Help our students excel in the Information Age

Available as a PDF document at:
http://www.lib.umn.edu/research/instruction/guides/FacultyGuide.pdf
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Orientation to the Libraries

LIBRARIES & COLLECTIONS

Major Facilities

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Subject and Branch Libraries

Ames Library of South Asia
Andersen Horticultural Library
Architecture and Landscape Architecture Library
Business Reference Library
Charles Babbage Institute Collection
Children’s Literature Research Collection
East Asian Library
Entomology, Fisheries, and Wildlife Library
Eric Sevareid Journalism Library
Forestry Library
Government Publications Library
Immigration History Research Center
James Ford Bell Library
John R. Borchert Map Library and Automated Cartographic Info Center
Law Library
Library Media Services
Manuscripts Division
Mathematics Library

For more information, see: http://www.lib.umn.edu/about/collections.phtml
Universities Libraries by the Numbers

Number of library locations on three Twin Cities campuses: 14
Number of volumes: 6,867,777
Number of serial subscriptions: 77,446
Number of annual user visits: 2,000,000
Number of annual reference questions answered: 129,000
Number of annual workshops/class sessions delivered: 1,500
North American ranking for collection size: 15th (of 113 research libraries)
North American ranking for loans to other libraries: 1st (of 113 research libraries)

Tours

Libraries make many students feel anxious and uncomfortable, and the University has an especially complex system. With over 14 library locations, multiple departments within these locations, and more than 250 online databases, it’s no wonder that students are overwhelmed. One way for students to become comfortable with a research library is by taking a tour of their primary library. There are several options:

In-Person

Unravel the Library 1: Orientation to the Libraries & Tour of Wilson Library

Workshops are scheduled at the beginning of the semester; dates and times and registration information:
http://www.lib.umn.edu/registration/

Customized Tours

The subject librarian specializing in your subject area may be available to schedule tours in the library your students use the most.

Ask us for the name of your librarian at
http://infopoint.lib.umn.edu/
or consult the Subject Librarian list:
http://www.lib.umn.edu/site(selector).phtml

Online

Walter Library
Floor plans: (under General Info)
http://sciweb.lib.umn.edu/floorplan.phtml

Elmer L. Andersen Library / MLAC
Online tour:
http://andersen.lib.umn.edu/andersenlibimages.html

Law Library
Online tour:
http://www.law.umn.edu/library/about/LibraryTour.html

Magrath Library
Floor plans: http://magrath.lib.umn.edu/floorplans/floor.phtml

Wilson Library
Floor plans: http://wilson.lib.umn.edu/wtour.html
Online tour: http://wilson.lib.umn.edu/wilson-tour/
Course Support

**INFORMATION LITERACY THE KEY TO THE INFORMATION SOCIETY**

If our students are to be information literate, we must take deliberate and system-wide steps to integrate the development of information literacy competencies into the fabric of the undergraduate curriculum.

“Students think a Google search is research.”
— University of Minnesota administrator from a focus group with the Libraries

“It’s just as important to know how to manage information as (it is to learn) ethics and civics.”
— University of Minnesota faculty from a focus group with the Libraries

**Five Components of Information Literacy**

**NEED:** The information literate student determines the nature and extent of the information needed.

**ACCESS:** The information literate student accesses needed information effectively and efficiently.

**EVALUATE:** The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

**USE:** The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.

**ISSUES:** The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses information ethically and legally.

Find out more: http://www.ala.org/ala/acrl/acrlissues/acrlinfolit/infolitoverview/infolitforfac/infolitfaculty.htm
INFORMATION LITERACY WHAT CAN YOU EXPECT?†

Working together, faculty and librarians can prepare students to be effective users and creators of information. Below are some of the skills your students need to be successful.

FRESHMAN/SOPHOMORE LEVEL

ABILITY TO
– Develop and execute basic searches (i.e., author, title, subject) in MNCAT Plus, the online catalog, and in basic indexes, to find course-related information in books, journals, and newspapers.
– Identify and use basic library tools to analyze resources relevant to course-related needs.
– Distinguish between popular and scholarly sources.

FAMILIARITY WITH
– Locations of major campus libraries and ability to locate in them resources relevant to course-related information needs.
– The variety of ways in which library assistance is available.

JUNIOR/SENIOR LEVEL

ABILITY TO
– Select the most appropriate type of library access tool (e.g., catalog, index, etc.) to meet a specific need.
– Select and evaluate citations appropriate to a specific need.

FAMILIARITY WITH
– Identify and use the core library resources, both electronic and print, in his or her major.
– Develop a basic research strategy for completing assignments.

GRADUATE LEVEL

ABILITY TO
– Develop a variety of search strategies (e.g., citation searching, keyword and controlled vocabulary searching) to meet specific needs.
– Transfer search strategies and skills to sources in interdisciplinary or related subject areas.

FAMILIARITY WITH
– Critically evaluate sources in his or her area of research.
– Identify and access libraries and specialized collections, both on campus and outside the University.
– Identify and use the full range of resources, both print and electronic.

† Adapted from the University of Wisconsin
LIBRARY INSTRUCTION

Teaching is an important component of many librarians’ jobs at the University. You are encouraged to schedule a customized workshop for your course, send your students to the free and open workshops, or assign them to complete an e-learning module.

Free, Open Workshops
You can assign students to register for an open workshop as part of your course requirements or for extra-credit. Students receive a certificate after the workshop as evidence of attendance.

EXAMPLE WORKSHOPS:
– Unravel the Library 1: Orientation to the Libraries & Tour of Wilson
– Unravel the Library 2: The Research Process, a basic, very active and hands-on workshop helping students find relevant books and articles and making distinctions between popular and scholarly resources.
– RefWorks Basics: Citation Manager
– SciFinder Scholar
– Making the Most of Statistical Tools

FOR REGISTRATION AND A LIST OF CURRENT WORKSHOPS: http://www.lib.umn.edu/registration/

Tip: You can require your students take this workshop to ensure foundational knowledge in the research process. Have your students test out of Unravel the Library 2 into Unravel the Library 3: Advanced Searching by having them take a placement quiz online: http://www.lib.umn.edu/research/unraveltest.phtml

E-Learning
Instructors can choose from a suite of e-learning modules that students complete on their own time either in addition to or instead of an in-person workshop. http://www.lib.umn.edu/research/instruction/modules/

FACULTY/INSTRUCTOR LEARNING OPPORTUNITIES

Library Workshops
The Libraries often hold short workshops and longer seminars designed to update faculty research skills and assist with library assignment design. Check the workshop listings at: http://www.lib.umn.edu/registration/.
For specialized sessions contact your librarian at: http://www.lib.umn.edu/site/selector.phtml.

Center for Teaching and Learning Workshops
Librarians frequently partner with Center staff to offer workshops and labs designed to help instructors build more effective assignments. http://www1.umn.edu/ohr/teachlearn/.

One-to-One Consultation and Support
The librarian specializing in your field is available for one-to-one consultation. Librarians can work with you to ensure that you are current with new library developments, to assist with library assignment design, or the development of information literacy curricular components. Contact your librarian directly. For a listing see http://www.lib.umn.edu/site/selector.phtml.
RESEARCH GUIDES

Library resources, services, and policies frequently change and it is almost impossible for many faculty and instructors to keep up. The Libraries have developed a suite of tools to ease the burden on faculty for teaching and coaching students in the often complex research process. Four key tools are highlighted here. All are available through the Undergraduate Virtual Library at http://www.lib.umn.edu/undergrad/

**CourseLib**

– CourseLib Web pages are designed for individual assignments, courses, and academic programs
– Instructors work with a librarian to create a customized library page for their students
– CourseLib makes the research process easier for students by sorting through the hundreds of online subscription indexes and resources and the many library services they might need for a given assignment or sequence of assignments in your course.
– Faculty/instructors interested in having a CourseLib page developed for their courses may contact their subject librarian or submit a request to infopoint@umn.edu

**The Assignment Calculator**

– The Assignment Calculator is a time management tool for students writing term papers and doing projects involving library and information research.
– It divides the writing and research process into 12 steps, provides suggested deadlines, and offers resources and campus services to assist them step-by-step.
– Students can receive e-mails reminding them of important deadlines and next steps.
– Use the Calculator to determine deadlines for assignments.
– For major assignments instructors can create print outs to aid students.

**RefWorks**

– RefWorks allows students and faculty to create their own databases of citations by importing references from MNCAT Plus and other databases or entering them using a template.
– RefWorks generates bibliographies in all major styles.

**Research QuickStart**

– With over 250 article indexes, a growing list of online and print resources, and 14 campus libraries, students often need some assistance in where to go and what resources to use.
– Research QuickStart provides students with a selected list of resources culled by librarians who are information experts in their disciplines.
– Students select the subject they are researching and Research QuickStart links them to online subscription databases, Web sites, and key print resources where appropriate.
ASSIGNMENTS
DESIGNING ASSIGNMENTS THAT CAN BE EFFECTIVELY SUPPORTED BY THE LIBRARIES

DOs
Finding documentation in a research library setting is a challenging, if not daunting, task for most undergraduates. Careful attention to your research assignments can make the research process a positive and useful experience.

Work with a librarian to develop and implement an effective assignment. Designing good assignments is a labor-intensive activity. Working with a librarian in your subject area can provide you with extra support and resources to ensure that your assignments are designed to help make your students successful researchers. Librarians can be wonderful “debuggers,” making sure that the research component of your assignment is doable and that there aren’t any unforeseen roadblocks in the way. For a list of librarians in various subject areas, use the Libraries’ list of Subject Librarians (http://www.lib.umn.edu/site/selector.phtml) or contact us online at Ask Us! (http://infopoint.lib.umn.edu) and we’ll connect you with the right person.

Clarify and state your objectives, to yourself and your students. What do you expect students to learn as a result of this assignment, and how do these objectives fit with your course objectives? The national Information Literacy Competency Standards (http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.htm) can help by articulating measurable outcomes for building information literacy skills. When creating your research objectives, be careful not to make assumptions about common experience or skill levels using libraries. For example, are you assuming that your students will know to look for scholarly articles for your annotated bibliography assignment? Will they know how to identify a scholarly journal? Do they know what an index is and why it is useful to use them?

Use library guides and course support tools to supplement your teaching whenever possible. The more specific you can be about where to go in the library system or online, and what to do there, the more effective your assignments will be. The University Libraries have created a number of online tools to help you. Check out the “Research Guides” section of this booklet for details. There are also many other guides written by library staff for virtually all disciplinary and cross-disciplinary areas, as well as many on current topics. In addition, we can make available multiple copies of guides outlining how to search all of the major databases effectively. Check our Libraries-Wide Guides page (http://www.lib.umn.edu/help/orientation/handouts.phtml) and/or contact the Libraries via Ask Us! (http://infopoint.lib.umn.edu/) for further information. Librarians are also available to hold research workshops around your course schedule.

Make sure that the library can support the assignment requirements. Avoid assigning or signing off on topics that are so current, specialized or “localized” that little or no information is available. For example, for popular culture topics such as music or concert reviews, public libraries generally offer a better collection of news and “lifestyle” magazines than research libraries do. If you have questions about the “fit” of a particular topic to a research library collection, call your subject librarian or contact the Libraries via Ask Us! at http://infopoint.lib.umn.edu

Emphasize “civility”? You may be asking your students to use the same set of resources for your assignment. That means that all class members should be reminded that they are responsible for keeping materials accessible to others. Reference materials shouldn’t be stranded at photocopy machines, in carrels, or in the stacks. Ask your students to keep materials close by the shelf where they are filed.
Consider a scaffolded approach to creating library assignments. Many large research papers are overwhelming to students because they involve many new steps. By creating a scaffolded approach, you can provide help and direction to students at each stage in the project. There are many ways to do this. You may, for example, ask students to hand in an annotated bibliography prior to the paper’s due date to ensure that they are finding quality sources for their topic. You might also give them a worksheet asking them to identify several indexes and search strategies they might use. Consult with a subject librarian to design a well-structured, clear assignment for your students.

DON’Ts

There are a few things you should avoid when creating research assignments:

- Do not assume your students have a uniform level of research skills. A few direct questions in class about experience with online catalogs and periodical indexes will give you some sense of the general level of experience, and will allow you to gauge which students might function as team or group leaders. Asking these questions will also help you to determine your objectives for the library aspect of the research assignment.

- Do not refer students to specific journals or magazines for browsing unless it will serve a particular purpose. Browsing is not the best approach to most undergraduate research. Students will have more success if you recommend a particular database, identify its online location, and describe the database’s scope. Browsing may work at the graduate level, where the researcher is aware of the core journals in his or her field, but not for pre-majors working on general topics.

- Do not send an entire class to the library in search of the same items. “Scavenger Hunts” can work under tightly controlled conditions, but more often students perceive such assignments as busywork. Unless hunts are focused, brief, and require the student to explore the found source and reflect on its use, they tend to sour students on additional library use.

- Do not give students a sketchy or faulty reference to an item and expect the student or the library staff to figure it out. If you must give an erroneous citation for the purpose of illustrating that many researchers perform sloppy research, tell them specifically what you are doing and what their specific assignment is.

- Check your assignment before re-using it to see if the Web page, index, terminal, guide rack, etc. is still current. The library and our Web page is a “living” space in the sense that materials are constantly being shifted, reclassed, and updated. Stay on top of your assignment by periodically checking in with your subject librarian or with the online Ask Us! service to ensure that any directions you’ve given within the assignment are still valid.
Overspecified

This problem appears when the students have no flexibility to evaluate material or the assignment requires more detail than is found in publicly available resources. One example is telling a class to locate a 1997 survey of drug and alcohol use by teenagers aged 14-18. A better assignment is to ask students to locate a survey on drug and alcohol use by persons under 18 years of age.

Underspecified

This problem occurs when students do not know where to start looking for the information or may not be able to tell if they have completed the assignment to the instructor’s expectation. One example is an assignment that instructs students to find some information about a chosen company. It is better to tell them to find size, administration, basic history, and product line information for a chosen company for a two-page report.

Mismatched

This problem occurs primarily with research papers and oral reports. It is usually caused by a misunderstanding between the instructor and students about the scope of the assignment or an erroneous assumption about the quantity or type of information that can be found on a particular topic. Examples include a five-minute speech assignment on an overly broad topic such as gun control or an assignment on the long-range social impact of an event that occurred last week.

Misinformation

This problem occurs in three primary circumstances: accidents, such as a typographical error in a call number or author’s name; inaccuracies, such as referring the student to outdated or unavailable resources; and deliberate negative reinforcements, such as an instructor who feels that since he or she finds the library confusing and hostile, students should be educated on this fact of life.

Assignments

Phrasing Assignments: What Bombs

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Assignments

Sample Research Assignment Ideas

Use the Scaffolding Research Process

Summary: Conduct the research for a term paper. Do everything except write it. At various stages, students submit a clearly defined topic, annotated bibliography of useful sources, outline of paper, thesis statement, and an opening paragraph with summary. Purpose: Focuses on stages of research and parts of a paper, rather than on writing it.

Compare Internet and Database Searches

Summary: Provide a precise statement of the search topic. Run the search in an Internet search engine (such as Google or Yahoo) and also in a library database (such as Lexis-Nexis or Academic Search Premier). Present some representation of the search results and compare findings of scholarly and non-scholarly sources. Purpose: Demonstrates the differences between search tools in respect to content and search strategy.

Identify Major Journals

Summary: How many journals are published in a given field? Identify (with Instructor’s help) journals “basic” to the discipline. Compare and contrast them. Analyze their content, tone, audience and impact. Purpose: Emphasizes the importance of journal literature. Makes the point that journals differ in approach and perspective.

Look Behind the Book

Summary: Examine the credibility of the course textbook (or a major monograph in the field). Who wrote it? What are the author’s credentials? What is the point of view of the book? Find three reviews of it. Suggest alternative works (with reasons). Purpose: Emphasizes that ideas and people have contexts.

TRACE A SCHOLAR’S CAREER

Summary: Students choose (or are assigned) a scholar/researcher. They explore that person’s career and ideas by locating biographical information, preparing a bibliography of his/her writings, analyzing the reaction of the scholarly community to the researcher’s work, and examining the scholarly network in which she or he works.

Purpose: Introduces students to the use of biography and bibliographical tools, and exposes them to examples of scholarly dialogue.

FOLLOW RESEARCH TRENDS

Summary: Look at a periodical index (or yearbook, handbook, etc.) at 10-year intervals. How have the issues/content/methods changed over time?

Purpose: Illustrates the explosion of research, and how its issues, content, and methods change.

CREATE A PATHFINDER

Summary: The student goes through the research process, determining his or her information need, researching, evaluating materials, and then creating a resource list (called a pathfinder).

Typical pathfinders include:

1. A short description of the topic or research problem (or a thesis statement).
2. A list of subject headings and keywords that were useful (lists should be separate to highlight the difference between “controlled vocabulary” sources and those that only allow for keyword searching).
3. A list of library call numbers and Web sites where information could be found in books, videos, etc.
4. A half-page description of the research process — which databases were helpful (or not), which organizations published good information, why certain search terms were better than others, successes, pitfalls, etc.
5. A short annotated bibliography of the “best” sources. Usually three to five pages in length.

Purpose: Shows evidence that the student has mastered a balanced, thoughtful approach to research.

CREATE A READING PACKET

Summary: The model for this assignment is the annotated book of readings with which most students are familiar. In this case, however, rather than being given the anthology, they are asked to compile it themselves. The assignment can limit the acceptable content to scholarly articles written within the last ten years, or it can be broadened to include popular articles, chapters or excerpts from monographs, subject encyclopedia articles, and older materials. Students should be asked to write an introduction to the anthology that displays an overall understanding of the subject. In addition, students should describe each item and explain why it is included. The assignment could also require a bibliography of items also considered for inclusion as well as copies of the items selected. Purpose: Gives students the opportunity to successfully search for and locate materials and evaluate their relevancy and importance to their subject.

SCHOLARLY VS. POPULAR RESOURCES

Summary: Find a reference to a study from a newspaper or popular magazine, such as Time, Psychology Today, Life, etc. Then have students find the actual study in a scholarly journal and write a paragraph or two comparing the popular sources with the original research. Purpose: Differentiates popular from scholarly resources.

TEAM RESOURCE EVALUATION

Summary: Assign each team a research question and then assign each team member one or more types of resources (subject encyclopedia, bibliography, popular periodical article, journal article, Web site, monograph, etc.). Have each team member report on his or her resource, including how it was found, a summary of the information it contains, and an evaluation of the reliability of the author/editor/source.

ANALYZE THE ARGUMENT ASSIGNMENT 1

Summary: Identify and examine the assumptions implicit in an article. Identify the author’s thesis. Outline the theoretical framework used to account for the results. (Instructor may want to hand out specific questions in order to focus on different aspects of the article).

Purpose: Provides practice in reading what is implicit, rather than explicit, in a paper.
ANALYZE THE ARGUMENT ASSIGNMENT 2

Summary: Examine the design, data, and interpretation of the data in a research study for adequacy and consistency. (Instructor may want to hand out questions, to pinpoint specific aspects of the article.)
Purpose: Focuses on the critical evaluation of research.

UNDERSTAND PRIMARY SOURCES

Summary: Compare primary and secondary sources on the same topic. Purpose: Teaches students to differentiate between primary/secondary sources in a discipline. Shows when and why to use each.

RESOURCES FOR PROMOTING ACADEMIC INTEGRITY

SafeAssign
SafeAssign offers faculty the ability to compare submitted papers with previously written papers stored in its database. The University of Minnesota – Twin Cities has a campus-wide site license for SafeAssign that allows all instructors to use it free of charge through WebVista. For more information go to http://webvista.umn.edu/.

Plagiarism Avoided: Taking Responsibility For Your Work
http://www.arts.ubc.ca/Plagiarism_Avoided.373.o.html
Segments focus on “What is Plagiarism?” with definitions, examples of appropriate use of materials, and consequences for misuse; and on “The Good News - Tips on Avoiding Plagiarism,” with plenty of tips focused on collecting good notes from print and Internet sources and on incorporating source materials into one’s own writing. One appendix summarizes documentation styles from MLA to Chicago. Other links on the site include: Academic Integrity, Creating Original Work, Increasing Your Integrity, Responsibilities, Consequences of Academic Dishonesty, and Ethics Scenarios. Especially good for instructors and students who are holistic and/or verbal learners, and can be adapted into a for-credit course.

Plagiarism: The Crime of Intellectual Kidnapping
http://tutorials.sjlibrary.org/tutorial/plagiarism/selector.htm
This 20-minute playful Flash-based tutorial allows students to review definitions and examples of plagiarism, paraphrasing, and citing sources – especially good for visual and linear learners. The associated 15-question quiz helps students determine their ability to recognize and avoid plagiarism. For another Web-based tutorial, see Acadia University’s You Quote It, You Note It: http://library.acadiau.ca/tutorials/plagiarism/.

QuickStudy: Library Research Guide
Citing Sources
http://tutorial.lib.umn.edu/
Choose “Citing Sources” and then “Lesson 1.” Especially useful for helping students understand and avoid “accidental plagiarism” — the tendency to paraphrase without citation, to “misplace” the citation, or to undercite the source. A great tool for students to work through in groups or on their own. Use RefWorks in tandem with the citing sources module: http://tutorial.lib.umn.edu/ and choose “Citing Sources” and then “Lesson 2.”
RESERVES

PLACING MATERIALS ON RESERVE

Place materials on reserve to ensure that all of your students have access to assigned readings. You may place a wide variety of materials on reserve, including: course syllabi • lecture notes and presentations • practice exams and exercises • journal articles • book chapters • books • PowerPoint slides • DVDs and other media

Electronic Items For Reserve

Guidelines are available at:
http://www.lib.umn.edu/site/reserves.phtml

Print Items For Reserve

- If you know the library building or unit where you’d like your materials to be held, contact the library directly by using the list on the left side of the reserves web page at http://www.lib.umn.edu/site/reserves.phtml.
- If you have questions, call Reserves staff at 612-624-6576.
- If the library does not own an item you are requesting, it can be purchased for you. Please note that most orders take from one to two months from order date to receipt of materials. To request an item, contact your subject librarian and department liaison: http://www.lib.umn.edu/site/selector.phtml.

Media Items for Reserve

While media are located in all libraries, the primary location for media is in the SMART Learning Commons in Walter Library on the East Bank. Media reserves are located in this building at the Reserves Desk in the basement. For more information go to http://www.lib.umn.edu/media/reserves/.

Students have access to a wide range of media viewing equipment in the SMART Learning Commons including DVD/CD, VHS (PAL, SECAM, NTSC), and audiocassette players. There is also a media viewing room available for groups (see below).

Have Questions About Copyright? http://www.lib.umn.edu/copyright/ or speak to Course Reserves staff (612) 624-6576

GROUP MEETING ROOMS

Library Meeting Rooms for Classes

Many of the libraries have rooms that can be reserved on an occasional basis for one-time class meetings without a librarian. These are seminar rooms without computers or projectors. For more information, contact the Libraries at http://infopoint.lib.umn.edu/

If you have arranged for a library workshop for your students, the librarian will reserve a library computer lab if appropriate. (see also: Library Instruction p.6 )

Media Viewing Rooms

Groups of 12 or fewer can reserve a room in the SMART Learning Commons in Walter Library for media viewing and multimedia presentation practice. The room contains a large plasma screen, surround sound, and high definition components. http://www.lib.umn.edu/media/rooms/

MEDIA FOR CLASSROOM USE

The Libraries regularly purchase new media that support instructional programs at the University. To request a specific item to be purchased or to discuss the media holdings of the Libraries in your field, contact your subject librarian and department liaison: http://www.lib.umn.edu/site/selector.phtml.

To book media to show in your class, go to http://www.lib.umn.edu/media/bookit/.

For information on putting your own media items on reserve in the Libraries, see reserves section above.
Undergraduate Resources

Handouts

The University Libraries produce a variety of handouts useful for assisting students in various stages of their research. These are accessible through the Web for copying and distribution. Examples include: – Is it Popular or Scholarly? – Digital Dissertations – Using MNCAT Plus

Download handouts from: http://www.lib.umn.edu/site/handouts.phtml

Handouts for specific subjects are available at http://www.lib.umn.edu/site/subjects.phtml.

Scroll down to “Supplementary Handouts and Guides.”

Undergraduate Virtual Library

http://www.lib.umn.edu/undergrad/

The Undergraduate Virtual Library is a popular portal to the University Libraries. It demystifies and streamlines the research process for undergraduates.

SMART Learning Commons

http://smart.umn.edu/

The SMART Learning Commons, located in Magrath, Wilson, and Walter Libraries, provide learning support services, personalized drop-in Peer Learning Consultants, and other assistance.

The Wilson and Walter Library locations also provide students with the hardware, software, and expert assistance for:

– Filming, downloading, and editing digital movies
– Creating and uploading a Web site
– Designing page layouts
– Producing graphic designs
– Making a presentation in PowerPoint

Instructors may schedule a media specialist for an in-class demonstration of the use of this media equipment and software.

Libraries on the myU Portal

https://www.myu.umn.edu

Students can access key library resources and tools from the myLibrary tab of the myU Portal. There they can search for books and articles, get a list of recommended databases based on the courses they are taking, see what they have checked out of the library, and save databases and e-journals so they can find them easily in the future.
Ask Us!

http://infopoint.lib.umn.edu/

The Libraries respond to nearly 200,000 inquiries a year from the University of Minnesota community and beyond. Faculty, students, and staff may contact library staff via:

– Chat
  Scheduled hours include evenings and Sundays.

– E-mail
  Send questions any time of the day and get a reply within 24 hours.

– Telephone
  Reference desk staff responds to telephone inquiries during reference hours (http://www.lib.umn.edu/site/hours.phtml).

– In-Person
  Reference hours vary according to library (http://www.lib.umn.edu/site/hours.phtml).

Individual appointments with a Librarian

Librarians have subject specialties and welcome the opportunity to meet with faculty and students for research consultation (http://www.lib.umn.edu/site/selector.phtml).
We want to hear from you.

How can we improve this guide?

Please take our survey at http://tinyurl.com/5por6j.