

Indexing and Abstracting Assignment

Assignment three, creating abstracts

Overview

In this assignment you will get started with abstracting by creating informative, indicative, critical, and structured abstracts.

Purpose

The purpose of this assignment is to get you acquainted with the process of abstracting and to get you familiar with creating different types of abstracts. For this assignment you will choose any four of the articles or chapters that you have read up to this point and create an abstract for the article.

Guidelines

- Read / Review the article or chapter to be abstracted
- Decide what type of abstract you want to write
- Using the guidelines in Lancaster, Bailey & Eldredge, or XXX, create either an informative, indicative, critical, or structured abstract.
- You should create one of each abstract type

Evaluation

This assignment will be evaluated using the following rubric

- Quality of abstracting
- Extensivity of indexing
 - Are the main ideas of the resource covered?
 - Are supplemental ideas, procedures, information covered where appropriate
- Specificity of indexing
 - Does the level of coverage for the resource match the type/scope of the abstract?
- Consistency of abstracting
 - Consistency of structure
 - Do the abstracts follow standard formatting and structure?
 - Consistency of content
 - Are the abstract contents consistent with the resource being reviewed?
- Formatting of the abstract
 - Does the abstract follow expected format (particularly for structured abstracts)?
 - Are sentences well formed and grammatically correct?
 - Does the abstract 'make sense'?

Important Dates

This assignment will be due by the beginning of class 10

Resources to consider

(Lancaster, 2003 - Chapters 7 & 8 p100-134)

(NISO, 2002)

(Winker, 1999)

(Bayley & Eldredge, 2003)

Bayley, L., & Eldredge, J. (2003). The structured abstract: an essential tool for researchers [Electronic Version].

Hypothesis, 17 from

<http://gain.mercer.edu/mla/research/hyp03v17n1.pdf>.

Lancaster, F. W. (2003). *Indexing and abstracting in theory and practice* (3rd ed.). Champaign, Ill.: University of Illinois, Graduate School of Library and Information Science.

NISO. (2002). Guidelines for Abstracts [Electronic Version] from

http://www.niso.org/standards/standard_detail.cfm?std_id=514.

Winker, M. A. (1999). The Need for Concrete Improvement in Abstract Quality. *JAMA*, 281(12), 1129-1130.