How to cite from CINAHL and other EbscoHOST databases*

While it then goes on to say:

*Cinahl and other EbscoHOST databases (such as Medline, PsycInfo, and Academic Search Premier) have a feature that provides article citations.*

I believe a glossary would be necessary here to assist students in understanding what these databases are and what type of information/articles they provide. While I think it is obvious what a couple of these include, they could be unclear to first time users. A glossary, or some kind of side information for certain terms, could be a good idea. Another instance where this would be helpful is under Finding Articles – 1:

*To successfully use the Online Journals feature, you must be connected directly to UCF or have the EZProxy activated.*

This might sound confusing to students who are not aware of what EZProxy is. EZProxy is mentioned several times on this page but I did not see it explained anywhere.

Another example of ambiguity that I found was also under Finding Articles – 1, near the bottom of the page:

*The “Get Full Text” icon is a bridge from the database you are in to other resources that the UCF Library buys that contain full-text articles. When you click on this icon, you are linking to any other resources the library buys that provide the full-text of the article of interest. Please note that the “Get Full Text” icon does not guarantee that full-text is available; it simply means that the option to search for full-text is available. Also, when you limit a search to “full-text only” in a database, you will be excluding all full-text articles available in other UCF Library...*
databases. Hence, the warning: Never limit your search to “full-text only”! Use the “Get Full Text” to find the full text!

I feel this paragraph could be shortened to include all the necessary information without being this long. I can see the last sentence, “Hence, the warning: Never limit your search to ‘full-text only’! Use the “Get Full Text’ to find the full text!” as being enough information to understand what is meant by using the Get Full Text option. Also, something that is this important should not be tacked on to the end. I think this is information that would be a lot more useful knowing before you begin your search for articles.

**Reflection**

For the next assignment, I thought I had a good opportunity to really start delving deeper into the problem areas of the document. Pointing out key ambiguous areas, like the ones I chose above, was an excellent ways to find and explore what needed to be changed and how to go about doing it. One area of this assignment that confused me, though, was writing about the UCF community perspective and where my (as a student) perspective came from. I mentioned being an English major and being able to see the grammatical/organization errors, but I was not that sure what else I could include here, though I thought I explained myself the best I could. Explaining others’ perspectives was a bit difficult for me as well.

**Group Assignment**

Mr. Andy Todd

Librarian

The University of Central Florida

Dear Mr. Todd:

Upon review of the library guide for nursing students we noticed certain areas of documentation that would benefit from a comprehensive edit in order to eliminate ambiguity and increase usability. Our collective assessment is derived from the unique perspective we utilize as technical communications students. However, our perspectives are not based solely on our English credentials; in fact, one of our group members, Nicholas Bowers is a Legal Studies major, and another member, Michelle, is a former nursing student. As a result, our analysis of the library guide for nursing students is derived from a variety of factors. In the following, we will address a few of the instances in need of improvement in addition to the reasons behind these suggested edits and we will conclude with the information we still need from you in order to complete this project efficiently.

**Overall Assessment**
The purpose of this document is to act as a guide for UCF nursing students navigating through online resources and databases. In other words, this document is intended to facilitate the process of researching nursing related topics through the library’s online system. However, the purpose is difficult to comprehend because of the poor organization of the overall site. There are various tabs that are incorporated to help nursing students navigate the page to find answers and additional research assistance, but overall, it is confusing, disjointed, and the links are poorly titled. For instance, the link labeled “Introduction” takes the user immediately into a practice module without any explanation or formal introduction of the site’s purpose.

The primary audience of this document consists of UCF nursing students enrolled in NUR 3165, but is slightly vague in its direction as it applies to almost any student researching information online. While the audience is clearly identified, it could be difficult to identify the primary audience. Aside from the brief usage of medical terminology, this document is exceptionally general in nature and the overall message is not geared towards nursing students. In addition, the site is not consistent throughout and seems to be a combination of previously used documentation combined with indiscriminate information related to researching the library’s online databases. A good example of this is that the practice exercises seem out of place, vague, and lacking efficient informative instruction.

**Consistency & Logic**

In the following examples, we will address instances in which the consistency and logic of certain sections are in need of improvement in order to increase the usability of the document.

**Practice Sections 1, 2, & 3**

Practicing Sections 1, 2 & 3: “Type in your 14-digit activated library card ID number and password in the off campus access box and click log in.”

This instruction is included on the page of each practice section which represents consistency. However, it is never explained to the student how they can activate their cards. This can present a problem to a student who attempts to log-in following these instructions and cannot because his/her card is not active. To avoid this, a link should be provided to instruct students how to make sure their card is activated.

Practice Exercise, Part (A): “From the CINAHL Advanced Search screen, type prostate cancer in the first box.”

This is the first sentence of the practice exercise. On the right side of the page, is a guide explaining how to get to CINAHL. However, this box is outlined in the exact same colors and image as the actual practice exercise. In addition, both boxes are located parallel and this placement makes it difficult for a user to decide where to begin. Also, the above sentence does not direct the user as to where the “first box” is located.
Practice 2, Side Bar: “How do I log into CINAHL and other nursing databases?”

This side bar offers several sections of information, but is set apart from the rest of the document. Displaying this question to the side of Practice Exercise 2 – Part A is illogical and would be more effective for nursing students if it were placed in a more appropriate area, such as Practice Exercise 1. In addition, the side bar titled “A note about the nursing research subject heading,” also appears to be illogical in its placement. We feel that it would be more logical to place it next to the first use of “nursing research” in Practice Exercise 1.

Ambiguity

Citing Tab, Section 4: “Cinahl and other EbscoHOST databases (such as Medline, PsycInfo, and Academic Search Premier) have a feature that provides article citations.”

There are no explanations of what Cinahl and EbscoHost stand for other than those provided in under the database tab. However, the reader may not have viewed that tab prior to viewing the Citing tab. Therefore, the reader’s understanding of this section depends on their having read another section, which is unnecessary. There should be an explanation of acronyms throughout the document.

Finding Articles 1: Under the sub-section “finding full text articles” it is stated that “to successfully use the online journals feature, you must be connected directly to UCF or have the EZProxy activated.”

There is no explanation of what an EZProxy is or how to activate it, and I feel that this statement is ambiguous as a result. An explanation of what an EZProxy is and how it can be activated would alleviate the ambiguity of this statement.

Finding Articles 1: The “Get Full Text” icon is a bridge from the database you are in to other resources that the UCF Library buys that contain full-text articles. When you click on this icon, you are linking to any other resources the library buys that provide the full-text of the article of interest. Please note that the “Get Full Text” icon does not guarantee that full-text is available; it simply means that the option to search for full-text is available. Also, when you limit a search to “full-text only” in a database, you will be excluding all full-text articles available in other UCF Library databases. Hence, the warning: Never limit your search to “full-text only”! Use the “Get Full Text” to find the full text!

We feel this paragraph could be shortened to include all the necessary information without being this long. We can see the last sentence, “Hence, the warning: Never limit your search to ‘full-text only’! Use the “Get Full Text” to find the full text!” as being enough information to understand what is meant by using the Get Full Text option. Also, something that is this important should not be tacked on to the end. We think this is information that would be a lot more useful knowing before you begin your search for articles.
This sentence is ambiguous because it needs rewording or additional information in order to help users to better understand the meaning intended by the author. To begin with, a student may be unaware what a “peer-reviewed” journal is, and why a source of this type would be important. In fact, this is something that could be corrected by including a glossary. However, some type of explanation is needed in order for the user to fully comprehend why this action is necessary and how it is beneficial when participating in research. Another way to enhance this sentence would be to repeat previously stated information pertaining to peer-reviewed articles and the importance of limiting a search.

Conclusion

Our suggestions for this document amount to an overhaul of the entire product through a complete rewrite. Of course, this would be a situation in which comprehensive editing, opposed to copyediting, would be necessary as the comprehensive text is in need of significant correction and improvement. This document could retain the overall outline, but the content and images need to be replaced and improved. Additionally, this document needs to be organized in such a way that it keeps the text from blending together and makes it easier to read.

Our belief is that the successes of this document will lie with its ability to engage the reader through active participation, which they already have set up in the practice exercises. If these exercises can be revised to connect with the reader we think this feature will be very important to keep. We would also like to keep the tabs to certain medical databases; these seem to be an especially useful resource. Ultimately, Group 1 feels that this document would greatly benefit from a comprehensive edit that addresses the current issues affecting the consistency, logic, and ambiguity. Please let us know what degree of editing you are expecting so we can best meet your anticipations.

Best regards,

Michelle Cavanaugh

Chief Editor

Reflection

On our group assignment, we needed to incorporate all of our views from the individual assignment and compile it into a detailed letter to Andy Todd, who was in charge of the website document we were working on. Michelle was our Chief Editor and did a brilliant job with this assignment. She handled a lot of information effectively and included everything we needed to
say in a proper letter that included many examples of the problem areas we wanted Mr. Todd to realize. It was really important here to edit our individual assignments into one consistent, well-written, and professional letter and I thought it came together really well.
Module 3

Individual Assignment

Part 1

Based on the illustrations presented in the textbook, the main illustrations featured in the document seem to be screenshot photographs taken from the library’s search website. These pictures are presented with added red or purple arrows, added words, and colored boxes to direct students how to navigate and use the features on the site. Examples of these photographs can be found in the Practice 1, 2, and 3, as well as in Citing 4 and Finding Articles 1 and 3. I also saw small images that appeared to be clip art, such as a light bulb and pool balls. These images are used to mark specific items in the text or indicate that the text is important. Besides these clip art-like pictures and the screenshots, it was difficult to find any other types of illustrations in the document, such as tables, graphs, diagrams, or drawings.

One example of an illustration from Practice 1 is found near the bottom of the page. It is a photo screenshot under the title “UCF Catalog Citation Option” and its purpose is to explain visually how to cite a book or eBook. The photo shows a source already found and a red box has been added around the option to “cite this,” indicating that this button is what you need to use. This typographic cue is used well here, even if it is a bit obvious. While the form is good, because it is a direct source from the website and it visually demonstrates the necessary information, I think that the content and purpose are a little vague here. The only thing this illustration demonstrates is which option to click in order to cite the book. It does not go on to include what else you need to do for the citation. It includes a disclaimer stating that “…database generated citations may not be perfect. Check with your instructor and style manual for correct format.” This seems like a questionable inclusion, since it goes against the purpose of displaying the “Cite this Item” feature, which is to assist students with citations. Stating that you may need additional help might be confusing to students trying to use this feature for the first time. As to the photo’s size, color and shading, it is directly from the source so it clearly shows how the website looks and functions.

Another illustration is found under Practice 3 in the section “Practice Exercise 3 – Part C (Academic OneFile).” This illustration, also a screenshot, shows the links “Academic Search Premier” and “Academic OneFile” under the “Popular Databases – Quick Links” section on the resource site. There is a typographic cue present, a large red arrow pointing at the “Academic OneFile” link. This illustration’s purpose is to indicate where to find the Academic OneFile on the library’s website. I feel this photo is pointless, as the text beside it describe where to go to find this link and what to do after clicking it. All this illustration does is show the reader what the link and text looks like, though this would be recognized after reading the instructions provided. The form reinforces the content, but is redundant here. While it does appear separate from the text, nothing about the photo distinguishes it from the rest of the page. It is neither bold nor
colorful, except the red arrow added in, and its size matches the rest of the text on the page. It blends in due to its white background and does not stand out. To me, this particular illustration is not effective and adds little to the helpful instructions.

Overall, the illustrations in this document are appropriate because, since they are photos taken directly from the library website, they make the process of finding certain information easier for students. For first time users of the site looking for sources, it seems like a good way to explain how to use the features without being too wordy. But I don’t think the photos used represent the client well. I think these illustrations could have been presented better. If there were more throughout the document, with better textual support to accompany them, I think the student would gain more from it. The document feels too segmented as it is now, and the pictures seem tacked on with a few arrows and boxes to illustrate certain buttons or features that sometimes may already be obvious to find. I feel that the relationship between the text and the illustrations would be better if the document was formatted consistently and the illustrations were not so spread out within the text.

Part 2

The font used in the majority of the document looks like Arial, which is sans serif, and is a good font for saving space. Since it is widely used online, it makes sense to use it in an online document like this one. The text is rather small though, and I would start by changing the size to at least 11 because it would make the document easier to read, even if it means taking up more space. The headings look like the same font as the text, online slightly larger and in bold. I think the headings should be either much larger or even a different font or color, so that each section clearly stands out. I would leave it bold though, because that is a good way to emphasis the difference between texts.

Other graphics include the cream/gold colored dividers and headers, as well as the grey outline boxes around text. These combined help identify different sections throughout the document, separating the areas and outlining the text to help the reader differentiate between each segment on the page. I believe they are consistent but I think a brighter, bolder color choice would make the sections appeal more to the reader. The cream color is too light and blends in with the white background too much.

The document is readable, but in sections with big blocks of text, such as Finding Articles 1, I believe the leading is too little. Sometimes, with so much text, it seems hard to read. The size of the font does not make this any easier either. It is too small for such a large amount of text. Though this may have been done to reduce the amount of space needed in the document, the text does not simply flow and is more difficult to read. I believe there is enough wordspacing to distinguish each word properly and the line length is left-justified, which gives the document a jagged-looking appearance from line to line. In sections like Finding Articles 1, where the page is in two columns, I think a left- and right-justified text would be better suited because it could
make the reader’s eye move across the sections better. This document is meant to be read primarily online, so the editing of it would need to center around the fact that the readers of it would be scrolling down or around, moving from page to page quickly, and the text would need to appear in appropriate places where the eye would catch it effortlessly. The arrangement should accommodate the use of online functions, such as links and graphics, to make the document easy to navigate.

**Reflection**

This assignment was a lengthy one, but it was a good one since I got to pinpoint exact areas of graphics, fonts, and the overall look of the document that needed improvement. Along with this though, I realized what worked well for the document and the areas that may not have needed to be drastically changed. It’s important to see the good in what you’re editing along with the things that need to be fixed, so this was a great way to do that. This assignment may have taken a long time for me to complete, but I think it was well worth it. I found many examples of issues with the document, including fonts, font sizing, and lack of section differentiation. I enjoyed being able to detail these issues and recall them for future use on the document.

**Group Assignment**

**Part 1**

A. Based on the table of illustrations on pages 284-285 of the textbook, identify the types of illustrations that are present in the document.

While there are a variety of illustrations to use in a document, the UCF Nursing Department library guide uses primarily representational images, also known as photographs. In addition, there are occasional instances where a tabular image and schedule chart are used, but this is a rare occurrence. The images incorporated in the document are screenshots, which are accurate representations of what a user will see when navigating the document. It is suspected that the illustrations are incorporated as a result of editing a screenshot or using a more advanced program such as SnagIt. Although photographs are the main type of illustration used, there is one instance of a schedule chart in the Finding Articles-3 section; the chart is included along with written instructions to demonstrate the application process for interlibrary loans using a “how-to” or “step-by-step” approach. An example of the occasional tabular image found in this document is the image illustrating the acronym “PICO” found in Practice Exercise 2, under the heading “Method 3 – Using Clinical Queries.”

B. According to the criteria in Chapter 19 concerning editing illustrations for accuracy, clarity, content, organization, and style, pick two illustrations from Practice 1, 2, or 3, and analyze them in terms of effectiveness with regard to form,
content, and purpose. Consider their effectiveness relative to their size, color or shading, labels, foregrounding, white space, shape, sequence, typographic cues, etc.

**Practice – 1**

**Typographic Cue**

Under the title “UCF Catalog Citation Option,” the purpose of the included screenshot is to demonstrate how to cite a book or eBook. The photo shows a source that has already been found and a red box has been added around the option to “cite this,” indicating that this button is what needs to be used. While it may not be entirely necessary to use this cue, since the reader would likely see the “cite this” hyperlink, it is applied effectively.

The image portraying the “Articles & Databases” tab under the “quick links” list does not accurately represent the location of the tab on that page. This particular image is severely cropped and subsequently does not provide any visual cues as to where this list and tab are located on the page. While the image may still be useful in relaying the intended message, as a typographic cue, it is ineffective.

While the form of the visuals is good, because they are using a direct source from the website and it visually demonstrates the necessary information, the content and purpose are vague; the only thing this illustration demonstrates is which option to click in order to cite the book. It does not go on to include what else readers would need for the citation. It does include a disclaimer stating that “…database generated citations may not be perfect. Check with your instructor and style manual for correct format.” This seems like a questionable inclusion, since it goes against the purpose of displaying the “Cite this Item” feature which is meant to assist students with citations. Stating that they may need additional help might be confusing to students trying to use this feature for the first time. Therefore, rewording this disclaimer would avoid confusing the readers.

**White Space**

There is poor use of white space in this section of the document due to the ambiguous lines defining where an illustration ends and where the white space begins. Since the illustrations were cut from a document with a white background and placed on another document with a white background, this makes the image overshadow and dominate the content.

**Size**

The second picture from the top is included on the page in order to show readers an example of what they should be seeing if they have followed the written instructions correctly. In the
textbook, *Technical Editing*, it states, “the form of illustration should reinforce content” (287). When the picture is too large, it overshadows the content rather than reinforcing it. In this section, the picture is much too large and it stands out a great deal from the written content of the webpage.

**Color**

The use of color is accurate, yet ineffective. Since the top two illustrations are combined in very close proximity, the difference in color is distracting. In *Technical Editing*, it is suggested that one should use “bright colors and dark shading” in order to attract the most attention. The top two illustrations fail to use either of these; as a result, the illustrations are jumbled and unclear. The bottom illustration is also ineffective because it lacks bright colors and shading.

**Labels**

The important parts of the illustrations used in this section are labeled, but they are not very clear. In the drop-down menu illustration, the “Articles & Databases” section is outlined in red, indicating where the user needs to click. However, since the background is so dark, the red box seems to blend into the rest of the illustration. Aside from this red box, the image is not labeled. The image at the bottom of the screen is also labeled with a red box, but the absence of textual labels makes this illustration confusing and insufficient at communicating the message. Finally, the image representing the search field is not labeled at all, making it ineffective.

**Foregrounding**

The page lacks foregrounding, or the inclusion of “important details” (288) on the forefront of the page. All of the images are haphazardly thrown onto the page in a very random order, making the document look disorganized and confusing.

**Shape**

The illustrations are portrayed through various shapes, making them difficult to reference. The most noticeable shape that seems out of place is the circular EBSCO logo. It is technically part of the illustration representing the input fields of the search bar, but because of the issues regarding poor use of white space and color definition, it appears as a floating circle and is distracting to the user.

**Sequence**

The sequence of illustrations is unclear. They are randomly placed throughout the screen and it is uncertain whether they pertain to the text directly next to them, above them, or below them. In addition to this lack of organization, there is no hierarchical pattern, and it is difficult to tell which one is of most or least importance and in what order.

**Practice – 2**
Size

The representational image found under the heading “Method 1” is intended to illustrate the location of the “Show More” tab within the “Refine your results” tool. However, the purpose is not likely to be achieved because of the small font size.

**Practice – 3**

**Typographic Cue**

The picture demonstrates how to add items to a folder and a large red arrow is used to make this demonstration. This arrow is unnecessary and fails to serve a purpose. It is used to show the reader what the link and text looks like, though this would already be recognized after reading the instructions provided.

C. **Overall, how appropriate are the illustrations in this document? Do they represent the client well? Are they helpful to the document’s readers? Make your own editorial suggestions as to how they could be made better.**

Overall, using representational illustrations is deemed appropriate for the intended audience. In addition, considering that the document may be utilized by first time users who will be looking for sources, photographs or screenshots are a good way to explain how to use the features while avoiding wordiness. While representational images are appropriate in this case, the particular screenshots that are used are considered ineffective due to the fact that they complicate the purpose of the content because of their size, placement, lack of textual elements, and ineffective typographic cues. The relationship between the illustrations and the text should remain neutral; presently, the illustrations dominate the text. Suggestions for improvement include resizing and replacing the photographs, as well as changing font colors to allow for a more professional appearance. For example, the image pertaining to the “Show More” tab simply needs to be made large enough to make it legible, and the image pertaining to the “Articles & Databases” simply needs to be less cropped. To clarify, the borders of the image pertaining to the “Articles & Databases” should be expanded to include visual cues that aid readers in locating that particular list and tab when they do navigate to the required page. Incorporating borders on the illustrations that were pulled from screens with a white background would improve the overall readability of the illustration and create an appropriate amount of white space throughout the document. In addition, this suggestion would help to compartmentalize the different shapes within the illustrations and enhance the attractiveness of the overall design and functionality. Also, creating a clearly defined sequence would help to organize the information provided and assist the user in identifying areas of importance.
Finally, appropriately sized illustrations would create a more user-friendly document. For example, under Practice-3, the picture should be kept but resized so that it blends with the text rather than dominating it. This would also decrease the extra whitespace which also takes away from the written content. In addition, placing it to the right side of the text would be beneficial to the reader so that he/she can refer to it while reading.

Part 2

A. Identify the various types of fonts that are used in the document, as described in chapter 22. What changes would you make with regard to text font, headings, call-outs, captions, etc.? Why would your choices be better?

The types of fonts used in the body of the document are sans serif fonts, such as Arial and Verdana. The size of the font is much smaller than the standard 12. While this was most likely done to conserve space, smaller font sizes make the document difficult to read. The sizes of the headings are larger than the text in the body of the document and bold font is used. This is effective because it allows the reader to distinguish the headings from the rest of the text. The sans serif font that is used is an effective font choice and should be kept; sans serif uses cross strokes and lets the eye move easily across lines of text. However, one adjustment that would make the document have better readability would be changing the size of the majority of text. A size 11 or 12 would be a vast improvement for readability, even if it means reducing space. In addition, using another font for headings would also improve readability, while using a different color would increase the differentiation between headings and body.

B. Chapter 18 addresses visual organization in general. Besides illustrations and text fonts, what other graphics are present? Are they effective? Consistent? Anything you might change?

Other graphics present include clip art, gold dividers, and grey outline boxes. While the clip art is placed effectively without creating clutter, the dividers and boxes could be improved. These graphics are used to separate sections of text and provide backgrounds for the headings. While the intent is good because it creates distinct sections for the reader, these graphics blend too much into the background, making it difficult to see them properly. Changing these dividers and outlines to a much brighter and bolder color to create contrast with the background would make navigating through the website easier. Also, there are blue boxes used to compartmentalize different areas. However, these are ineffective because they are inconsistent throughout the document. The use of a template could fix this, since adhering to an established style would help consistency in the layout. The use of a grid, such as the one under Finding Articles, is a good start to providing this kind of organization and uniformity. If this grid were incorporated into the other pages, it would aid in giving the document a more consistent look.
C. How do you find the document’s readability in terms of leading, type size, word spacing, line length? Will it be read primarily online or in print? How does the answer to that question impact your editing suggestions?

While the document is legible, there is still much room for improvement. For example, the document has too little leading and the type size is too small for an online document. These issues, along with tight letter spacing, make it twice as hard for the reader to distinguish words. While this may have been done to reduce the amount of space needed in the document, it works against the document as a whole. The word spacing is suitable, but would be improved if the text size was increased. The document’s readability is also affected by its line length. The line length is left-justified and gives the document a jagged-looking appearance from line to line. A left- and right-justified text would be better suited, especially in areas that use a two-column layout such as under Finding Articles-1. This would make the reader’s eye move across the line of text more easily, and since this is a document meant to be read primarily online, ease in readability is very important. The document contains a large amount of text, some of which is presented in sizable sections, and there is a lack of breaks in the information. An example of this can be found in the Practice sections. Since the document is meant for online use, this needs to be edited to eliminate the length of lines. For students using this site, easy navigation is the key factor. While editing, the main thing to consider is how the readers will be navigating the pages. Ensuring that the content is organized and designed well will allow them to do so with ease.

Works Cited

Reflection
On our group assignment for Mod 3, I was Chief Editor along with Amanda. Between us, we split up the two sections of the assignment and edited our group’s individual views into one shared view. Amanda and I communicated effectively through email and the message boards and we were able to combine our separate parts into one seamlessly. It was a really good experience because usually working with a group, especially online, can be difficult. But with all of us on board to get the work done, it was a rewarding experience. I was really pleased with the way Amanda and I worked together and the feedback from the other members of our group. They all made my job a little easier by expressing their views in their work so well and I was able to edit our group assignment nearly effortlessly. I thought the assignment overall was really successful.
Module 4

Individual Assignment

Practice Exercise 1 - EBSCO eBooks

EBSCO eBooks (formerly known as NetLibrary)

From the UCF Library homepage http://library.ucf.edu, click on "Quick Links," then "Articles & Databases.

Type in your 14-digit activated library ID number and password in the off-campus access box and click on "LOGIN." Answer "yes" to the Security Alert question. You should see the "Successfully logged in" test now.

Scroll down to "Miscellaneous" and select "eBooks." Click on "EBSCO eBooks."

Type "nursing research" in the first box and click "Search." You should retrieve between 345 and 355 results.

Type "sampling" in the second box. Change the field to "TX All Text Fields." This will test beyond the regular fields such as the title, subject headings and table of contents. It retrieves results with the term anywhere within the full text of an eBook.

Find the title, "Evaluating research for evidence based practice." Click on "View This eBook."

Look at the Table of Contents (left column).

1. What is the title of Chapter 9?
   a. Nursing Research
   b. Experiments in Nursing
   c. Evaluation of Middle-Range Theories

   Note: If the chapters in an eBook are not plainly visible, click on the icon next to each chapter.

Click on "Ebook Full Text." Note: In consideration of the other nursing students using this practice exercise, please do not download this eBook offline.

On the right hand side, under Tools, click on the first icon with the magnifying glass (Search Within). Type "sampling" in the box and click "Search."
2. What are two pages listed that contain the term "sampling"?
   a. 51
   b. 79
   c. 133
   d. 141

Click on an entry to go to individual page. When finished, go back to the Detailed Record (left hand side) and then click on the University of Central Florida Libraries link on the upper right hand side to stay logged in.

Comments (0)

UCF Catalog Citation Option

Need to verify a citation for a book or eBook? Try finding the eBook title in the UCF Catalog and use the "Cite this item" feature.

Browse Results by Call Number: Library of Congress |

1. Evaluating research for evidence-based nursing practice
   Jacqueline Fawcett, Joan Garry
   Author: Fawcett, Jacqueline
   Published: Philadelphia : F.A. Davis, c2000

E-book
   Click here for FULL TEXT from NetLibrary
   ONLINE General Collection

Please note that database generated citations may not be perfect. Check with your instructor and style manual for correct format.

Comments (0)

Answers for Practice Exercise 1

Practice Exercise 1 Answers: http://guides.ucf.edu/accontent.php?pid=45737&sid=3007644

Comments (0)
Then click on the Get Full Text button on the left-hand side to see if the full text is available in another database.

3. In which year, volume, and issue of the Rehabilitation Nursing is this article found?
   a. 2009, Volume 19, Issue 9
   b. 2005, Volume 44, Issue 1
   c. 2007, Volume 32, Issue 4
   d. 2010, Volume 59, Issue 1

4. Which of the following is one of the databases provides the full text for this article?
   a. Academic OneFile
   b. Synergy
   c. PsycInfo
   d. Wiley Online Library

Remember: Sometimes when you click on a database listed in SFX (Get Full Text) to retrieve a full-text article, it doesn’t work. If this happens, go to the UCF Libraries homepage and select Online Journals. Then search for the journal title (i.e., Rehabilitation Nursing) and try the different options listed under “Full Text Sources” to find a database with the full text. You may have to browse by year, volume, issue, and page numbers to locate the specific article. If that doesn’t work or if you get stuck, please contact me or the Ask-A-Librarian service for further assistance.

Close out the full text and return to CINAHL. (Note: It may be in a different window now). Then click on the "New Search" link in the top left corner when finished.
**Reflection**

I would say these were my favorite assignments so far. I really enjoyed getting to print out and mark up a copy of the document. It was nice to finally apply the proofreading and mark-up techniques to an actual copy. I thought I did pretty well on the mark-up and I thought it was fun. I really enjoyed working on an assignment like this one. Also, this was my first experience with Track Changes in Word but I thought I handled it really well too. It was great to see and use a Word feature like Track Changes and I’m glad I now know how it’s done. I always knew you could add comments to a document but did not realize you could expand on that in this way. I liked this assignment a lot. Using all the techniques I’ve learned so far in these two distinct ways was great, as was being able to edit the work myself properly. I know I did not catch everything I could have, but that just made me learn to be more focused and triple-check my proofreading in the future.

**Review Assignment**

**Practice Exercise 2**  Part A (Finding Nursing Research Articles in CINAHL)

**Part A** - Find a nursing research article related to prostate cancer screening in CINAHL using Subject Headings and other limiters.

From the **CINAHL** Advanced Search screen, type “prostate cancer” in the first box.

Check the “Suggest Subject Terms” box. (Using a thesaurus such as “CINAHL Headings” will help you find the most precise term for a particular word. Each article record in CINAHL is tagged with specific Subject Headings that may stand for other terms.)

Click “Search.” The “CINAHL Headings” screen should appear. Look on the first line.

**1. Which of the following is the correct subject heading for prostate cancer?**

a. Prostate cancer   c. Prostatic Neoplasms  
b. Prostatic tumors  d. Prostatic Cancer

**Comment [JNW3]:** Note: All text besides headings should be in Times New Roman. All headings remain Arial.

**Formatted:** Font: (Default) Times New Roman, 12 pt, Font color: Auto

**Comment [JNW4]:** A font like Times New Roman would be better for online users.

**Formatted:** Font: (Default) Times New Roman, 12 pt, Not Bold, Font color: Auto

**Comment [JNW5]:** I noticed this font is different than the rest. Is this intentional?
Check the box next to “Prostatic Neoplasms” on the right-hand side, click on “Search Database.”

The results screen should display. Click on “Advanced Search” (underneath the “Search Boxes”).

In the second search box, type “Screening.” (Tip: Leaving the field on the right-hand side as “Select All Field” searches for the term in the Title, Abstract, Subject Headings, and Author fields simultaneously)

Peer Reviewed ✔ Scroll down under “Limit Your Results” and check the “Peer Reviewed” box.

Check the box next to “Research Article” to limit to research studies. (You can also do this by typing “research” in one of the search boxes and changing the field on the right-hand side to “PT Publication Type”).

Research Article ✔ or research in PT Publication Type

Change the “Journal Subset” to “Nursing.” (Rationale: This will limit your results to articles published in nursing journals. Please note that there are many articles published in “nursing journals” that are not written by a nurse. See below in Practice 2-Part B to find out how to limit to articles written by nurses.)

Check “Search.”

You should get approximately 81 results.

Find the article “Barriers and Facilitators of Prostate Cancer Screening Among Filipino Men in Hawaii.” Click on the blue, hyperlinked title to see the article record.

Scroll down to Major Subjects. Notice that Prostatic Neoplasms is listed as a subject heading for this article. Also, the term “screening” is listed in a different subject heading. Since we entered each term on separate lines in the advanced search screen, this article was included in the results.

(Notice options to print, email, and cite this article on the right-hand side panel).

Continue to Part B.
Practice Exercise 2 Part B - Finding Primary Research Articles Written by a Nurse

CINAHL - Part B - Finding Primary (Original) Research Studies Written by a Nurse

Now that you have your feet wet, let's explore three methods of possible search strategies for finding primary research articles written by a nurse in CINAHL. Please keep in mind that these strategies are not perfect, so you still need to be attentive when evaluating the results list and read the abstracts/articles.

Method 1 - Limiting to Nurse Authors and Excluding Systematic Reviews

Continue from the last search. You should see (MH "Prostatic Neoplasms") in the first box and screening in the second line, like so:

A) Click on "Advanced Search" (directly below the search boxes).

B) Scroll down and (re)check the boxes next to "Research Article", "Peer Reviewed," and "English Language", and change the Journal Subset to "Nursing".

C) Check the box titled "Any Author is Nurse" *(Note: This method is one way to limit results to articles written by a nurse.)*

Click Search.
2. How many results did you retrieve?
   a. 1 - 25        c. 51 - 75
   b. 26 - 50       d. more than 75

D) Click on “Show More” on the left-hand side, (under “Refine Your Results”).

E) Uncheck the box titled “Any Author is Nurse” and click “Search.”

F) In the third line, type nurs* in the box (using the asterisk “*” at the end of a root word will also search for variations of the term like nurse, nurses, or nursing) and change the field to “AF Author Affiliation” (This is another way to limit the results to articles written by a nurse).

Click “Search” again.

Notice how the number of results increased. Both methods of limiting to nurse authors work, but the latter may be more effective in many cases. (Tip: Try using both methods to cover all the bases and be sure to look at the full text article or PDF to verify the author’s credentials.)
G) Add a row, then type “systematic review” on the fourth line. Change the field on the right-hand side to “PT Publication Type.” On the left-hand side, change the Boolean operator to “NOT.” (A systematic review is an analysis of previously conducted studies done by other researchers rather than an original research study conducted by the author. This method is a good way to filter out systematic reviews from your results).

**Important:** Use the “PT Publication Type” field instead of “Select a Field” or “MW Word in Subject Heading,” because systematic reviews refer to a particular type of publication rather than a subject heading.

You should retrieve about 43 results. Go back to the article “Barriers and Facilitators of Prostate Cancer Screening Among Filipino Men in Hawaii.” Click on the blue, hyperlinked title to see the article record.

Look at the “Affiliation” field. Notice that the author is affiliated with a school of nursing. (Please note that you may also want to see the PDF, as the full text usually contains additional information about the authors). Also, scroll down to the “Publication Type” field. This is where you would look to see what type of article you are dealing with. For instance, this article is listed as “Research.” In many cases, if an article is a systematic review, it would be tagged as such in this field. (Remember that there may be systematic reviews in CINAHL that are not tagged yet in the “Publication Type” field. Always make sure to read the abstract!)

Click on the “New Search” link in the top left corner when finished.

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**Method 2 - Limiting to Clinical Trials**

Another simple strategy is to search for a particular type of primary research article that in most cases uses a quantitative design: “The Clinical Trial.”

A) Start by typing “clinical trial” in the first search box. Then change the field on the right to “PT Publication type.” This searches for the term “Clinical Trial” in the “Publication Type” field.

B) Add a keyword related to a symptom, patient population, or nursing intervention in the second box. In this case, type “exercise and women”. Keep in mind that you could also...
leave it blank to browse for articles).

C) Scroll down and check the boxes next to “Research Article”, “Peer Reviewed,” and “English Language”, and change the Journal Subset to “Nursing”.

D) In the third line, type nurs* in the box (using the asterisk “*” at the end of a root word will also search for variations of the term like nurse, nurses, or nursing) and change the field to “AF Author Affiliation.”

Click “Search.”

(Note: As with all of the other methods, make sure to scan the article record and read the abstract to make sure that you are dealing with a primary research study and not an unwanted article type like a systematic review or an educational/informational article.)

Your should retrieve about 36 results. Click on the title “The relationship between psychosocial state and exercise behavior of older women 2 months after hip fracture.”

3. In which year, volume, and issue of the Rehabilitation Nursing is this article found?
   b. 2005, Volume 44, Issue 1   d. 2010, Volume 59, Issue 1

Click on the “Get Full Text” button on the left hand side to see if the full text is available in another database.

4. Which of the following is one of the databases provides the full text for this article?
   a. Academic OneFile   c. PsycInfo
   b. Synergy   d. Wiley Online Library

Remember: Sometimes when you click on a database listed in SFX (Get Full Text) to retrieve a full-text article, it doesn’t work. If this happens, go to the UCF Libraries homepage and select “Online Journals.” Then search for the journal title (i.e. -Rehabilitation Nursing) and try the different options listed under “Full Text Sources” to find a database with the full text. -You may have to browse by year, volume, issue, and page numbers to locate the specific article. If that doesn't work, or if you get stuck, please contact me or the “Ask-A-Librarian” service for further assistance.

Click “Get Full Text” button on the left hand side to see if the full text is available in another database.

4. Which of the following is one of the databases provides the full text for this article?
   a. Academic OneFile   c. PsycInfo
   b. Synergy   d. Wiley Online Library

Remember: Sometimes when you click on a database listed in SFX (Get Full Text) to retrieve a full-text article, it doesn’t work. If this happens, go to the UCF Libraries homepage and select “Online Journals.” Then search for the journal title (i.e. -Rehabilitation Nursing) and try the different options listed under “Full Text Sources” to find a database with the full text. -You may have to browse by year, volume, issue, and page numbers to locate the specific article. If that doesn't work, or if you get stuck, please contact me or the “Ask-A-Librarian” service for further assistance.
Close out the full text and return to CINAHL. (Note: It may be in a different window now.) Then click on the "New Search" link in the top left corner when finished.

Method 3 - Using Clinical Queries

Having trouble finding articles for the Research Synthesis Project?

Try using some of the Clinical Queries options in “CINAHL Advanced Search”. The Clinical Queries Limiter is found below the advanced search screen in the “Limit your results” section:

For instance, if your PICO statement is related to Therapy, try highlighting some of the options related to therapy as above. **High Sensitivity** is the broadest search, to include ALL relevant material, but may also include less relevant materials. **High Specificity** is the most targeted search and includes only the most relevant result sets, but may miss some relevant materials. **Best Balance** retrieves the best balance between Sensitivity and Specificity. As you can see, you can select more than one by holding down the Shift key.

Let's Practice!

A) Type “Compression Stockings OR Compression Garments” (both terms connected by OR) in the first line. This searches for articles that include either term.

B) As before, scroll down below the Advanced Search Screen under “Limit Your Results.” Check the boxes next to “Research Article,” “English Language,” and “Peer-Reviewed.”

C) Scroll down to “Clinical Queries.” Select all three of the therapy options as illustrated above.
Click Search. You should retrieve between 260 - 270 results. If you limit your search to nurse authors in the second line by "nurs*" in "AF Author Affiliation," you should go down to approximately 20 results.

Note: Be aware that you may get a number of systematic reviews. Although systematic reviews won't qualify for the "Research Synthesis Project (Project III)," some of them may contain citations of studies in the "References section" that might work. Again, you can weed them out as in "Method 1," and Also remember to always read the abstract!

Nicholas,

I thought you did a very good job overall on the Practice 2 and Sidebar exercises. You did well to point out the areas that needed changing, such as in font styles and sizing, as well as where to properly place quotation marks and any grammatical errors. You also noted redundant areas which should be deleted, which were good catches. If anything, I thought you could have used more comments to explain certain changes you made, such as text size and font choice. We had similar views on the way some of the wording should be and words that needed quotations or italics.

On the Practice 1 mark-up, I also felt you did really well. You incorporated a lot of copyediting symbols and did so in a professional way. You caught a lot of the grammatical errors and textual errors, such as too much spacing and missing words. You did well with the use of quotations and capitalizing too. One really good area was around the EBSCO search box graphic, where you directed the text around the graphic and put together some spaced out lines of text. Your document could have used some comments from yourself just to express your point of view on anything else other than the grammatical error editing, but otherwise, I thought you did a great job! 😊

-Jessica

FINAL NOTE! (11/20/12)

Here I am just making my final comments on this assignment. The overall editing was at this point was minimal, I just had to make a few corrections with grammar and deletions that I overlooked in the first round of editing. I was still a little unsure about changes to the font for the document so I made a note on the first page indicating that Times New Roman should be used throughout, except for headings. After reviewing Nicholas’ comments on my edits, I was able to go back and see many things I missed going through his edits the first time, so I greatly appreciate that! I took into consideration all of our combined commentary and edited this for the final time keeping all that I learned in mind.
Nicholas, thank you again for all of your help and amazing observations! You pointed out several areas I overlooked on my own and your comments made me more aware of the way I was editing this document. So thanks again!

Jessica

Reflection

On the review assignment, I worked with Nicholas and I thought we worked really well together. He pointed out a lot of things in my individual assignment that I overlooked and that was good to see, since I thought I had caught most of the mistakes. It made me realize that I always have to go back through and check everything again just to make sure. It was a good experience to have someone else go back through my edits and edit them again, because I saw what I missed and what he thought were good points I made. I also went through his assignment and was able to point out things for him as well. Overall, we helped each other out and it was a very positive experience in which I think I learned a lot about being considerate of someone else’s point of view.
Module 5
Print Mark-Up

Practice Exercise 3 - Part A (Medline)

From the UCF Library homepage http://library.ucf.edu, click on "Articles & Databases." Type in your 14-digit, activated library ID number in the off-campus access box and click on LOGIN. Answer "yes" to the Security Alert question.

Click on "A" in the alphabetical line under the "Successfully logged in." text.
Select "Medline-EBSCOhost.

Put the phrase "breast neoplasms and pain or discomfort" in the top row of search boxes.
Click "Search."

1. How many articles did you find?
   a. More than 500
   b. 100 - 500
   c. 50 - 150
   d. Less than 50

Go back to the search box.

Put parentheses around the phrase "pain or discomfort" so the search string looks like this: (breast neoplasms and (pain or discomfort)).

Rationale: This will search for articles that contain the first term (breast neoplasms) plus either of the last two terms (pain or discomfort). You can do the same thing without parentheses by putting "breast neoplasms" in the top search box and "pain or Discomfort" in the second line.

Notice how the number of results decrease. Click on "Show More" on the left hand side (under "Refine Your Results)."
Scroll down under "Limit your results" and check the "English Language" box.
Under "Folder & Citation Subset," select "Nursing.
Under "Publication Type," select "Clinical Trial.
Click "Search."

2. How many articles do you have now?
   a. More than 500
   b. 100 - 500
   c. 50 - 150
   d. Less than 50

Scroll down and find the article "Virtual reality as a distraction intervention for women receiving chemotherapy."
Click on the article title to view the article record.
Scroll down to "MeSH Terms" (directly above the abstract).
3. Which is not one of the subject headings assigned to this article?
   a. Breast Neoplasms
   b. Cancer
   c. Audiovisual Aids
   d. Treatment Outcome

   Continue to the next search by clicking on the "Univ of Central Florida" link on the upper right corner.

Practice Exercise 3 - Part B (PsycInfo)

From the UCF Library homepage http://library.ucf.edu, click Quick Links, then Articles & Databases. Login with your UCF user ID and PIN. Scroll down to "Health and Nursing" and select "Nursing." Find and click on "PsycInfo Advanced Search screen.

- Type in the first box "Dementia or Alzheimer's"
- Type in the second box "Caregiver stress"

Scroll down under "Limit Your Results" and check the "Scholarly (Peer Reviewed) Journals" box. This will limit to articles written in peer-reviewed journals.

Under "Methodology," select "Quantitative Study." Click "Search." You should retrieve between 340 and 350 results.

Scroll back to the top of the page and type the term "mood" in the third box. Click "Search" again.

You should retrieve between 70-90 results. Add the first five results to the folder by clicking on the "Add to Folder" icon under each title.

Click on the Folder on the top navigation bar.

Notice options to print, email, and save the results (right-hand side). Also, you can "Sign In" and create an EBSCOHOST account so that you can view selected searches and results at a later date.

Click "Back" to return to the results screen.
Find the article "The effects of a dementia nurse care manager on improving caregiver outcomes" and click on "Linked Full Text". A new window should open with the entire article as a PDF.
Click on the "UNIV OF CENTRAL FLORIDA" link in the top right corner when finished.

Comments (0)

Practice Exercise 3 - Part C (Academic OneFile)

Academic OneFile

Access Articles & Databases from the UCF Library homepage http://library.ucf.edu using your 14 digit activated library number.

After you log in, select Academic OneFile.

Type "obese" and "child" in the first search line (including the asterisks).

Add "aging the asterisk" at the end of a word will also search for variations of each term like (obese or obesity) or (child or children). Change the field to "Keyword KE".

Type "research OR study" in the second line (including the parentheses) and change the field to "Abstract:"

Scroll down and change the "Published Date" to after 01 January 2002.

Place a check in the "Peer Reviewed Publications" box.

Click on "Search".

4. How many articles did you find?
   a. More than 500.  
   b. 201-500  
   c. Less than 200

You should see a gray box at the middle of the page listing the number of results in Academic Journals. Click on the blue "Advanced Search" link to go back to your previous search.

In the third box, type "nurs" (including the asterisk) and change the field to "Subject:"

Click on "Search".

5. How many articles did you find?
   a. More than 500.  
   b. 201-500  
   c. Less than 200

Find the entry "Obesity among adolescents: sedentary leisure time and sleeping as determinants", and click on the "Get Full Text" button. This should take you to CINAHL Plus with Full Text to view the entire article.

(Remember: Sometimes when you click on a database listed in SFX (Get Full Text) to retrieve a full-text article, it doesn't work. If this happens, go to the UCF Library homepage and select Online Journals. Then search for the journal title (i.e. - Journal of Advanced Nursing) and try the different options listed under Full Text Source to find a database with the full text. You may have to browse by year, volume, issue, and page numbers to locate the specific article. If that doesn't work or if you get stuck, please contact me or the Ask-A-Librarian service for further assistance.

End when finished."

Comments (0)

Answers for Practice Exercise 3

Comments (0)
Reflection

On Module 5’s mark-up, I think I was able to be more critical and pick up on errors quicker than on Mod 4. I went through the document a couple times to make sure I caught everything I could. I was a little disappointed though because I almost felt like I wasn’t finding enough. I know that not every document will be full of mistakes, but I felt like all I was doing on this one at times was adding quotation marks. I wanted to add more notes, but I wasn’t sure what else to include other than what I had pointed out. I think I did well on this mark-up, but I do think it was slightly harder than the previous one. I wanted to be consistent with the font, quotes, boldness, etc., but there were so many places where different styles were being used that it was at times hard to decide. Overall though, I think it all worked out by the time I was done.

Track Changes

Finding Full Text Articles

There are two situations when you may be looking for full-text articles:

1. When you have a citation and want to find the article itself.
2. When you have a topic and you’re searching the databases for full-text articles.

Citation Searching

If you have a citation (author, journal/magazine title, year, etc.), there are several ways to determine if UCF provides access to the full-text of the article. The availability of the full-text of electronic articles is constantly changing, so try a number of these different methods of checking before deciding to use Interlibrary Loan or giving up. See the section of this module on Interlibrary Loan for information about ordering an electronic copy of the article from another library.

Check the UCF Online Journal Subscriptions

To successfully use the Online Journals feature, you must be connected directly to UCF or have the EZProxy activated.

From the UCF Library Home Page, click on “Online Journals.”
Enter the title of a specific journal and click "Submit" to see if it is available electronically.

Click on the title of the journal. On the next screen, "Options for Getting the Full Text," you will see a list of databases that may provide the full text of your article. Click on the information about the article, such as year, volume, issue and/or pages. Scroll through the table of contents of the journal to find the title of your article.

To see all available online journals, click on “Online Journals” and choose a letter to browse journal titles.

Check the UCF Library Catalog

From the UCF Library Home Page, use the Basic Search box.

Type in the journal name.

From the pull-down menu, select "Journal Title." and click on "Search."

If found, look at the record to see if an electronic version is available and click on the hypertext link. If the source of the full-text article requires it, you must be connected directly to UCF or through EZProxy first for the hypertext link to work. (See section of this module on Remote Access).

Check the Journal's Internet Web Site

A publisher will sometimes provide full-text to a journal or to selected articles. UCF may also have full-text privileges from a journal’s web site and the information has not yet been entered into the catalog or online journal subscription list.

Use an Internet search engine (e.g., such as Google, Yahoo, or Bing) to search for the journal title or the complete citation.

Database Searching

Library databases are organized collections of information that
the library pays for and that can be accessed online. You must be connected directly to UCF or have the EZProxy activated to search a database.

When you are searching databases for a topic, and want to find articles available electronically in full-text, there are a number of features you might want to investigate that are part of the UCF Library’s web page or provided by databases.

From the UCF Library page, click on “Articles and Databases.” You can access the databases either alphabetically or by subject. If you are not sure which databases would be the most useful for your subject, choose the subject guide.

Databases often provide options to limit your search. (See the section of the module on Search Strategies.) Limiting your search to “full-text only” is never recommended. The full text of many articles will be available to you by using the “Get Full Text” icon. Limiting your search to “full-text only” will, ironically, eliminate many articles available online.

Sometimes you can link to full-text articles within the database. Click on any links that say “HTML full-text” or “PDF full-text.” If you do not see a full-text option, click on the “Get Full Text” icon.

The “Get Full Text” icon is a bridge from the database you are in to other resources that the UCF Library buys that contain full-text articles. When you click on this icon, you are linking to any other resources the library buys that provide the full-text of the article of interest. (Please note that the “Get Full Text” icon does not guarantee that full-text is available; it simply means that the option to search for full-text is available.)

Also, when you limit a search to “full-text only” in a database, you will be excluding all full-text articles available in other UCF Library databases. Hence, the warning: Never limit your search to “full-text only.” Use the “Get Full Text” to find the full text!
Reflection

On the next part of Mod 5, I was quite used to using the Track Changes feature by now that it was much easier to work with. As with the mark-up on this module, I thought I picked up on things much quicker than on Mod 4, which was great. I don’t think I had as much to say in the comments than on the previous module but I think I pointed out all the key areas that needed improvement. I felt that it was nice to get the chance to work with Track Changes again. One thing that was frustrating to me though was that when I wanted to change the font to Times New Roman for all the text, it took up way too much space in the margin. I would have liked Track Changes to only indicate the change once, but I guess it cannot do this. At first, I thought this assignment would be very long and take me a while to finish, but as I got into it, I realized it didn’t take me too long at all. The work itself made the time go by faster so I was really pleased with this assignment and thought I did well.
Module 6

**Overall Course Reflection**

Overall, I had a very pleasant and positive experience in this class this semester! I thoroughly enjoyed it and honestly cannot think of one assignment that was unnecessary for success. This class made me realize how much I enjoy editing and that I really do want to pursue this field as a career. It would be so great to find a job doing exactly what we did in class, or even more. I believe that I learned a lot of very useful skills this semester, such as proofreading techniques, mark-up symbols, and how to be critical of someone else’s work. The group work experience in this class was wonderful. Normally, I absolutely hate group or partner work because usually there are people that let you down. I don’t know how many times I’ve had to pick up the slack of someone who just did not care. I also hate when group members don’t communicate effectively, or worse, don’t communicate at all. But I really felt that this was never the case in this class. My group worked really well together and we all contributed to every assignment and every discussion with adequate, relevant information.

If I had to point out any weak areas in the class, I would perhaps mention the quizzes. In a way, they almost felt out of place with the rest of the course work. I understand that we had a textbook and it was important to test our knowledge of the text, but the tests were not that challenging and I personally would have rather spent more time copyediting different areas of our document. Other than that, I really can’t say there was anything else that I had an issue with in the class.

When it comes to the positives of the class, I obviously thought there were many. I felt if I ever had a question or concern, I got a timely response from our professor and that always makes me feel that a teacher really cares about her students. Also, our grades were usually posted very quickly after the assignments were due and that’s always great, since I never needed to worry where I stood in terms of my grade. It was nice to have a professor so attentive to our needs as students and I really appreciate that. For the most part, I felt all the instructions for the assignments were clear. There was one assignment, I believe it may have been Module 4, where things got a little confusing because of all the Track Changes and swapping back and forth of documents, that the instructions weren’t entirely clear. But other than that, I felt I always knew what my assignment was and what I needed to accomplish. I was a little unsure in the beginning of the semester on the due dates and missed one due date for a discussion post, but after I realized this, I made sure to stick to the posted schedule and never missed another due date.

So overall, I had a great experience in this class and I will always remember the skills I learned in any future endeavors in editing. The class felt like it always had a positive attitude and even though it was all online, the interactive aspects in the class made it feel like it was more than just a class with a discussion board. So thank you! ☺️