

# Elihu Burritt Library Newsletter

## Harry Potter's World : Renaissance, Science, Magic, and Medicine by Lynn Johnson-Corcoran

*Harry Potter's World: Renaissance, Science, Magic, and Medicine* is at Elihu Burritt Library (second/main floor) from October 6 to November 14. This exhibition consists of a series of panels which explore the scientific roots of J. K. Rowling's wizarding world and some of the historic figures who play important roles in the Harry Potter series. Exhibits of books on the science behind the magic practiced by the students and faculty of Hogwarts will be on display near the panel exhibit and the Curriculum Lab will display materials from the Harry Potter novels.

During the month of October, astronomy programs by Dr. Kristine Larsen of the Physics and Earth Sciences Department and lectures by Dr. Glenn Sunshine of the History Department will take place. They elucidate topics such as magic and witches presented in the exhibit.



Basilisk Konrad Gesner,  
Historiae Animalium, 1551

In addition, the film, "In a Prenatural Way: The Witchcraft Trial of Mary Barnes" along with a question and answer session with the actors, will be presented by Farmington's Stanley-Whitman House on October 27. It depicts events that transpired in central Connecticut when accusations of witchcraft had dire consequences.

Finally, CAN (Central Activities Network) plans several showings on campus of the latest in the series of Harry Potter films: *Harry Potter and the Half-Blood Prince* in November. All of these programs are free and open to the public.

*Harry Potter's World: Renaissance Science, Magic, and Medicine* is brought to you by the National Library of Medicine, National Institutes of Health, Bethesda, Maryland. For more information, and a calendar of events, please visit <http://library.ccsu.edu/harrypotter>.

## What's new with Library Resources and Skills (LSC 150)

by Nick Tomaiuolo and Susan Slaga

In the past, the information literacy course, Library Resources and Skills (LSC 150) was only open to freshman and sophomores, but now it is open to all students. It is recommended that students take the class earlier in their college careers because it can complement their other studies.

Librarian Nick Tomaiuolo, who originally developed the one credit course in 1995, took his sections of Library Resources and Skills (LSC 150) online beginning in the fall of 2009. Moving to an online version was undertaken to not only satisfy students' preferences for flexibility in meeting course demands, but also to take advantage of electronic access to Web based materials which enhance course materials. *Continued on page 2*

CCSU  
Elihu Burritt Library

Special Points

Of Interest:

Due to recently announced holdbacks in the state budget, resulting in substantially decreased budget allocations for iCONN, the State Library is forced to discontinue the following resources effective October 1, 2009:

- AP Images
- Boston Globe
- CINAHL (Full text) - CINAHL Index is retained)
- Westlaw Campus Research

The InfoAnytime (24/7) chat service is being discontinued due to lack of state funding.

At CCSU, we are hoping to continue our subscription to the full-text portion of CINAHL as well as the InfoAnytime service through a local library consortium. We will provide more information when we confirm the continuation of access.

The majority of content provided by Campus Research is contained in our subscription to Lexis-Nexis Academic Universe. We apologize for the short notice, but we only learned of this on Monday, 9/28/09.

**LSC 150** *continued from page 1*

His Vista/Blackboard LSC 150 course is comprised of self-contained modules, and each module addresses helping students acquire several of the American Library Association's goals for attaining Information Literacy (for more information see:

<http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm#ildef>).

For example, one goal is that individuals "access information effectively and efficiently." Tomaiuolo designed one specific lesson where students compare the search and retrieval functions of a library subscription database for locating periodical articles with Google's beta Scholar product. Students must evaluate the content of each the library's proprietary database compared with Google Scholar, describing the advantages and disadvantages of each resource's search interface and, ultimately, write an assessment that articulates their preference for one resource over the other. Tomaiuolo's sections also capitalize on the availability of free Web based digital media resources such as BlipTV. Specifically, each module contains a content document, a presentation hosted at BlipTV, a learning exercise, and a quiz. For a preview of this online section go to: <http://lsc150.blip.tv>.

There are three other librarians that also teach sections of Library Resources and Skills (LSC 150) – Susan Slaga and Andrew Fal who teach their sections in the classroom, and Emily Chasse who teaches her class online. They also have similar lesson plans to Tomaiuolo's, but each puts their own spin on it.

Fal enjoys teaching the class and always makes updates to lessons based on database changes and the needs of his students. Making sure students know how to search databases at an advanced level and properly cite sources are always important.

Chasse and Slaga make many updates as well and they also added videos featured on Blip TV to enhance lessons. In addition, they have added units on plagiarism and copyright (including illegal music downloading).

Slaga has also placed more emphasis on properly citing sources and has students practice each week. For a final assignment her students are required to do an annotated bibliography where they are asked not only to evaluate sources, and include their search strategies for locating them in library's article databases and also the CONSULS online catalog.

Library Resources and Skills is a very valuable general education class of importance to students that need to learn library research and information literacy skills. Advisors should encourage students to take this class.

## **I Have Always Imagined that a Library will be a Kind of Heaven** by Steven Bernstein

My heritage has a lot to do with it. It is a tradition of building relationships with those with whom I sit and with those who sat throughout the centuries before me by way of the study of an ancient scroll, whose parchment has been meticulously calligraphed by scribes whose work imbues even the tiniest serifs with meaning. It is a belief that—through the acquisition, application, and creation of knowledge—the world can be made whole. It is the love of an ancient study-hall in which a symphonic cacophony of arguments and counter-arguments ascend like a prayer to the heavens or of a space in which the meditative silence of thought centers a person within himself.

Often-times when I am asked what it is that I do as a catalog librarian I answer, "I am charged with mapping the collective consciousness of humanity." Although to some this overly aggrandized description of my job makes me sound like a self-important data-entry technician, I consider it to be a fitting explanation of what it is that catalogers do. The web of connections that is formed through the assignment of authorized access points to the universe of human creativity is almost neurological in scope, with each link serving as a synapse between the nodes of a shared brain that—in my eye—resembles the cranial shape of God's cloak on the Sistine Chapel ceiling. It is life-giving.

## Elihu Burritt Library Introduces LIBGUIDES

by Kathy Steadman

Libguides is a web 2.0 publishing system. It is a hosted service from Springshare which allows librarians to easily create multi-media content, share knowledge and information, and promote library resources to the campus community. It combines the best features of social networks, wikis, bookmarks, and blogs. The hosted service allows librarians to easily update subject guides, course specific guides, and how-to guides.

Students can take advantage of our new libguides at <http://ibguides.ccsu.edu/>. The FYE or first year experience guide is a great way for freshman to familiarize themselves with the library. The how-to guides offers guidance in using course reserves, getting a library PIN, or accessing databases from home.

The subject specific guides provide students with resources and tools for their research and can help with writing papers.

Some Libguides allow the users to rate the content and make comments. Each guide contains the contact information of the person who created the guide so please do not hesitate to contact us with any questions, comments, or suggestions.

### FYE - First Year Experience (Freshman Students) Tags: tye, freshman

This guide will help you find your way around Burritt Library and get you started finding books, articles and other information. Another librarian if you have any questions.

Last update: Oct 05, 2009 | URL: <http://libguides.ccsu.edu/fye> | [Print Guide](#) | [RSS Updates](#) | [SHARE](#)

Home Find Articles (and other info) Find Books Citing Sources ( MLA, APA, etc.) Evaluating Websites

Home Comments (0) Print Page Search

Section of FYE LIBGUIDE

## 2010 Elihu Burritt Library Undergraduate Research Award

Elihu Burritt Library is pleased to announce the 2010 Undergraduate Library Research award. This award will recognize the excellence in undergraduate research papers/projects and the skills and creativity in the application of library services, resources and collections. Two prizes of \$350 will be awarded in spring 2010 at the Undergraduate Research and Creative Achievement Day (URCAD). One will be awarded to a senior for his or her thesis and the other will be awarded any undergraduate for a research paper or project.

### To be eligible, applicants must:

- ⇒ Be enrolled during the spring 2010 semester as a Central Connecticut State University undergraduate at any class level or discipline/major.
- ⇒ Have completed their research paper or project for a credit course during the spring, summer, or fall semesters in 2009.
- ⇒ Agree that the paper or project and application materials will become property of Elihu Burritt Library and may be publicly displayed in the library and/or library website.

For more information and an application please visit: <http://library.ccsu.edu/about/award/>. Application packets will be due in February 2010. If you have any questions, please contact Susan Slaga, Reference Librarian, at [slagas@ccsu.edu](mailto:slagas@ccsu.edu) or 860-832-2095.

## Burritt Library's New Journal Collections by Mary Ellen Bowen

The Burritt Library would like to introduce three new online journal collections. The Freedom Collection from ScienceDirect, the Sage Premier Deep Backfile collection, and the JSTOR Life Sciences collection. They can be found on the library's website through the "Database Finder".

### ScienceDirect Freedom Collection

The ScienceDirect Freedom Collection provides access to virtually all of the journals published by Elsevier, with strong content in the health, life, physical, and social sciences. Over 2000 titles are now available beginning with 1995 content.

You can view or print a copy of any of the documents in ScienceDirect by downloading the PDF file. (In this format, the images, tables, and figures appear within the body of the document.)

The ScienceDirect home page is your gateway to ScienceDirect functionality and information. When you are logged in to ScienceDirect, the following features are available from the home page:

- Browse Documents by Title or Subject
- Link to favorite journals and books
- Use the Navigation Bar to Access Features
- Add Quick Links
- View Recent Actions
- Open and Close Home Page Sections
- Perform a Quick Search
- Access the Shopping Cart and Online Help
- Browser Requirements and Preferences
- How to Obtain the Adobe® Acrobat Reader®
- Overview of Secure Sockets Layer (SSL) Encryption



**SAGE** publishes more than 520 journals in Business, Humanities, Social Sciences, and Science, Technology and Medicine and provides access to those journals with a back file to 1999.

To complement the Sage Premier package Burritt Library purchased the SAGE Deep Backfile Package that includes the content of a journal from its first issue through the last issue of 1998 and the following:

- Electronic access to 381 journals, 32,000+ issues, 418,000+ articles, and 4.6+ million pages with back file to volume 1, issue 1
- Highly ranked content in Business, Humanities, Social Sciences, and Science, Technology and Medicine
- Perpetual online access to material which was previously available exclusively in print.

### JSTOR Life Sciences Collection

With participation and support from the international scholarly community, JSTOR has created a high-quality, interdisciplinary archive of scholarship, and is actively preserving over one thousand academic journals in both digital and print formats. It continues to greatly expand access to scholarly works and other materials needed for research and teaching globally.

The Life Sciences Collection, combines the Biological Sciences (BioSci) and Health & General Sciences Collections (HGS) is JSTOR's largest multi-disciplinary collection.

## ***New At Burritt Library—Why Evolution is True*** **by Jerry A. Coyne**

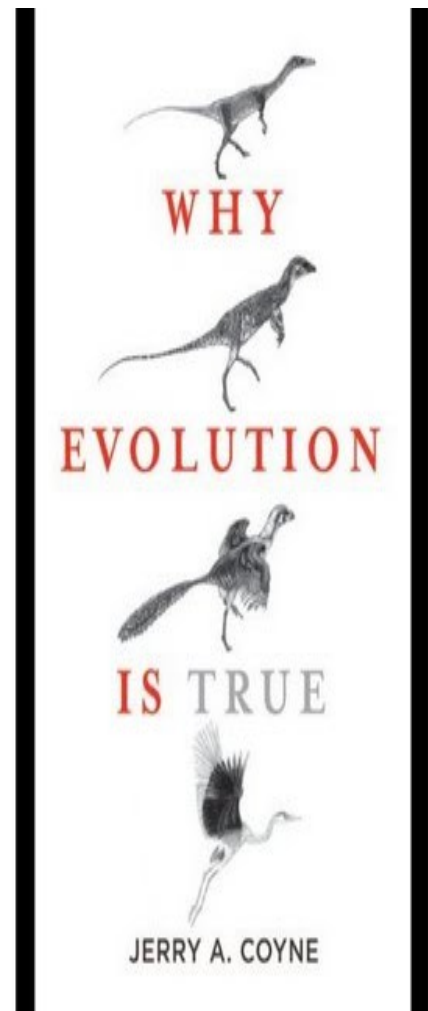
by Joan Packer

According to a Gallup Poll conducted in February 2009, the month Darwin would have been 200 years old, only 39% of Americans said they believed in the “theory of evolution” and another 36% had no opinion. Jerry Coyne, a professor in the department of Ecology and Evolution at the University of Chicago and a leading authority on speciation, decided to write a book making the case for evolution, comprehensively but clearly and succinctly. Throughout he attempts to counter specific objections raised by advocates for creationism and intelligent design, and he ties his argument for evolution to the recent discoveries relating to DNA sequences in the genome of living organisms.

Coyne states that scientists have confirmed Darwin’s ideas about the common ancestors of plants and animals “by sequencing the DNA of various species and measuring how similar these sequences are,” and thus reconstructing evolutionary relationships. He also explains the other elements of Darwinism, including gradualism, speciation, and natural selection, as well as other processes that can cause evolutionary change, such as random changes in the proportion of genes as a result of differing rates of reproduction. He explores transitional species in the fossil record, such as the Tiktaalik, a link between fish and amphibians discovered in 2004 on Ellesmere Island in the Arctic Ocean. Vestigial organs, such as the appendix in humans, are another clue as well as vestigial genes that are part of the genome but no longer expressed because no longer useful (pseudogenes). Mice have 1000 olfactory receptor genes, but although humans have 800 of these OR genes, half are pseudogenes, inactivated by mutations when we no longer required a strong sense of smell.

Coyne addresses the evidence from embryology studies: all vertebrate embryos begin with fishlike limbs and tails. Fish develop gills from branchial arches but in other vertebrates these arches turn into structures that make up the head. Vertebrates also have a fishlike circulatory system as embryos. In addition, he counters the bloodclotting and flagellum arguments of the intelligent design proponents. Coyne argues that evidence is emerging that the “entire bloodclotting cascade evolved from parts of precursor proteins” but he admits that the field of biochemical evolution is still in its “infancy”.

The last two chapters discuss the history of human evolution using fossil and DNA evidence. Recent work sequencing the genes of chimpanzees and humans shows more divergence than previously thought as “more than 80% of all the proteins shared by the two species differ in at least one amino acid.” In addition, Coyne does not believe it has been proven that every aspect of human behavior has an evolutionary basis. His book is one of the most incisive and well-written of recent publications arguing the case for the theory of evolution.



## Evaluating Wikipedia Articles by Susan Slaga



**WIKIPEDIA**  
*The Free Encyclopedia*

Often many college students lack the ability to effectively evaluate online information, especially websites. Some people think that just because they how to use a computer, cell phone, iPod, or a search engine that this is common knowledge, but those of us who teach know this is not true.

When students need to find some information or start a research project, they often start with what is often most familiar to them, typing keywords into a search engine such as Google and reviewing the results that come up. Sometimes they find some good information and often they don't, especially if it's a source needed for a college paper.

Many times one of the first results that come up is a Wikipedia entry. According to Noam Cohen from *The New York Times*, Wikipedia is one of the 10 most popular sites on the Web. Its English-language version has just surpassed 3 million articles.

I feel that Wikipedia can be a good place to start research for students that are unfamiliar with a topic, but it is not something they should use as a scholarly source for one of their papers. Just like any piece of information Wikipedia articles should be evaluated.

According to Phoebe Ayers, reference librarian at University of California, Davis and coauthor *How Wikipedia Works*, students should look at the articles' quality, page edit history and discussion page and template message:

- Is the article written well and the topic clearly explained?
- Are there any reliable references included? Are there citations to print and online sources?
- Are the Wikipedia *Manual of Style* conventions followed (introductory paragraph, clear section breaks, proper formatting of images, etc.).
- When was the article created and/or recently edited?
- Did a lot of people contribute to the article or just one or two? You should note the difference between major content edits and minor formatting edits). Also did the contributors log in or edit anonymously?
- Notice if there is evidence of ongoing edits or arguments over content. Are the same changes made and undone numerous times?
- Is there evidence of heavy or continued vandalism (constant changes and reversions with edit summaries like "revert" or "rvv vandalism")?
- Check the articles discussion page if it exists. There may be discussions about the article's validity or questions raised about the article. Does the article topic appear too controversial or under debate?
- Check to see if there are any template messages at the top of the article: Is the articles tagged with a "clean-up" note such as "To meet Wikipedia's quality standards, this article or section may require clean-up," or "This article or section does not cite its references or sources," or "Some information in this article or section has not been verified and may not be reliable."

Wikipedia is often a good starting point for students like any encyclopedia and sometimes the articles have useful references or citations, but it should not be their main source of information, especially if it hasn't been properly evaluated.

#### References:

Ayers, Phoebe, *How to Evaluate a Wikipedia Article*. Wikipedia. 2008. Web. 1

October 2009

Cohen, Noam "New Rules In Wiki World." *The New York Times*. 25 August 2009,

late ed: B1.

**Newsletter Editor: Susan Slaga**  
**Please send any comments or**  
**suggestions to: [slagas@ccsu.edu](mailto:slagas@ccsu.edu)**