



# The Link

Rentschler Library Faculty Newsletter. Fall 2011

engage | explore | inform | innovate | seek | discover | inspire | preserve | create | support | communicate | imagine | transform

## Overestimating Skill—More than a Fantasy Football Problem



The August *Inside Higher Ed* article, “What Students Don’t Know”, told us something that most of us already realize: students are not going to ask for help because they do not recognize that there is a NEED for help. They think they know how to research, you believe them. ...then you end up disappointed in the resources they used and they wind up angry about their grade.

How is it that finding academic resources is so foreign to “digital natives” who grew up searching Google?

The article includes findings from a series of studies, one of which pretty much summed up the issue. It is not just academic resources; students are just not that good at Googling, either.

Now, consider that many faculty assume that students are capable researchers, whether because they think those skills are learned elsewhere (high school, 100

level courses) or because they equate “tech savvy” with “research savvy”. We’ve now got a problem with faculty over-estimating student ability.

Compounding the issue is confusion about the librarian’s role in providing research assistance. A student who actually breaks down and asks for resources on her topic is probably not going to be happy being shown how to look for the resources herself.

Although the article does not provide any quick answer for how to get student, faculty, and librarian expectations in line, it does offer insights into what can help. According to Miller & Murillo, “[R]elationships with professors...determine students’ relationships with libraries”. While this newsletter is one way the library “links” to our faculty, we hope you’ll explore the “Faculty” tab of our library’s website for other ways to get connected.

Read the full article and get more information online at: <http://tinyurl.com/3wwfh7i>

## Who Died & Made You King? Overthrowing the Censors.

Banned Books Week (Sept 24—Oct 1) reminds us that without community and librarian involvement, there are books that would be banned or burned even today. But what about the other forms of censorship that threaten our ability to *choose* what we read, are exposed to, or learn? Take our “Crossword Challenge” (pg. 3) to test your banned books knowledge & read the ALA’s response to censorship for a little bit of inspiration.

### American Library Association’s Statement on “Freedom to Read”

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label “controversial” views, to distribute lists of “objectionable” books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to counter threats to safety or national security, as well as to avoid the subversion of politics and the corruption of morals. We, as individuals devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read. (continued on pg. 4)



## Just for Fun (& a Quick Tour)

Rentschler Library, our “What’s In It For You?!” Video!



Follow the YouTube Link Below

<http://youtu.be/GDVQgj89ZxM>

## Notes on “Fair” & “Not so Fair” Use

With today’s rapidly advancing changes in technology, copyright issues have become more confusing than ever. It (literally) takes someone with a law degree to navigate the question of compliance. Even the experts can be befuddled by the issue of ‘what is legal’, as interpretations are continually challenged and changed in the courtroom.

One thing is certain: just because it’s part of your intended curriculum does not guarantee that it is legal under Educational Fair Use or the TEACH Act.

How does this impact you in the classroom? Sections 107-118 of the U.S. Copyright Act make provisions for using copyrighted works for the purposes of teaching, scholarship, and research. However, it is important to note that there are limitations and exceptions, possibly including: the reproduction of work into another format, the amount of work being duplicated, and the frequency or duration of use for classroom purposes. If you have concerns about whether your use of copyrighted work is actually infringement, you can go to [www.copyright.gov](http://www.copyright.gov) for guidance, or use this fun little Web tool to estimate whether a printed work has fallen into the public domain: <http://librarycopyright.net/digitalslider>.

If you are still uncertain about whether you are in compliance, please consult with Miami University’s Office of General Compliance by calling 529-6734, or by emailing [GeneralCounsel@muohio.edu](mailto:GeneralCounsel@muohio.edu).

## Staff News

**Mark Shores** published “Internet Reviews: the Rise of Content Farms.” in *Kentucky Libraries* 75.3 (2011): 14-15.

## Library News: ESL Resources

If you have students who would like to improve their English language skills, please let them know about some exciting new resources. They can get to these & more by going to the library’s “Students” tab, & then selecting “International”.

**Mango Languages:** Miami affiliates can connect to Mango through the library’s website; after creating a Mango Profile, users can log-in to the site for self-paced learning tutorials that include English for: Egyptian, Cantonese, Mandarin, French, German, Greek, Italian, Korean, Polish, Portuguese, Russian, Spanish, Turkish, or Vietnamese speakers.

**New ESL Acquisitions:** Rentschler Library recently purchased several resources to help English language learners. A few featured items include:

- *Pronounce it Perfectly in English* (CD)
- *Improve your English: English in Everyday Life*
- *Conversational American English: The Illustrated Guide to the Everyday Expressions of American English*

Additional new items are listed on the International Students page.

( [www.ham.muohio.edu/library/international](http://www.ham.muohio.edu/library/international) )

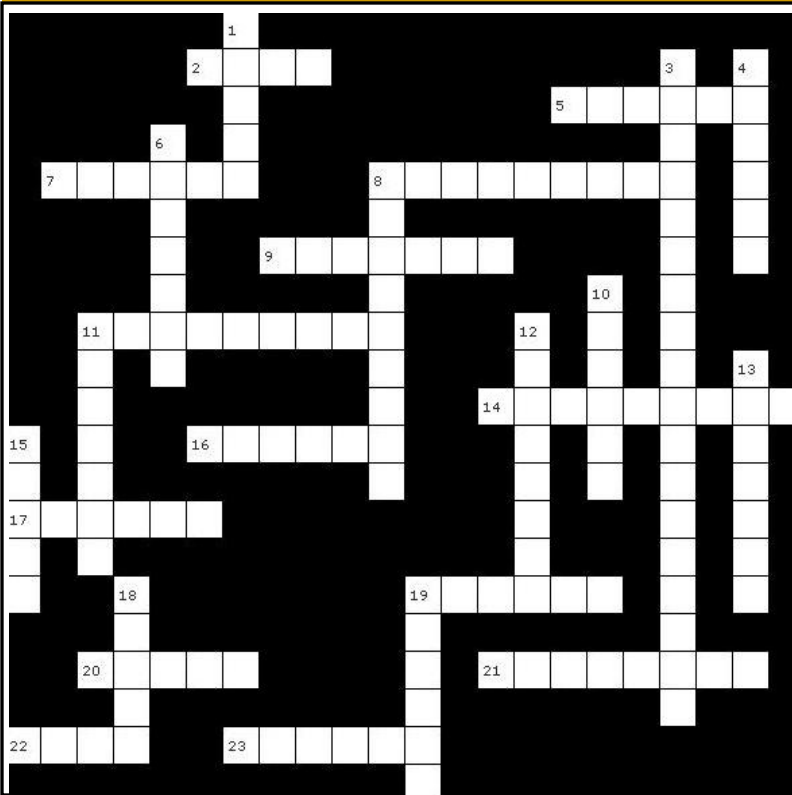
## Coming Soon...

**October Displays:** Rentschler Library’s main display space will feature books and external resources that support improved understanding of LGBTQ issues. A side display will promote Appalachian Heritage Month by featuring select Rentschler Library resources.

**EDT 251, *Effective Use of Libraries*:** A “Late Sprint” worth 2 credit hours will meet on Wed. nights from 5:30—9:25 with Kathleen Pickens-French, beginning October 19th.



## Banned Books Week Challenge



### How to Play

Turn in your completed crossword puzzle by Monday, October 3<sup>rd</sup>.

If you score an "A" (20 correct), you'll be entered into a drawing where 1 lucky winner will receive a Rentschler Library Goodie Bag (includes a flash-drive!). The winner must be able to pick up their prize at the library.

The winner will be notified the week after the contest. An announcement & the correct answers will be available on the library's website.

[www.ham.muohio.edu/library](http://www.ham.muohio.edu/library).

*Required for Winner Notification*

Name: \_\_\_\_\_

Email: \_\_\_\_\_

Phone: \_\_\_\_\_

### ACROSS

2. Maya Angelou knew why this [blank] sang caged, but reader's wanted to keep her quiet.
5. Nabokov named his young female character this...a name now associated with teenage seductresses.
7. Toni Morrison's [blank] Eye has been challenged for being "vulgar", "obscene", & graphic sexual scenes (including 2 rapes).
8. How can something so sweet be so offensive? It's Cormier's [blank] War.
9. Banners went nuts over this word being in "The Higher Power of Lucky"
11. The Grapes of Wrath, one of the most frequently challenged books EVER, was written by this man.
14. Just couldn't see Ralph Ellison's [blank] Man being banned for profanity.
16. Harry's popular series is frequently banned for "promoting witchcraft".
17. On which Farm did Orwell say the "masses will revolt"? The readers sure did.
19. The boy with the issues in Salinger's Catcher in the Rye.
20. This baby penguin caused controversy for having 2 fathers.
21. What was Ray's last name? The guy who wrote Fahrenheit 451?
22. Vonnegut's "sexually explicit" Slaughterhouse [blank] got put on the chopping block.
23. Upton Sinclair's socialist views caused this [blank] Book to be burned by the Nazis.

### DOWN

1. In what kitchen did Sendak's naked cartoon boy cause a big stir?
3. Both Madonna & Miami Vice were popular this year, even if the novel with the same title was "too communist" for some.
4. The name of the dog that had too many farts for readers to handle.
6. Contrary to its name, folks hated the violence in this Toni Morrison book.
8. A bookseller had to do time for having this kind of Orange on his shelf in 1973.
10. Some readers thought this Son (of R. Wright) had too much violence, sex & profanity.
11. What kind of "Verses" got Salman Rushdie on a whole lotta peoples' hit lists?
12. Her Tale (by Margaret Atwood) was challenged for profanity, sex & defamatory statements.
13. James James wrote this LONG book, only to have it burned in the US, Ireland, England, & even Canada.
15. In what kind of a "[blank] New World" did Huxley make promiscuous sex "look like fun"?
18. The "n" word in Huckleberry Finn has been rewritten using what word?
19. What kind of Games was Collins writing to get her series on the 2010 Most Frequently Challenged list?



## ALA Freedom to Read Statement (*cont. from pg. 1*)

Most attempts at suppression rest on a denial of the fundamental premise of democracy: that the ordinary individual, by exercising critical judgment, will select the good and reject the bad. We trust Americans to recognize propaganda and misinformation, and to make their own decisions about what they read and believe. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

These efforts at suppression are related to a larger pattern of pressures being brought against education, the press, art and images, films, broadcast media, and the Internet. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy or unwelcome scrutiny by government officials.

Such pressure toward conformity is perhaps natural to a time of accelerated change. And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with controversy and difference.

Now as always in our history, reading is among our greatest freedoms. The freedom to read and write is almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. The written word is the natural medium for the new idea and the untried voice from which come the original contributions to social growth. It is essential to the extended discussion that serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings.

The freedom to read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

### **We therefore affirm these propositions:**

1. *It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those that are unorthodox, unpopular, or considered dangerous by the majority.*
2. *Publishers, librarians, and booksellers do not need to endorse every idea or presentation they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what should be published or circulated.*
3. *It is contrary to the public interest for publishers or librarians to bar access to writings on the basis of the personal history or political affiliations of the author.*
4. *There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.*
5. *It is not in the public interest to force a reader to accept the prejudgment of a label characterizing any expression or its author as subversive or dangerous.*
6. *It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large; and by the government whenever it seeks to reduce or deny public access to public information.*
7. *It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, they can demonstrate that the answer to a "bad" book is a good one, the answer to a "bad" idea is a good one.*

<http://www.ala.org/ala/aboutala/offices/oif/statementspols/ftstatement/freedomreadstatement.cfm>