RESEARCH: STREETCAR

❶ Accessing Cobb Digital Library

- **At school:** click on the CDL icon on your desktop
- **At home:** go to http://cobb.mackinvia.com or waltonhigh.org > Media Center > CDL
- **Enter the following information:**
  School: Walton
  User ID: firstname.lastname@students.cobbk12.org*
  Password: same as school computer password
  GALILEO password: banjo

> *** Don't know your username?**
>
> 1. Log in to your StudentVUE account using a web browser (not the app).
> 2. From the navigation menu, click on Account Login Information.
> 3. Under your picture, click on Account Login Information again to view your username.

❷ Locating articles in databases

✓ Once you have logged in, click on **Literature and Criticism Databases**.
✓ Use search methods outlined below to locate criticism in each of the following recommended databases.

Recommended Literature & Criticism Databases

Database	Logo
Bloom's Literary Reference Online ➢ Conduct a *basic search* with the play title "Streetcar Named Desire" ➢ *and* with a term related to your lens (society, gender, sex, power, etc.) ➢ use Boolean operators "**and**," "**or**," or "**not**" to narrow results	Facts On File Bloom's Literary Reference Online
Literature Resource Center ➢ Try *basic* and *advanced searches*; utilize the "search within results" feature ➢ Be sure to specify *A Streetcar Named Desire (play)* in your search	GALE Literature Resource Center
Literary Reference Center ➢ Conduct a *basic search* for *A Streetcar Named Desire* first ➢ Limit results by source type	Literary Reference Center™
Galileo Advanced ➢ Conduct an *advanced search*; note auto-fill search options ➢ Pay careful attention to "Select a Field (optional)" dropdown menu (see tips below) ➢ Limit to "Full Text" and "Scholarly Journals"	Georgia's Virtual Library GALILEO, an Initiative of the University System of Georgia

❸ Digital research tips

1. **Different search terms, even if they are synonymous, can produce different results.** Try *impact* for *influence*, *historical origins* for *historical sources*, etc. to get the results you need. **See key search terms on back.*

2. **Use filters effectively.**
   - Search only *Full Text* resources.
   - Use *Advanced Search* to enter multiple search terms, for example, *Blanche DuBois* and *isolation* and *symbols*. Be careful not to over-refine your search.
   - *Keyword/Select a Field* options only search for terms in the title, abstract and introductory paragraph. Use this filter for broad topics, e.g., *A Streetcar Named Desire*.
   - *Full Text/Entire Document* filters search the complete source. Use this option for specific topics, e.g., feminism, modernism, etc.
   - Save time by limiting search results to specific types of resources, e.g., academic journals, analysis and criticism, etc.
   - Narrow results by publication date if your topic is date sensitive.
   - Use *Control F* to search quickly within an essay or article.

④ Key search terms

Consider utilizing the following search terms for varying literary lenses:

- **Bio/historical:** specify time period (modernism, modern, modernist) or period traits (disillusionment)
- **Formalist Literary:** specify literary device (symbol, metaphor, irony)
- **Psychological/Freudian:** psyche, psychology, sex, relationship, specific character name
- **Marxist/Sociological:** status, society, class, power
- **Feminist:** gender, power, feminism, patriarchy, sex

⑤ A few notes on printing

1. Student accounts are limited to 120 pages of school-related work per semester.
2. When you first hit **print**, a screen will pop up telling you how many pages are in the document. The cost of printing indicated is a counting measure only and not actual funds.
3. To prevent waste, print jobs over seven pages and duplicates are held in a queue. For help releasing a print job, see a media specialist.
4. To preserve hardware, duplex printing is unavailable.

⑥ Annotated Bibliography Checklist

Use the following self-assessment checklist to format your Annotated Bibliography.

☐ The **first page** includes a 4-line heading at the top of the page (my name/teacher's name/class title/date).

☐ The title, Annotated Bibliography for *A Streetcar Named Desire*, is centered beneath the heading.

☐ Entries are alphabetized by the first item in each (either the author's last name or the first word in the title if the author's name is not given).

☐ The entire document is double-spaced.

☐ After-paragraph spacing is set to 0 pt (in the paragraph menu, change the default "After" spacing from 8 pt to 0 pt)

☐ **Hanging indentation** is set at 0.5" or ½ inch (in the paragraph menu, select "Hanging" from the "Special" drop-down menu)

☐ Each page contains a **running header** that includes my last name and the page number (double click in the header space at the top of the page; click on the page # icon; select "top of page" and "plain number 3")

☐ Everything is typed in **Times New Roman 12 pt. font**, including the heading and running header!

☐ Margins are set at 1 inch.

☐ Each annotation includes the following:
  - ✓ Summary
  - ✓ Evaluation
  - ✓ Reflection

- ❑ **Double-space the entire Annotated Bibliography**
- ❑ **Use 12-point Times New Roman font**
- ❑ **Include 4-line heading on page 1 only**
- ❑ **Do not number the entries on a Works Cited page**
- ❑ **Place entries in alpha order by first item in each**

Center title beneath heading;
- ✓ **Do NOT underline, bold, or change font**
- ✓ **DO italicize the title of the book**

Running header includes your last name & the page #

McStudent 1

Fakey McStudent

Mrs. League

Honors American Literature, 2nd Period

15 January 2016

Annotated Bibliography for *The Crucible*

Schissel, Wendy. "Re(dis)covering the Witches in Arthur Miller's *The Crucible*: A

Feminist Reading." *Modern Drama* 37.3 (Fall 1994): 461-473. Rpt. in *Drama*

Criticism. Vol. 31. Detroit: Gale, 2008. *Literature Resource Center*. Accessed

20 Dec. 2010.

In her article, "Re(dis)covering the Witches in Arthur Miller's *The Crucible*: A

Feminist Reading,"author Wendy Schissel explores the role women play in

The Crucible and juxtaposes them with male characters, such as John Proctor,

who often times avoid being criticized. She evaluates the gender stereotypes

associated with women, especially highlighting Elizabeth Proctor, Abigail

Williams, Mary Warren and Tituba as sources of temptation, which result in

the downfall of man. Schissel calls the reader's attention to the implied male

dominance of the play, criticizing Miller and claiming that he intends for the

audience and critics alike to overlook John's lack of fidelity and focus their

attention instead on the cold Elizabeth and licentious Abigail. As a credible

source coming from an academic database, Schissel speaks with authority,

providing textual support for her argument, both from primary and secondary

Hanging indentation means that the first line of each entry begins at the left margin; subsequent lines should be indented ½ inch