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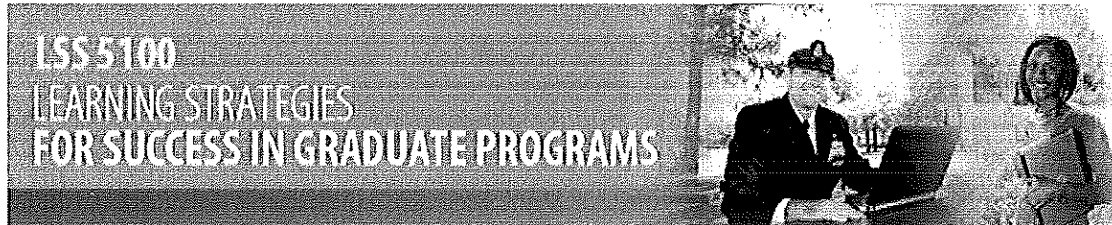
Unit IV

Samuel McEady

Unit IV



Unit IV



This unit focuses on the following outcomes:

Course Outcome 1: Examine the role of critical thinking for both a learner in a graduate program and a professional in an industry.

Course Outcome 5: Prepare an annotated bibliography of scholarly resources on a research topic.



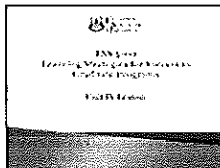
Complete the following items for this unit:



- ☐ Read the journal article, *Critical Thinking Development: A Stage Theory*
- ☐ Read *The Wadsworth Guide to Research* Chapter 7—Understanding Plagiarism and Integrating Resources, pp. 135-147
- ☐ View the Unit IV Lesson
- ☐ View *Tips for Writing an Annotated Bibliography*—a video
- ☐ Complete the Unit IV Annotated Bibliography



Unit IV Lesson



[Click here to view the lesson.](#)



Listen to the lesson



[Click here to download an audio file of the lesson.](#)



Tips for Writing an Annotated Bibliography

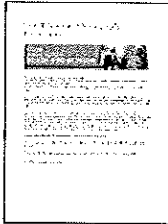
When you watch this short video, you will learn about writing an annotated bibliography for the assignment due in Unit IV: Tips for Writing an Annotated Bibliography



A Message from Dr. Evelyn Knowles



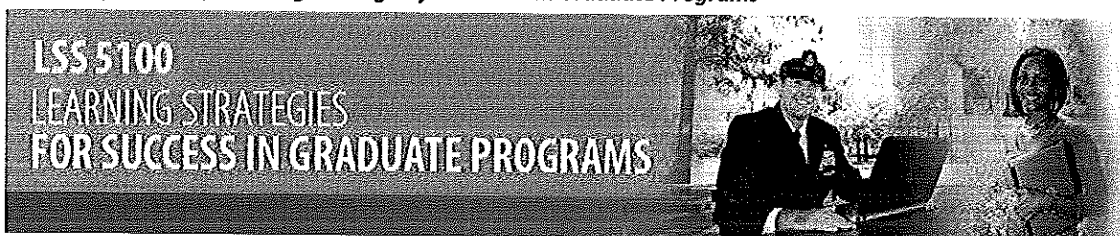
Unit IV Annotated Bibliography



[Click here to view the instructions.](#)

[View Rubric](#)

Submit. To submit the assignment, click on "Unit IV Annotated Bibliography" above.



Syllabus

Course Description

This course will provide students with a solid foundation for succeeding in an online graduate program. Utilizing critical-thinking skills and conducting searches for scholarly sources are the underpinning expectations of graduate students. Students will have an opportunity to examine the role of critical thinking, for a learner and for a professional, while also focusing on three key elements of online learning: time management, communication, and organization.

Course Textbooks

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Miller-Cochran, S. K., & Rodrigo, R. L. (2013). *The Wadsworth guide to research* (Custom ed.). Boston, MA: Cengage Learning.

Student Learning Outcomes

1. Examine the role of critical thinking for both a learner in a graduate program and as a professional in an industry.
2. Develop an essay focusing on the three key elements of online learning: time management, communication, and organization.
3. Demonstrate proficiency in using APA Style for citing references.
4. Demonstrate effective online communication using a visual presentation medium.
5. Prepare an annotated bibliography of scholarly resources on a research topic.

Students will demonstrate attainment of these learning outcomes through successful completion of the learning activities throughout the course. Successful completion of Learning Strategies for Success in Graduate Programs requires a minimum score of 80% (B or better). If a student does not complete the course with a minimum score of 80%, he or she will be required to retake the course and pay full tuition. After retaking and successfully passing the course, the original grade will be replaced with a letter grade of "R" (for retake). Official transcripts do not reflect courses where a grade of "R" has been posted, and retaken courses with a grade of "R" are not calculated toward a student's overall GPA. You may refer to the Course Retake Policy located in the myCSU Student Portal for more information.

Course Structure

The course is divided into four units. The reading assignments include the course textbook, journal articles, and lesson materials. Some of the units contain an instructional video to enhance your understanding of the course material. The best place to start each week is to review the unit checklist, which lists the items to be completed each week: reading assignment(s), lesson(s), unit assignment(s), and any other required activities.

Writing, communicating, critical thinking, and reflective thinking are vital to becoming a successful graduate student. In order to develop these skills, each assignment will provide you with the necessary skills to meet the Student Learning Outcomes listed above. The instructions for each assignment are located within the corresponding unit.

Course Outline

Unit	Reading	Course Learning Outcomes	Unit Assignments
I	Chapter 1- Research and the Rhetorical Situation	Develop an essay focusing on the three key elements of online learning; time management, communication, and organization.	Read Lesson Unit I Essay
II	"A Practical Guide to Critical Thinking" journal article. Chapter 4- Finding Resources through Secondary Research pp. 69-74; 78-83 Chapter 13- APA Guidelines pp. 299-304	Examine the role of critical thinking for both a learner in a graduate program and as a professional in an industry. Demonstrate proficiency in using APA Style for citing references.	Read Lesson Unit II Reflection Activity Unit II Practice Citations Exercise
III	<i>Critical Thinking Practice Assessment Quiz.</i> Chapter 6- Rhetorically Reading, Tracking, and Evaluating Resources pp. 111-131	Examine the role of critical thinking for both a learner in a graduate program and as a professional in an industry. Demonstrate effective online communication using a visual presentation medium.	Take Critical Thinking Practice Assessment Quiz Read Lesson Unit III Reflection Activity Unit III PowerPoint Presentation
IV	"Critical Thinking Development: A Stage Theory" journal article. Chapter 7- Understanding Plagiarism and Integrating Resources	Examine the role of critical thinking for both a learner in a graduate program and as a professional in an industry. Prepare an annotated bibliography of scholarly resources on a research topic.	Read Lesson Unit IV Annotated Bibliography

Reflection Activities

You will be required to submit two (2) reflection activities as assignments in Units II and III. Compose your response in a word processing application (i.e., Microsoft Word).

Unit Assignment Descriptions

Unit I | Essay

In Unit I, you will read three articles about one of the three key foundations to successful online learning- time management. Organization and communication are equally important elements to you becoming successful as an online learner. For your essay, discuss how you can use **organization, time management, and communication** towards your career or how you can use these to be a successful online learner (500 words maximum). There is a [complete](#) assignment description located in Unit I.

Unit II | Practice Citations Exercise

Using a sample paragraph and its list of resources, you will practice inserting in-text citations and constructing properly formatted reference citations. The sample paragraph contains direct quotations, paraphrases, and summaries. Insert the in-text citations where they are required. Be sure to include the appropriate information for each type of in-text citation. Finally, convert the source information below the excerpt into properly formatted APA Style reference citations. There is a [complete](#) assignment description located in Unit II.

Unit III | PowerPoint Presentation

This assignment will assist you with developing your final assignment in Unit IV, which is an annotated bibliography. First, choose a topic that interests you. Next, navigate to the CSU Online Library. Use the information you have learned about searching the library databases (e.g. Academic OneFile, ebrary, etc.) to locate five scholarly sources that provide information about your chosen topic. For each source, you will want to record: a) the author(s); b) copyright or publication year; c) title of the text; d) other publication information (usually the location or online location where you found the source, including the city and state, or the city and country, as well as the publisher's name). There is a [complete](#) assignment description located in Unit III.

Unit IV | Annotated Bibliography

You will be preparing an annotated bibliography, which is a list of citations to books, articles, and documents. Each citation is followed by a brief (usually about 100 words), descriptive, and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited. There is a [complete](#) assignment description located in Unit IV.

Grading Rubric for Papers/Projects

All assignments will be graded according to a grading rubric. A rubric is a tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of an assignment. Your professor will use the rubric to assign points and provide feedback for the assignment.

You are encouraged to view the assignment rubric before submitting your work. This will allow you to review the evaluation criteria as you prepare your assignments. Each rubric is available to view in each unit's assignment instructions.

Submitting Course Assignments/Papers/Projects

Once you have completed your unit assignments, submit by uploading them through the assignment's link in each unit. **Do not e-mail your assignments directly to your professor.** By using the assignment's link, your university record will automatically be updated to indicate you have submitted the assignment and the assignment will be provided to your professor for grading. [Click here](#) to view how to submit assignments in Blackboard and Turnitin.

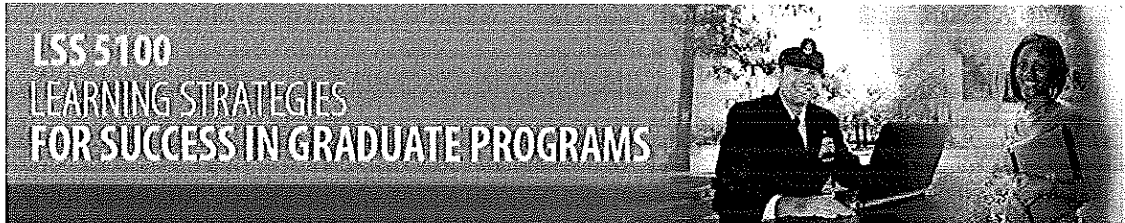
Credits

Upon successful completion of this course, you will earn one (1) hour of college credit. However, this is a non-transferable credit.

In order to have a CSU transcript issued, you must complete at least a three (3) credit hour course, and the tuition for that course must be paid in full.

In addition, CSU transcripts will not show transfer credit from other universities until official transcripts have been received from that institution and are filed in the student's record at CSU. If you have not already ordered official transcripts, please do so as soon as possible. This will eliminate possible delays in

Unit IV Annotated Bibliography Instructions



This assignment focuses on two course outcomes:

Course Outcome 1: Examine the role of critical thinking for both a learner in a graduate program and as a professional in an industry.

Course Outcome 5: Prepare an annotated bibliography of scholarly resources on a research topic.

An annotated bibliography is a list of citations to books, articles, and documents. Each citation is followed by a brief (usually about 100 words), descriptive and evaluative paragraph, which is called the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited.

First, locate and record citations to books, periodicals, and documents that may contain useful information and ideas on your topic from the CSU Online Library. Briefly examine and review the actual items. Then choose five works that provide a variety of perspectives on your topic. Next, cite the book, article, or document using APA Style formatting in the form of a reference citation. Finally, write a concise annotation that summarizes the central theme and scope of the book or article. Include one or more sentences that explain how this work illuminates your bibliography topic.

Include a title page with the proper APA Style formatted information.

[Click here](#) to view how to format an annotated bibliography.

[Click here](#) to download a formatted template to help you get started on the assignment.

Please use the following format to name your file and submit as an attachment in Blackboard:

UnitIVAB_Firstname_Lastname

Critical Thinking Development: A Stage Theory

Linda Elder with Richard Paul

Introduction

In this paper we shall set out a stage theory based on the nearly twenty years of research of the Center for Critical Thinking. We shall be brief, concise, and to the point in our explanation with minimal theoretical elaboration. The reader should be expressly aware that we are approaching the human mind exclusively from an intellectual standpoint — not from a psychological standpoint. Each stage of intellectual development will be explained in terms of the following variables:

1. Defining Feature
2. Principal Challenge
3. Knowledge of Thinking
4. Skill in Thinking
5. Relevant Intellectual Traits

We make the following assumptions: (1) that there are predictable stages through which every person who develops as a critical thinker passes, (2) that passage from one stage to the next is dependent upon a necessary level of commitment on the part of an individual to develop as a critical thinker, is not automatic, and is unlikely to take place “subconsciously,” (3) that success in instruction is deeply connected to the intellectual quality of student learning, and (4) that regression is possible in development.

Before moving to the stages themselves, a brief overview of what we mean by critical thinking is in order. Our working definition is as follows: We define critical thinking as:

the ability and disposition to improve one’s thinking by systematically subjecting it to intellectual self-assessment.

It is important to recognize that on this view, persons are critical thinkers, in the fullest sense of the term, only if they display this ability and disposition in all, or most, of the dimensions of their lives (e.g. as a parent, citizen, consumer, lover, friend, learner, and professional). We exclude from our concept of the critical thinker those who think critically in only one dimension of their lives. We do so because the quality of one’s life is dependent upon high quality reasoning in all domains of one’s life, not simply in one dimension.

The stages we will lay out are as follows:

Stage One: The Unreflective Thinker

Stage Two: The Challenged Thinker

Stage Three: The Beginning Thinker

Stage Four: The Practicing Thinker

Stage Five: The Advanced Thinker

Stage Six: The Accomplished Thinker

Stage One: The Unreflective Thinker

Defining Feature: Unreflective thinkers are largely unaware of the determining role that thinking is playing in their lives and of the many ways that problems in thinking are causing problems in their lives. Unreflective thinkers lack the ability to explicitly assess their thinking and improve it thereby.

Knowledge of Thinking: Unreflective thinkers lack the knowledge that high quality thinking requires regular practice in taking thinking apart, accurately assessing it, and actively improving it. In fact, unreflective thinkers are largely unaware of thinking as such, hence fail to recognize thinking as involving concepts, assumptions, inferences, implications, points of view, etc. Unreflective thinkers are largely unaware of the appropriate standards for the assessment of thinking: clarity, accuracy, precision, relevance, logicalness, etc.

Skill in Thinking: Unreflective thinkers may have developed a variety of skills in thinking without being aware of them. However, these skills are inconsistently applied because of the lack of self-monitoring of thought. Prejudices and misconceptions often undermine the quality of thought of the unreflective thinker.

Stage Two: The Challenged Thinker

Defining Features: Thinkers move to the “challenged” stage when they become initially aware of the determining role that thinking is playing in their lives, and of the fact that problems in their thinking are causing them serious and significant problems.

Principal Challenge: To become initially aware of the determining role of thinking in one’s life and of basic problems that come from poor thinking.

Knowledge of Thinking: Challenged thinkers, unlike unreflective thinkers are becoming aware of thinking as such. They are becoming aware, at some level, that high quality thinking requires deliberate reflective thinking about thinking (in order to improve thinking). They recognize that their thinking is often flawed, although they are not able to identify many of these flaws. Challenged thinkers may develop an initial awareness of thinking as involving concepts, assumptions, inferences, implications, points of view, etc., and as involving standards for the assessment of thinking: clarity, accuracy, precision, relevance, logicalness, etc., though they have only an initial grasp of these standards and what it would take to internalize them. Challenged thinkers also develop some understanding of the role of self-deception in thinking, though their

understanding is limited. At this stage the thinker develops some reflective awareness of how thinking operates for good or ill.

Skill in Thinking: Most challenged thinkers have very limited skills in thinking. However like unreflective thinkers, they may have developed a variety of skills in thinking without being aware of them, and these skills may (ironically) serve as barriers to development. At this stage thinkers with some implicit critical thinking abilities may more easily deceive themselves into believing that their thinking is better than it actually is, making it more difficult to recognize the problems inherent in poor thinking. To accept the challenge at this level requires that thinkers gain insight into the fact that whatever intellectual skills they have are inconsistently applied across the domains of their lives.

Relevant Intellectual Trait: The fundamental intellectual trait at this stage is intellectual humility, in order to see that problems are inherent in one's thinking.

Stage Three: The Beginning Thinker

Defining Feature: Those who move to the beginning thinker stage are actively taking up the challenge to begin to take explicit command of their thinking across multiple domains of their lives. Thinkers at this stage recognize that they have basic problems in their thinking and make initial attempts to better understand how they can take charge of and improve it. Based on this initial understanding, beginning thinkers begin to modify some of their thinking, but have limited insight into deeper levels of the trouble inherent in their thinking. Most importantly, they lack a systematic plan for improving their thinking, hence their efforts are hit and miss.

Principal Challenge: To begin to see the importance of developing as a thinker. To begin to seek ways to develop as a thinker and to make an intellectual commitment to that end.

Knowledge of Thinking: Beginning thinkers, unlike challenged thinkers are becoming aware not only of thinking as such, but also of the role in thinking of concepts, assumptions, inferences, implications, points of view, etc. Beginning thinkers are also at some beginning stage of recognizing not only that there are standards for the assessment of thinking: clarity, accuracy, precision, relevance, logicalness, etc., but also that one needs to internalize them and thus begin using them deliberately in thinking. They have a beginning understanding of the role of egocentric thinking in human life.

Skill in Thinking: Beginning thinkers are able to appreciate a critique of their powers of thought. Beginning thinkers have enough skill in thinking to begin to monitor their own thoughts, though as "beginners" they are sporadic in that monitoring. They are beginning to recognize egocentric thinking in themselves and others.

Relevant Intellectual Traits: The key intellectual trait required at this stage is some degree of intellectual humility in beginning to recognize the problems inherent in thinking. In addition, thinkers must have some degree of intellectual confidence in reason, a trait which provides the impetus to take up the challenge and begin the process of active development as critical thinkers, despite limited understanding of what it means to do high quality reasoning. In addition, beginning thinkers have enough intellectual perseverance to struggle with serious problems in thinking while yet lacking a clear solution to those problems (in other words, at this stage

thinkers are recognizing more and more problems in their thinking but have not yet discovered how to systematize their efforts to solve them).

Stage Four: The Practicing Thinker

Defining Feature: Thinkers at this stage have a sense of the habits they need to develop to take charge of their thinking. They not only recognize that problems exist in their thinking, but they also recognize the need to attack these problems globally and systematically. Based on their sense of the need to practice regularly, they are actively analyzing their thinking in a number of domains. However, since practicing thinkers are only beginning to approach the improvement of their thinking in a systematic way, they still have limited insight into deeper levels of thought, and thus into deeper levels of the problems embedded in thinking.

Principal Challenge: To begin to develop awareness of the need for systematic practice in thinking.

Knowledge of Thinking: Practicing thinkers, unlike beginning thinkers are becoming knowledgeable of what it would take to systematically monitor the role in their thinking of concepts, assumptions, inferences, implications, points of view, etc. Practicing thinkers are also becoming knowledgeable of what it would take to regularly assess their thinking for clarity, accuracy, precision, relevance, logicalness, etc. Practicing thinkers recognize the need for systematicity of critical thinking and deep internalization into habits. They clearly recognize the natural tendency of the human mind to engage in egocentric thinking and self-deception.

Skill in Thinking: Practicing thinkers have enough skill in thinking to critique their own plan for systematic practice, and to construct a realistic critique of their powers of thought. Furthermore, practicing thinkers have enough skill to begin to regularly monitor their own thoughts. Thus they can effectively articulate the strengths and weaknesses in their thinking. Practicing thinkers can often recognize their own egocentric thinking as well as egocentric thinking on the part of others. Furthermore practicing thinkers actively monitor their thinking to eliminate egocentric thinking, although they are often unsuccessful.

Relevant Intellectual Traits: The key intellectual trait required to move to this stage is intellectual perseverance. This characteristic provides the impetus for developing a realistic plan for systematic practice (with a view to taking greater command of one's thinking). Furthermore, thinkers at this stage have the intellectual humility required to realize that thinking in all the domains of their lives must be subject to scrutiny, as they begin to approach the improvement of their thinking in a systematic way.

Stage Five: The Advanced Thinker

Defining Feature: Thinkers at this stage have now established good habits of thought which are "paying off." Based on these habits, advanced thinkers not only actively analyze their thinking in all the significant domains of their lives, but also have significant insight into problems at deeper levels of thought. While advanced thinkers are able to think well across the important dimensions of their lives, they are not yet able to think at a consistently high level across all of these dimensions. Advanced thinkers have good general command over their egocentric nature.

They continually strive to be fair-minded. Of course, they sometimes lapse into egocentrism and reason in a one-sided way.

Principal Challenge: To begin to develop depth of understanding not only of the need for systematic practice in thinking, but also insight into deep levels of problems in thought: consistent recognition, for example, of egocentric and sociocentric thought in one's thinking, ability to identify areas of significant ignorance and prejudice, and ability to actually develop new fundamental habits of thought based on deep values to which one has committed oneself.

Knowledge of Thinking: Advanced thinkers are actively and successfully engaged in systematically monitoring the role in their thinking of concepts, assumptions, inferences, implications, points of view, etc., and hence have excellent knowledge of that enterprise. Advanced thinkers are also knowledgeable of what it takes to regularly assess their thinking for clarity, accuracy, precision, relevance, logicalness, etc. Advanced thinkers value the deep and systematic internalization of critical thinking into their daily habits. Advanced thinkers have keen insight into the role of egocentrism and sociocentrism in thinking, as well as the relationship between thoughts, feelings and desires.

They have a deep understanding of the powerful role that thinking plays in the quality of their lives. They understand that egocentric thinking will always play a role in their thinking, but that they can control the power that egocentrism has over their thinking and their lives.

Skill in Thinking: Advanced thinkers regularly critique their own plan for systematic practice, and improve it thereby. Practicing thinkers regularly monitor their own thoughts. They insightfully articulate the strengths and weaknesses in their thinking. They possess outstanding knowledge of the qualities of their thinking. Advanced thinkers are consistently able to identify when their thinking is driven by their native egocentrism; and they effectively use a number of strategies to reduce the power of their egocentric thoughts.

Relevant Intellectual Traits: The key intellectual trait required at this stage is a high degree of intellectual humility in recognizing egocentric and sociocentric thought in one's life as well as areas of significant ignorance and prejudice. In addition the thinker at this level needs: a) the intellectual insight and perseverance to actually develop new fundamental habits of thought based on deep values to which one has committed oneself, b) the intellectual integrity to recognize areas of inconsistency and contradiction in one's life, c) the intellectual empathy necessary to put oneself in the place of others in order to genuinely understand them, d) the intellectual courage to face and fairly address ideas, beliefs, or viewpoints toward which one has strong negative emotions, e) the fair-mindedness necessary to approach all viewpoints without prejudice, without reference to one's own feelings or vested interests. In the advanced thinker these traits are emerging, but may not be manifested at the highest level or in the deepest dimensions of thought.

Stage Six: The Accomplished Thinker

Defining Feature: Accomplished thinkers not only have systematically taken charge of their thinking, but are also continually monitoring, revising, and re-thinking strategies for continual improvement of their thinking. They have deeply internalized the basic skills of thought, so that critical thinking is, for them, both conscious and highly intuitive. As Piaget would put it, they

regularly raise their thinking to the level of conscious realization. Through extensive experience and practice in engaging in self-assessment, accomplished thinkers are not only actively analyzing their thinking in all the significant domains of their lives, but are also continually developing new insights into problems at deeper levels of thought. Accomplished thinkers are deeply committed to fair-minded thinking, and have a high level of, but not perfect, control over their egocentric nature.

Principal Challenge: To make the highest levels of critical thinking intuitive in every domain of one's life. To internalize highly effective critical thinking in an interdisciplinary and practical way.

Knowledge of Thinking: Accomplished thinkers are not only actively and successfully engaged in systematically monitoring the role in their thinking of concepts, assumptions, inferences, implications, points of view, etc., but are also regularly improving that practice. Accomplished thinkers have not only a high degree of knowledge of thinking, but a high degree of practical insight as well. Accomplished thinkers intuitively assess their thinking for clarity, accuracy, precision, relevance, logicalness, etc. Accomplished thinkers have deep insights into the systematic internalization of critical thinking into their habits. Accomplished thinkers deeply understand the role that egocentric and sociocentric thinking plays in the lives of human beings, as well as the complex relationship between thoughts, emotions, drives and behavior.

Skill in Thinking: Accomplished thinkers regularly, effectively, and insightfully critique their own use of thinking in their lives, and improve it thereby. Accomplished thinkers consistently monitor their own thoughts. They effectively and insightfully articulate the strengths and weaknesses inherent in their thinking. Their knowledge of the qualities of their thinking is outstanding. Although, as humans they know they will always be fallible (because they must always battle their egocentrism, to some extent), they consistently perform effectively in every domain of their lives. People of good sense seek out master thinkers, for they recognize and value the ability of master thinkers to think through complex issues with judgment and insight.

Relevant Intellectual Traits: Naturally inherent in master thinkers are all the essential intellectual characteristics, deeply integrated. Accomplished thinkers have a high degree of intellectual humility, intellectual integrity, intellectual perseverance, intellectual courage, intellectual empathy, intellectual autonomy, intellectual responsibility and fair-mindedness. Egocentric and sociocentric thought is quite uncommon in the accomplished thinker, especially with respect to matters of importance. There is a high degree of integration of basic values, beliefs, desires, emotions, and action.

Conclusion

If I am to develop my critical thinking ability I must both "discover" my thinking and must intellectually take charge of it. To do this I must make a deep commitment to this end.

Why is this so important? Precisely because the human mind, left to its own, pursues that which is immediately easy, that which is comfortable, and that which serves its selfish interests. At the same time, it naturally resists that which is difficult to understand, that which involves complexity, that which requires entering the thinking and predicaments of others.



1. Professional Food Manager (Fourth Edition).

Journal of Environmental Health. Jun2015, Vol. 77 Issue 10, p50-50.
1/4p.

Subjects: FOOD industry; FOOD -- **Safety** measures; **SAFETY** measures; MANAGEMENT; NONFICTION; PROFESSIONAL Food Manager (Book)

PDF Full Text

2. Certified Professional-Food **Safety** Manual (Third Edition).

Journal of Environmental Health. Jun2015, Vol. 77 Issue 10, p50-50.
1/4p.

Subjects: FOOD industry; FOOD -- **Safety** measures; **SAFETY** measures; NONFICTION; CERTIFIED Professional-Food **Safety** Manual (Book)

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3. Food **Safety**: Theory and Practice.

Journal of Environmental Health. Jun2015, Vol. 77 Issue 10, p50-50.
1/4p.

Subjects: FOOD industry; FOOD -- **Safety** measures; **SAFETY** measures; NONFICTION; FOOD **Safety**: Theory & Practice (Book); KNECHTGES, Paul L.

PDF Full Text

4. RESOURCE CORNER.

Journal of Environmental Health. May2015, Vol. 77 Issue 9, p46-46. 1p.

Subjects: WATER pollution -- Prevention; SEWAGE; NATIONAL Swimming Pool Foundation (Company); NONFICTION; INSTALLATION of Wastewater Treatment Systems (Book); POOL & Spa Operator Handbook (Book); PLANNING & Installing Sustainable Onsite Wastewater Systems (Book); PARTEN, S. M.

PDF Full Text

5. James Irvine - five key projects.

By: Montgomery, Angus. Design Week (Online Edition). 4/24/2015, p5-5. 1p.

Subjects: FURNITURE designers; NONFICTION; JAMES Irvine (Book); IRVINE, James

HTML Full Text

6. RESOURCE CORNER.

Journal of Environmental Health. Mar2015, Vol. 77 Issue 7, p52-52. 1p. 4 Color Photographs.

Subjects: HEALTH; ENVIRONMENTAL health; FOOD -- **Safety** measures; NATIONAL Environmental Health Association; NONFICTION; BOOKS; CHILDREN; INFORMATION resources; HOME environment; PROFESSIONAL Food Manager (Book); HEALTHY & Safe Homes: Research, Practice & Policy (Book); FOOD **Safety**: Theory & Practice (Book); MORLEY, Rebecca L.; MICKALIDE, Angela D.; MACK, Karin A.; KNECHTGES, Paul L.

PDF Full Text

7. Environnement et écosociété: Histoire, acteurs, économie, gestion, droit, écologie, patrimoine, santé et sécurité publique.

Environment and ecosociety: History, actors, economy, managing, law, heritage, health and public **safety**. By: Laberge, Yves. Electronic Green Journal. 2015, Vol. 1 Issue 38, preceding p1-2. 3p.

Subjects: NATURE study; ECOLOGICAL research; NONFICTION; ENVIRONNEMENT et ecosociete: Histoire, acteurs, economie, gestion, droit, ecologie, patrimoine, sante et securite publique (Book); WACKERMANN, Gabriel

PDF Full Text

8. Handbook of Environmental Health, Volume 1: Biological, Chemical, and Physical Agents of Environmentally Related Disease (Fourth Edition)

Journal of Environmental Health. Jan/Feb2015, Vol. 77 Issue 6, p112-112. 1/4p. 1 Color Photograph.

Subjects: INDUSTRIAL hygiene; ENVIRONMENTAL health; NONFICTION; HANDBOOK of Environmental Health: Biological, Chemical & Physical Agents of Environmentally Related Disease (Book); KOREN, Herman; BISESI, Michael

PDF Full Text

9. Certified Professional-Food **Safety** Manual (Third Edition).

Journal of Environmental Health. Jan/Feb2015, Vol. 77 Issue 6, p112-112. 1/4p. 1 Color Photograph.

Subjects: FOOD -- **Safety** measures; FOOD service -- **Safety** measures; NONFICTION; CERTIFIED Professional-Food **Safety** Manual (Book)

PDF Full Text

10. THE EUROPEAN UNION REACH
REGULATION FOR CHEMICALS: LAW AND
PRACTICE.

By: de Morpurgo, Marco. Environmental Law Review. 2014, Vol. 16 Issue 4, p307-308. 2p. DOI: 10.1350/enlr.2014.16.4.229.

Subjects: CHEMICALS -- Law & legislation; NONFICTION; EUROPEAN Union Reach Regulation for Chemicals: Law & Practice, The (Book); BERGKAMP, Lucas

[PDF Full Text](#)

11. RESOURCE CORNER.

Journal of Environmental Health. Nov2014, Vol. 77 Issue 4, p50-50. 1p. 4 Color Photographs.

Subjects: ENVIRONMENTAL health; FOOD -- **Safety** measures; HYGIENE; MARKETING

[PDF Full Text](#)

12. Emergency Public Health: Preparedness and
Response.

Journal of Environmental Health. Jul/Aug2014, Vol. 77 Issue 1, p42-42. 1/4p. 1 Color Photograph.

Subjects: EMERGENCY management; ENVIRONMENTAL health; NONFICTION; EMERGENCY Public Health: Preparedness & Response (Book); KAPUR, G. Bobby; SMITH, Jeffrey P.

[PDF Full Text](#)

13. Disaster Field Manual for Environmental Health
Specialists.

Journal of Environmental Health. Jul/Aug2014, Vol. 77 Issue 1, p42-42. 1/4p. 1 Color Photograph.

Subjects: ENVIRONMENTAL disasters; EMERGENCY management; ENVIRONMENTAL health; MANAGEMENT; NONFICTION; DISASTER Field Manual for Environmental Health Specialists (Book)

[PDF Full Text](#)

14. RESOURCE CORNER.

Journal of Environmental Health. Jun2014, Vol. 76 Issue 10, p50-50. 1p.
4 Color Photographs.

Subjects: ENVIRONMENTAL health; FOOD contamination; WASTE management; NONFICTION; PREVENTION; MARKETING; HANDBOOK on Household Hazardous Waste (Book); FOOD **Safety**: Theory & Practice (Book); SOCIAL Marketing & Public Health: Theory & Practice (Book); CABANISS, Amy D.; FRENCH, Jeff; BLAIR-Stevens, Clive; MCVEY, Dominic; MERRITT, Rowena; KNECHTGES, Paul L.

[PDF Full Text](#)

15. CREDENTIAL AND CERTIFICATION COURSES AND EXAMS.

Journal of Environmental Health. Apr2014, Vol. 76 Issue 8, p65-65. 1p.

Subjects: ENVIRONMENTAL health; PROFESSIONAL employees -- Training of

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