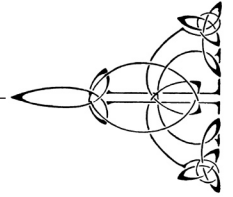


A La Carte Menu



First Year Seminars and the Library

This menu provides a list of library and information instruction options that will help students succeed in their academic work at Gettysburg College. Topics frequently taught to first year students by librarians and faculty are described below.

We have included the approximate amount of time required to accomplish specific tasks in an effort to help faculty determine what can be comfortably covered during one, or sometimes two, class sessions. Of course, use of this menu is optional. If you have a unique course assignment, or you'd rather sit down and talk to a librarian about your specific course needs, we'd be pleased to discuss possibilities with you.

Introduction and Conclusion (required, 5 minutes)

Students will understand why it's important to use library resources, even in a world where information is readily available elsewhere. Might include comparison of different sources of information and a discussion about the cost of information.



Developing and Refining a Topic (5-10 minutes, depending on content)

Although this is generally done with help from the faculty member, librarians can encourage students to consult print and online reference sources that will help them better comprehend a research topic.

Distinguishing Between Popular and Scholarly Sources (10-15 minutes, depending on content and activity)

http://www.gettysburg.edu/library/research/Scholarly_trade_popular_FINAL.pdf

Students compare and contrast periodicals to learn the difference. Can include a discussion of the publication cycle.

Library Catalogs (10-15 minutes, depending on content)

http://www.gettysburg.edu/library/research/Library_Catalogs_FINAL.pdf

Students learn how to find books and other materials using the MUSCAT catalog and how to locate materials in Musselman Library. Techniques for improving search results are frequently covered. May include options for finding books that we don't own.

General Database Searching (10 minutes per database)

Students explore basic searching in basic multidisciplinary databases like Academic Search Premier or news sources like Lexis-Nexis Academic or Access World News. Time allotted will depend on the nature of the course assignment. Students learn various tricks for getting the best results from library databases.

Specialized Databases (15 minutes per database)

Students learn about databases that are focused on a specific subject area. This will be useful if students will be doing in-depth research in an academic discipline and need to find scholarly sources. Includes strategies for developing complex searches.

Google Scholar (20 minutes)

Students learn about the benefits and limitations of using Google Scholar, a Google search tool that directs students to academically-oriented websites for research.

How to Find Articles When all You Have is a Citation (10 minutes)

http://www.gettysburg.edu/library/research/Citations_to_Articles_FINAL.pdf

Students learn to use the Library's Journal Locator to find the full-text of journal, magazine, and newspaper articles in electronic and print formats. If appropriate, Interlibrary Loan is also covered.

Evaluating Websites (10-50 minutes, depending on content)

Intended to teach students the basics of website evaluation. May be a brief overview or a more in-depth session that includes an exercise for practicing evaluation techniques.

Academic Integrity (15-30 minutes, depending on content)

http://www.gettysburg.edu/library/research/Academic_Integrity_FINAL.pdf

Students learn about intellectual property and/or how to avoid plagiarism.

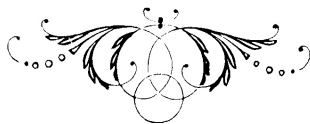
Citing Sources (15 minutes)

http://www.gettysburg.edu/library/research/Citing_Sources_FINAL.pdf

Students learn about tools in the library that will aid them in building bibliographies and citing sources properly.

Other Possible Topics

Finding statistics, locating primary source documents, locating country information—let us know if you have other ideas.



Gettysburg College • Musselman Library

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