Chapter 6

# Library Course Pages

In the absence of a course-management system or in an environment where for technical or cultural reasons the library is unable to participate in the CMS project, there are still methods by which the libraries can achieve a similar end–the collocation of appropriate library resources at a course level.

Most often this is accomplished through the creation of library course pages that reside on the libraries' Web site(s). These are collections of links to databases, books, journals, indexes, Web sites, and services offered up by the academic library in support of a given course. The course pages are largely the creation of the respective subject librarian, with some level of consultation with the course instructor.

In this chapter, you'll find examples of library course pages created by academic libraries across the United States and Canada. These examples range from sophisticated, dynamic, database-driven systems to hand-coded HTML pages. The array of academic libraries that have undertaken these projects include from some of the largest and the smallest. All of this underscores the point that regardless of the size and wealth of a library, the goal of creating some number of useful library course pages is within reach.

Several library course page projects can trace their origins back to the MyLibrary movement of the late 1990s. While the MyLibrary system developed by Eric Lease Morgan when at North Carolina State University Library has received the most attention, similar MyLibrary projects were underway around the same time at other institutions, including the University of Washington, Virginia Commonwealth University, and Cornell University.

The idea behind the MyLibrary systems is to create "implementations of user-centered, customizable interfaces to collections of library resources" (Morgan 2000, 166). This is generally accomplished through a database-driven Web page of library electronic resources, such as databases, e-journals, e-books, and Web sites that each patron can individualize and customize. A simple login and password feature ensures the patron can access her personalized library resource guide from any computer with an Internet connection.

*For more information see the December 2000 issue of* Information Technology and Libraries *devoted to MyLibrary issues*

While the original intent was for these systems to be used by library patrons to craft their own personal library pages, in some instances the MyLibrary's were found to be a very popular tool for librarians to create subject, and, more relevant to this report, course guides.

## Virginia Commonwealth University

The Virginia Commonwealth University's (VCU) My Library system is a homegrown Perl program launched in the fall 1998 semester. Early usage statistics found only a small percentage of the users of My Library accounted for the vast majority of the systems activity. This lead the creators of the VCU system to conclude, "While we first believed that My Library would be an ideal solution for all of our students and faculty, it appears that only a small percentage have found it to be an enduring access point for their research" (Ghaphery and Ream 2000, 188).

On the other hand, Ghaphery and Ream (2000) reported the My Library system is very popular with

librarians as an instruction tool. Without any knowledge of HTML, librarians are able to create library resource guides for each class that they provide a bibliographic instruction session quickly.

Students have responded very enthusiastically to the course pages. In just the first six months of use, the course pages averaged just fewer than five uses per student per semester. "Heavy use of these pages has proven time and time again that classes like coming back to a single page to find all the relevant resources for their research assignments" (Ghaphery and Ream 2000).

In the 2001 calendar year, 68 class pages received 11,155 accesses, which equates to 43 percent of the total My Library activity. Moreover, 82 percent of these accesses occurred outside of the physical library classroom where bibliographic instruction sessions are held (Ghaphery 2002).

The VCU My Library pages include links to relevant Web sites, journals, and databases. A simple search box performs library catalog, journal title, and *Encyclopedia Britannica* searches as well as queries with popular Internet search engines. Also present are links to helpful library information such as hours, the interlibrary loan service, and online reference forms (see figure 4).

The architecture of the VCU My Library system is relatively simple, using Perl scripts and a text file to store logins, passwords, and user customizations (Ghaphery and Ream 2000). While a sound architecture, the code itself is quite dated. Ghaphery recommends it would likely be easier to build the My Library architecture using current Web database technologies, such as PHP and MySQL or ColdFusion, than to try to update the current Perl scripts.[1]

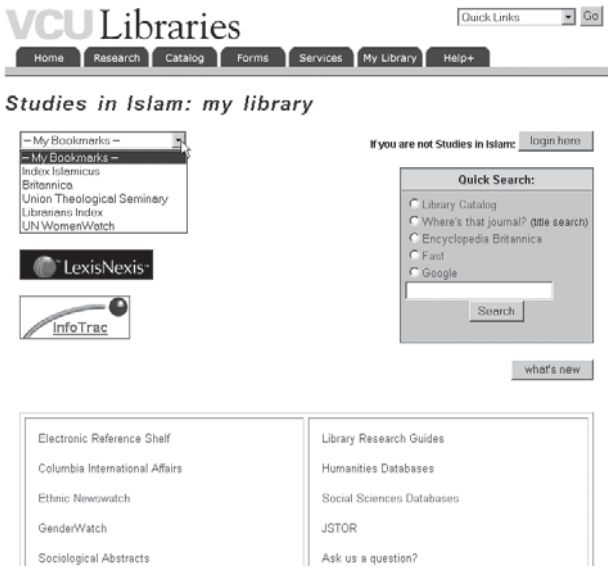


**Figure 4**
Material reproduced from the Virginia Commonwealth University Library's My Library system.
*Reprinted with permission.*

*PHP*
www.php.net

*MySQL*
www.mysql.com

*Macromedia ColdFusion*
www.macromedia.com/software/coldfusion

## University of Washington

Another example of a MyLibrary system that became a popular tool for librarians is the University of Washington Libraries' My Gateway.[2] While designed for library patrons to create personalized lists of online library resources, librarians became heavy users of the system. Within approximately the first year of use, thirty-five library staff members had produced seventy-five course guides (Jordan 2000).

## University of Rochester

While the MyLibrary systems were designed with patrons as the primary users of the tool, the University of Rochester's CoURse Resources system was always intended to be a librarian's tool (see figure 5).

The origins of the CoURse Resources system stemmed from the need to help students more easily locate their e-reserve materials. Although the Libraries' online catalog, Endeavor's Voyager, contains a reserves module, students did not find the interface of this module very intuitive.

Instead of displaying e-reserve materials in the order and with the language of the course syllabus, the reserve lists were displayed in alphabetical order, using the official title found in the MARC record. Consequently, a first reading assignment of "Chapter 4: Imperialism in East Asia" was listed seventh in the reserve list as *Modern East Asia,* which is the title of the monograph.

The libraries decided it would be best to present reserve materials in the language and chronology of the class itself, and thus chose to link e-reserves from a digital copy of the professor's syllabus. "Moving e-reserves from the generic catalog to course specific syllabi meant that the Libraries' redesigned Web site would have to include the ability to navigate to course-specific Web pages," which in turn led librarians to explore the other course-related resources they could provide (Gibbons 2003).

*University of Rochester's Course Resources*
www.lib.rochester.edu/index.cfm?page=courses

Through a six-month process of gathering specifications from bibliographers and reserve staff as well as from students and faculty, a set of system requirements was developed. Included on the course pages are tailored recommendations of digital and print books and journals, article databases, Web sites, and multimedia resources as well as access to a digitized copy of the professor's syllabus with embedded links to reserve items. The librarians can list the resources in the order of their choosing and add customized descriptions to each.

The system is written in ColdFusion Markup Language (CFML) with a Microsoft SQL relational database that links, or associates, recommended resources with individual courses.

An association between a library resource and a course can be done with very broad strokes (such as *Grove Dictionary of Music* to all courses in the Music Department) and very fine strokes (such as Sondheim.com Web site to only Music 141). These resource associations carry over from semester to semester; therefore, the course page for a repeated class requires very little, if any, work on the part of the librarian in order for it to be reused.

Whenever possible metadata for a resource is pulled directly from the online catalog, eliminating the need to re-key and update information in two locations. For example, to add the book *Fundamentals of Fluid Mechanics* to the system, the librarian enters only the ISBN (2001046756). A query is then sent to the online catalog, Endeavor's Voyager, which returns the book's official title (MARC field 245 | a).


**Figure 5**
Material reproduced from the University of Rochester, River Campus Libraries' Web site. *Reprinted with permission.*

Using the ISBN number, the system can create a link directly into the book's full item record in the catalog automatically, which displays the physical item's location (call number: TA357 .M86 1998). A second query is sent comparing the book's ISBN with a table that contains the ISBNs of all electronic books to which the libraries have access.

When a student calls up the course page for ME241, it becomes apparent immediately *Fundamentals of Fluid Mechanics* is available both as a paper copy in the library stacks and as an online text. A nightly script passes ISBNs to Amazon.com, which returns any corresponding available book-cover images (see figure 6).

In its sixth semester, the CoURse Resources system now contains more than 2,700 library resources with close to 6,000 course associations, which are connections between a library resource and course. On average, 450 classes per semester are provided with a CoURse Resources page, which equates to approximately half of the courses offered each semester on the River Campus of the University of Rochester. A course page is generated if the course has materials on reserve, upon the request of the faculty member, or as a tool for bibliographic instruction sessions.

The librarians have actualized some very real benefits. Usually, when a librarian finishes designing a course page, he invites comments from the course's professor. "This has greatly increased the dialogue between faculty and librarians, which in turn has led to other faculty/librarian initiatives" (Gibbons 2003).

The CoURse Resources system has proven to be a very useful tool, particularly for those librarians unfamiliar with HTML and Web page design. Simple Web forms drive the entire system, so no technical knowledge is required. "In only a few minutes librarians can create professional-looking library resources guides within a template consistent with the rest of the Libraries' Web site without any knowledge of HTML encoding" (Gibbons 2003, ibid).

A draw-back of the system, however, is a lack of flexibility in the resource categories and their naming. All potential resources for a course must find a home within one or more of seven resource tabs: Assignment Resources, Background Information, Web Sites, Articles, Journals, Books, and Media. While this standardization ensures that students can always expect to find the same types of resources in consistent locations across all of their course pages, it can be quite difficult for the librarians to place more unusual resources—such as newspapers, data sets, and archival materials—into the design.

*Microsoft SQL Server*
www.microsoft.com/sql/default.mspx

Included on each course page is the name, contact information, and optional photograph for the librarian assigned to the course. This was in direct response to early usability testing indicating the majority of students were unaware there was a librarian who served as a subject specialist for each discipline taught on campus. Since the introduction of the CoURse Resources system, the number of students requesting research assistance from their subject librarians by name has increased steadily.

For students, the course pages have proven to be a very useful supplement to bibliographic instruction. Students leave their bibliographic instruction sessions knowing that all of the library resources to which they have just been introduced can be found from a single course page.

An ironic drawback is that some students become dependent upon the course pages. When the pages are archived at the end of semester and replaced by the next semester's, some student are at a loss because they had become so reliant on a past course page.

Faculty members also have responded very positively to the CoURse Resources system. "For some professors, the [course pages have] eased the need to spend class time educating students about the available and relevant library resources, and the class time that is spent is used more efficiently because the resources have already been congregated onto a single Web page" (Gibbons 2003). Moreover, while some faculty members are hesitant to admit it, they sometimes learn about new library resources of which they were not previously aware.

The usage statistics of the River Campus Libraries Web site bear out the fact that students do make use of the course pages. The entry point into the course pages is usually second only to the libraries' homepage in terms of number of visits, which averages around 20,000 per month when classes are in session. At least a dozen or so individual course pages usually can be found in the top 100 Web pages, with some receiving more than 1,000 hits in a single month.

The source code for the CoURse Resources system was made publicly available in March 2003. Sourceforge distributed the source code under the project name Library Course Builder. Since then, there has been more than 210 downloads.

*Web page statistics for the University of Rochester, River Campus Libraries*
www.lib.rochester.edu/index.cfm?Label=toppages

*Library Course Builder code*
http://sourceforge.net/project/stats/?group_id=76156

## St. Charles Borromeo Seminary

While many libraries do not have the ColdFusion environment needed to run the CoURse Resources software, some have been able to adapt the idea and architecture of the system for their own environment, such as the Ryan Memorial Library of St. Charles Borromeo Seminary, located in Philadelphia.

Realizing that the Rochester software was not a good fit for the Ryan Memorial Library, the librarians began making changes. Using the metaphor of tailoring a suit that did not quite fit, McColl, Jones, and Koklus describe how they made alterations to the system in an article in *Computers in Libraries*.

The library did not have the technology nor infrastructure to support a ColdFusion program and database-driven course pages. Consequently, the course pages are built individually, using static HTML. As the library supports a small number courses per semester, the task initially was within the scope of available resources. However, as the course pages have become more popular, it has proven difficult to keep up with demand.

While the infrastructure of the system was simplified, McColl and her colleagues were able to extend its functionality to include an electronic discussion forum and online feedback form by adding using free and low-cost software (McColl, Jones, and Koklus 2004, see figure 7).

The response of faculty and students to the course pages, which are called E-Courses, has been very positive. In answer to the question,

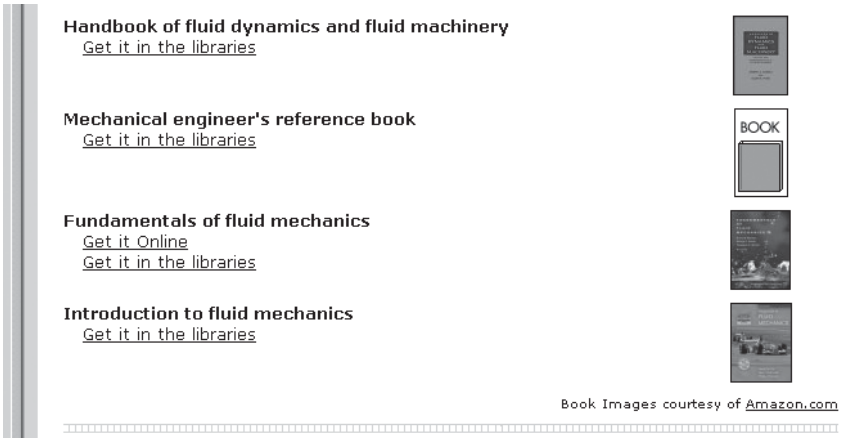


**Figure 6**
Material reproduced from the University of Rochester, River Campus Libraries' Web site. *Reprinted with permission.*

"Would you like more of your courses to be E-Courses?" seventy-eight percent of faculty responded in the affirmative (McColl, Jones, and Kokolus 2004, 22). Since its inception, the number of faculty requests for an E-Courses page increases with each semester.

## University of Minnesota

Another example of a sophisticated homegrown system that supports the creation of library course pages is University of Minnesota Libraries' LibData. LibData is described as a "library-oriented Web-based application consisting of an integrated database architecture and authoring environment for the publication of subject pathfinders, course-related pages, and all purpose Web pages" (Bramscher 2003).

As with the Rochester CoURse Resources system, LibData is available as open source code. Unlike Rochester's system, LibData is built entirely with open source components, including Apache, MySQL, and PHP. It is distributed from Sourceforge.net under a GNU Public License and has had more than 680 downloads. A demo instance is also available from the Sourceforge site.

LibData contains three independent applications: subject pathfinders, course-related pages, and general purpose Web pages. A library installing LibData can opt to use only one, two, or all three of the components.

The component that builds the course-related pages is called CourseLib. The CourseLib pages are constructed by linking library resources to each course offered. A wide range of resources are available for inclusion, including journals, books, Web sites, indexes, data, and style guides. Contact information for both the librarian and instructor are included as well (see figure 8).

The LibData system incorporates many very useful features. For example, a course page may be copied using the "Create Clone" command. This allows a librarian to create a template page with a base set of resources for a particular discipline and then create clones to which resources specific to the individual classes can be added.

Librarians can select from several different style sheets and alter the order of resources with the click of a mouse. The system also provides for the optional, automatic generation of a table of contents for the course page.

In the 2004 calendar year, 415 CourseLib pages were available, built from 22,191 page elements. During that time, there were more than 42,800 visits to the course pages.

## University of Winnipeg

In January 2005, the University of Winnipeg Library launched its new MyCybrary service.[3] Unlike the Rochester and Minnesota systems described above, MyCybrary is able to pull all of a student's library course pages together upon login, rather than require that the student to navigate to each separately.

MyCybrary is written in CFML and runs off of a MySQL database. A primary goal of the MyCybrary design is to pull together relevant personal and course resources from disparate sources and display them within a uniform interface (see figure 9).

Once logged in, the student sees a complete list of courses to which she currently is registered, which is data pulled from the Student Information System. Other student-specific information includes any outstanding interlibrary loan requests and, from the library's Innopac Library System, comes a list of library items currently checked out and those items coming due (see figure 10).

Once the student selects a class, additional information is pulled into the interface. This includes the titles of recommended and required textbooks, as well as a link to the course reserve list in the Library's catalog. Based

*Apache*
www.apache.org

*LibData*
http://libdata.sourceforge.net

*University of Minnesota CourseLib*
http://courses.lib.umn.edu

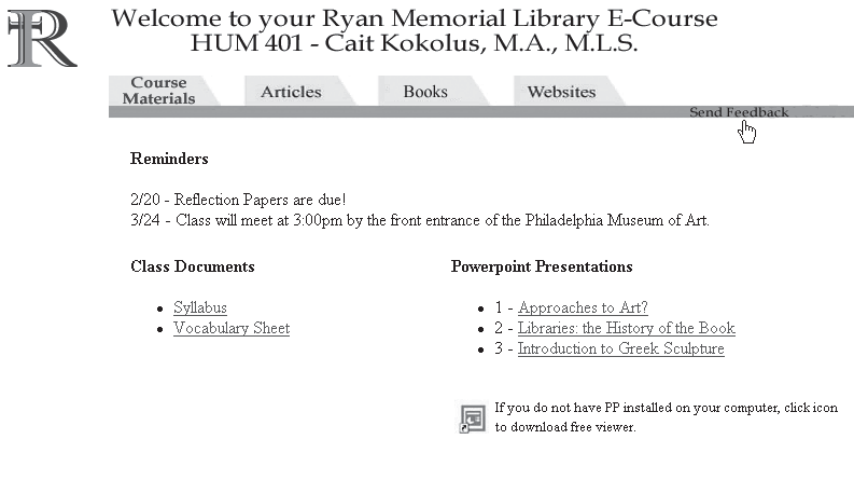


**Figure 7**
Material reproduced from the St. Charles Borromeo Seminar, Ryan Memorial Library Web site. *Reprinted with permission.*

on the course's department number, relevant databases and subject guides are displayed and ranked in order of relevance. In addition, links can be added to a professor's professional or course homepage.

At a global level, some library services are promoted from within myCybrary, including the bibliographic management tool, Refworks, and FURL, an online bookmarks service.

## Athabasca University

As discussed previously, the Virtual Library Collection used by British Columbia Open University to create persistent library links within WebCT was inspired by the Athabasca University Library's Digital Reading Rooms (DRR). Athabasca is Canada's Open University, which offers distance education courses throughout the world.

The DRR system "was developed to allow the AU Library to better serve students and faculty by providing cost-effective, accessible, and convenient access to digital resources" (Johnson et al. 2005, 1). The DRR is a repository of digital files with links to more than ten thousand learning objects and learning resources. The URLs and other metadata for the digital files and objects are stored centrally where they can be updated and maintained easily. When the user selects a resource, he or she is first sent to the registry, which then redirects her to the current location of the resource.

A Digital Reading File (DRF) essentially is a compilation of items from the DRR repository that makes up a library course page. Included on the DRFs are the course's e-reserves, as well as any supplemental library materials, such as online journals and databases, and Web sites (see figure 11).

Faculty members pull together the reserve materials and supplemental readings list, which are passed to the library staff. The library staff verifies citations and the availability of full-text items, as well as digitizes and orders materials when necessary.

The University's Copyright Office follows through with the standard copyright clearance procedures, while an editor created the DRF page. Once completed, the library places the course's DRF onto the production server and activates it for student use. Faculty can also use the DRR system to import persistent links to library resources into Athabasca's three learning-management systems, WebCT, Bazaar, and Lotus Notes (Schafer 2004).

A very useful feature of the system is a statistical tracking system that can measure use of the digital resources access via the DRR system (Schafer 2004).

*Refworks*
www.refworks.com

*FURL*
www.furl.net

*Athabasca University*
www.athabascau.ca

*Digital Reading Room*
http://library.athabascau.ca/drr

*Digital Reading Files*
http://library.athabascau.ca/drr/index2.html

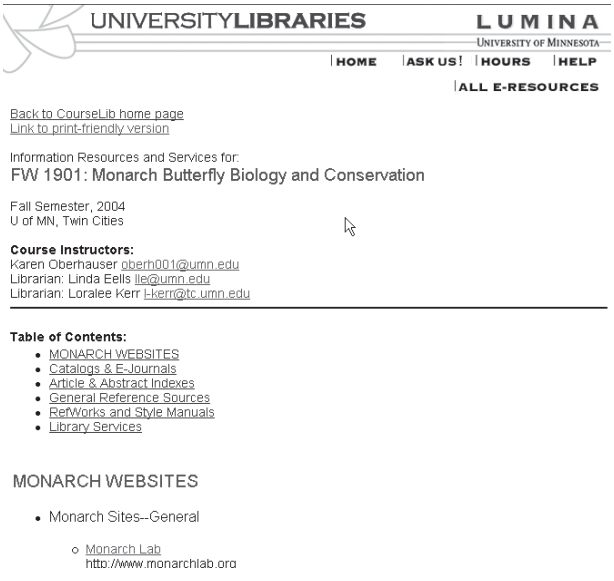


**Figure 8**
Material reproduced from the University of Minnesota Libraries CourseLib Web site. Available at http://courses.lib.umn.edu/page.phtml?page_id=1341. *Reprinted with permission.*

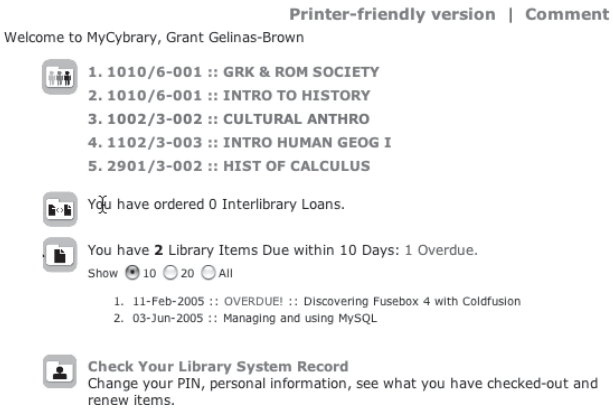


**Figure 9**
Material reproduced from the University of Winnipeg, Library and Information Services Web site. *Reprinted with permission.*

The DRR system originally was designed as an SQL database running on a Linux server. Unfortunately, the system was not based on standards, and thus was not interoperable with other repositories. "The implementers recognized the importance of rendering it interoperable using the IEEE LOM standard based on the CanCore metadata implementation profile" (McGreal n.d., 2). Consequently, the DDR system currently is being integrated into the Athabasca University Digital Library, which is an IEEE LOM/CanCore metadata compliant repository.

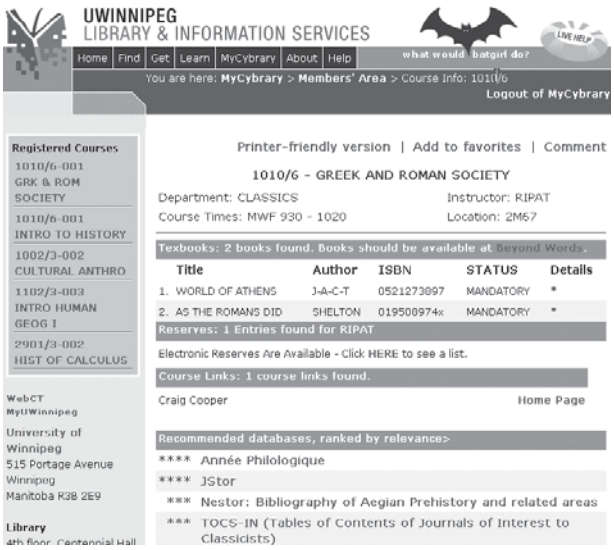


**Figure 10**
Material reproduced from the University of Winnipeg, Library & Information Services Web site. *Reprinted with permission.*

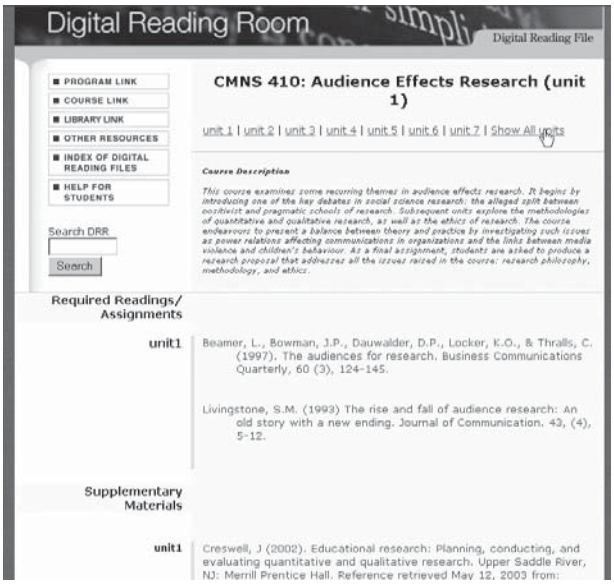


**Figure 11**
Athabasca University's Digital Reading Room. Available at http://library.athabascau.ca/drr/view.php?course=cmns&id=195&sub=1. *Reprinted with permission.*

## Indiana University—Purdue University, Fort Wayne

The relatively new Course Guides at the Walter E. Helmke Library of Indiana University–Purdue University Fort Wayne (IPFW) are the result of collaborative efforts among the library technology staff and reference librarians.[4]

The reference librarians develop the course guides in support of the core writing and research courses taught on campus. Thus far they have created sixty-five guides, with a goal of approximately one hundred in all (see figure 12).

The course guides are built using TYPO3, a free, open source content-management system, and Mantis, a free, Web-based bug-tracking system. The librarian writes the customized text for each course page in a Word or text file. He then enters a request for the creation of a course page in the Mantis bug-tracking system.

A technical staff member is assigned the task and creates the course page using the TYPO3 content-

*Course Guides at Walter E. Helmke Library, Purdue*
www.lib.ipfw.edu/617.0.html

*TYPO3*
http://typo3.com

*Mantis*
www.mantisbt.org

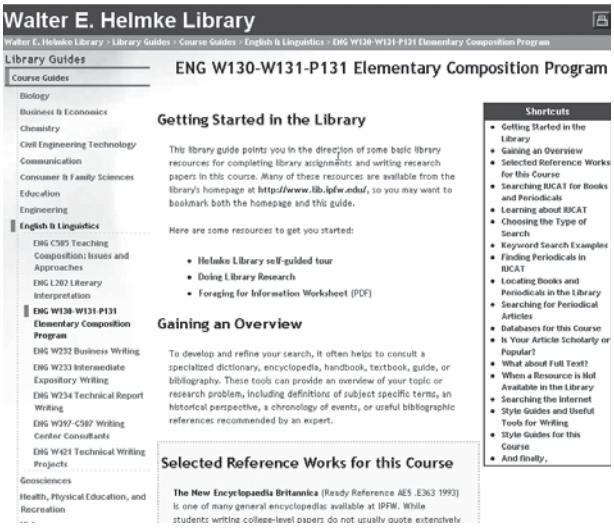


**Figure 12**
Material reproduced from the Indiana University—Purdue University Fort Wayne, Walter E. Helmke Library Web site. Available at www.lib.ipfw.edu/1196.0.html. *Reprinted with permission.*

management system. Once the page has been created, the Mantis system is updated, and the librarian automatically receives notice the course page is ready for his review.

Customized content is encompassed by standardized text, such as "Searching IUCAT for Books and Periodicals," which is stored and pulled from the content-management system database. "The model allows a great deal of variation among guides for different audiences. But it also allows us to say the standard things consistently, and to update something automatically across all of the guides, when warranted."[5]

## Indiana University, Bloomington

The Class Web Pages at Indiana University, Bloomington Libraries, are the product of a homegrown content-management system that runs the entire Web site of the Libraries.[6] The system was written in PHP and operates off a MySQL database server (see figure 13).

Using menu-driven templates, the librarians easily can add, remove, and reorder a list of library databases, which are displayed along the right-hand column. Below this is an optional list of links to helpful information, including citation guides, searching tips, and the digital reference service. The larger, left-hand column is free-form text that incorporates course-specific information concerning paper and digital resources.

## Brandeis University Libraries

The librarians at Brandeis University have built a series of Library Intensive Course Pages in support of the forty to fifty upper-level undergraduate and beginning graduate-level courses that contain a very strong library research component. The librarians and faculty work together closely to identify the most appropriate resources to include on the course pages (see figure 14).

Aside from a set header and footer, the librarians create the guides without the aid of a template or database-driven content system. Instead, most of the librarians use Adobe GoLive software to construct the static HTML pages.

Links to the Brandeis course pages can be found both on the libraries' Web site, as well as from within the individual course's WebCT site. Faculty members have been pleased with the initiative, and reference librarians have come to rely on the course pages while working with students at the reference desk.

## UCLA

The UCLA Library's Research Guides for Classes are a component of the Information Literacy Program @ UCLA

*Indiana University Bloomington*
www.libraries.iub.edu/index.php?pageId=48

*Brandeis University Libraries*
http://library.brandeis.edu/resources/resguides/intensive.html

*Adobe Go Live*
www.adobe.com/products/golive/overview.html

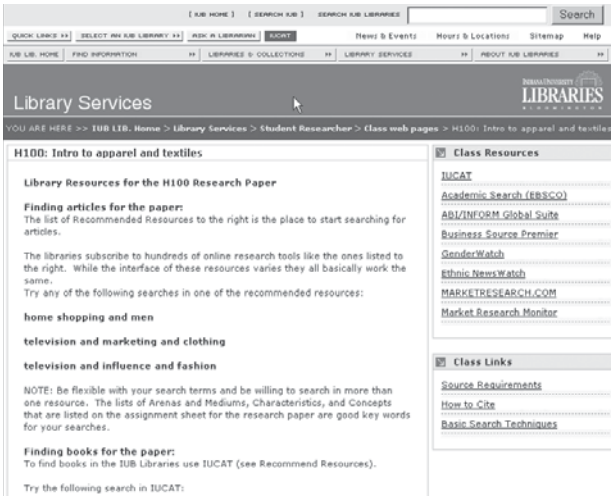


**Figure 13**
Material reproduced from the Indiana University Bloomington Libraries Web site. Available at www.libraries.iub.edu/index.php?pageId=1073. *Reprinted with permission.*

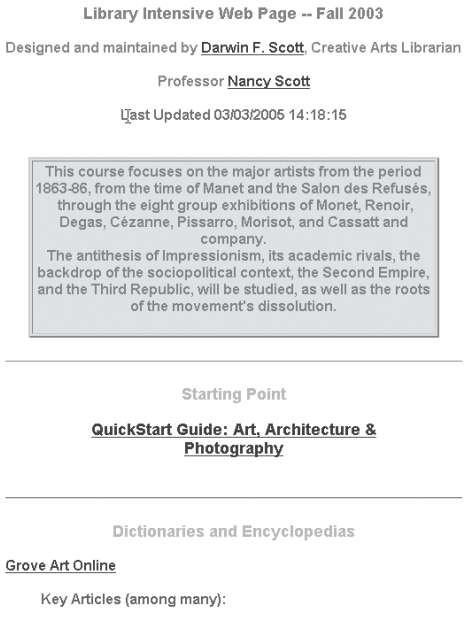


**Figure 14**
Material reproduced from the Brandeis University Libraries Web site. Available at http://library.brandeis.edu/intensive/impressionism.html. *Reprinted with permission.*

launched in 2001.[7] The majority of the guides are affiliated with the first-year General Education Cluster Program. Each cluster is assigned a library liaison who works with the faculty member to integrate information literacy into the course as well as develop the library course page (see figure 15).

The library creates other course guides to support specific information literacy projects with academic departments or to provide guidance for a particularly challenging course research assignment.

When the program was first initiated, librarians received a Netscape Composer template. Over time, they have customized the template individually, using a variety of HTML editing programs.

## Auraria Library

Auraria Library, which serves several higher education institutions in the Denver area, has been creating class guides on the Web for eight years and for ten years before that in paper.[8] While the design of the class guides is uniform with a Dreamweaver template, the content is specifically tailored to each course.

Most of the class guides are designed as bibliographic instruction aids upon the request of the faculty. The number of faculty requests has continued to increase with each semester.

*UCLA*
www.library.ucla.edu/infolit/guides.html

*Auraria Library*
http://library.auraria.edu/findit/class_guides/class_guides.html

*UNR Course-Related Info Resources*
www.library.unr.edu/instruction/specific.html

*Lake Forest College Library Resource Catalog*
www.lib.lfc.edu/resource

## University of Nevada, Reno

The approach taken by the Getchell Library at the University of Nevada, Reno, was to adapt the template used for the subject guides to the needs of their Course-Related Information Resources.[9] Usually, librarians create the pages to supplement a library-orientation session or upon the request of faculty (see figure 16).

A development server mirrors the library's live, public Web site. Librarians create, design, and edit the course pages on the development server using FrontPage, and then transfer the files to the live Web site server.

## Lake Forest College

The course specific, library Research Guides at Lake Forest College are an example of a low-tech, yet very effective, approach.[10]

Librarians create the course Research Guides upon request from a faculty member, usually in conjunction with a one-time bibliographic instruction session. Two reference librarians share the work by authoring the pages in Dreamweaver without the aid of templates or cascading style sheets (see figure 17).

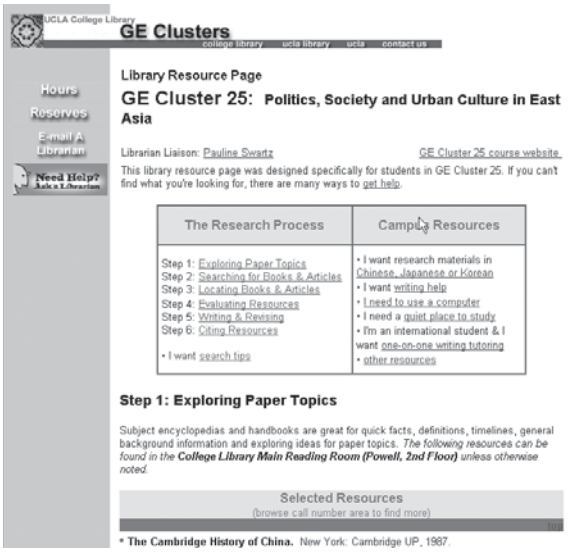


**Figure 15**
Figure 15—Material reproduced from the UCLA College Library Web site. Available at www.library.ucla.edu/college/ge/cluster25/ge25index.htm. *Reprinted with permission.*

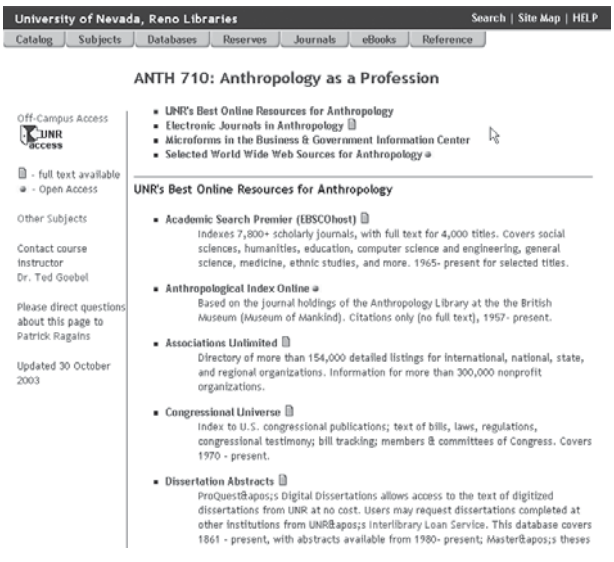


**Figure 16**
Material reproduced by the University of Nevada, Reno, Noble H. Getchell Library Web site. Available at www.library.unr.edu/instruction/courses/anth/anth710.html. *Reprinted with permission.*

These pages often include recommendations for books, journals, databases, and Web sites. But because the formatting is not restricted by any template or content-management system, the range of recommended resources can be very customized to include less common materials, such as government documents, image collections, and bibliographies. Other generalized information includes citation guides, writing style guidelines, and database searching tips.

## Lawrence University

Another low-tech, yet effective, library course page example can be found at Lawrence University, a small, private liberal arts college in Wisconsin.[11] Librarians create the course guides with hand-coded HTML and format them using a cascading style sheet. Using nothing but a simple text editor, such as Notetab, two reference librarians have created close to fifty Library Resource Guides (see figure 18).

The course guides are crafted for classes that have bibliographic instruction sessions, thereby acting as an added incentive for faculty to include a library session to their classes.

During the bibliographic instruction sessions, the course guides are converted into paper handouts, using a print style sheet that removes the Web-page navigation links. Although the students know the guide is available online, they are unanimous in their desire to have the guide in hand during the library instruction session.

## Pros and Cons of Library Course Pages

Library course pages are not without drawbacks and potential pitfalls. The creation of these course guides inches libraries into a realm for which faculty may feel strong ownership. Subject and discipline guides are generic in nature, and therefore are viewed by students and faculty as passive guidance. However, a library resource guide tailored to a specific course and bearing the name of the course and instructor takes on added weight. Students, unclear as to the authorship of the resource guide, might interpret it to be a creation of their professors, and therefore, passive guidance becomes implicit direction.

Moreover, for some types of courses, such as scientific labs and mathematics courses, the presence of a library course guide inadvertently could distract students from the rigid curriculum intended by the professor. Put another way, the textbook may be all that the students should consult, and the presence of a library course page, although well intended, could misdirect the students' attentions.

Consequently, any library course guide project should be done in consultation with, and in deference to, the course instructors. To do otherwise might embroil the project in

*Lawrence University*
www.lawrence.edu/library/guides

*NoteTab*
www.notetab.com

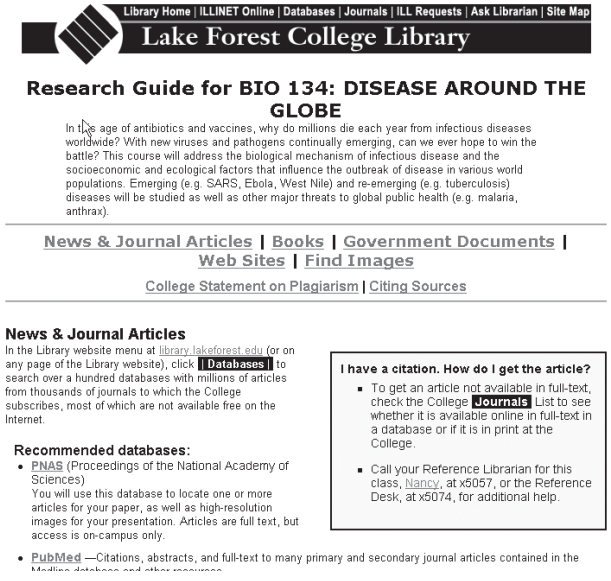


**Figure 17**
Material reproduced from the Lake Forest College Library Web site. Available at www.lib.lfc.edu/resource/biology/bio134-kirk.html. *Reprinted with permission.*

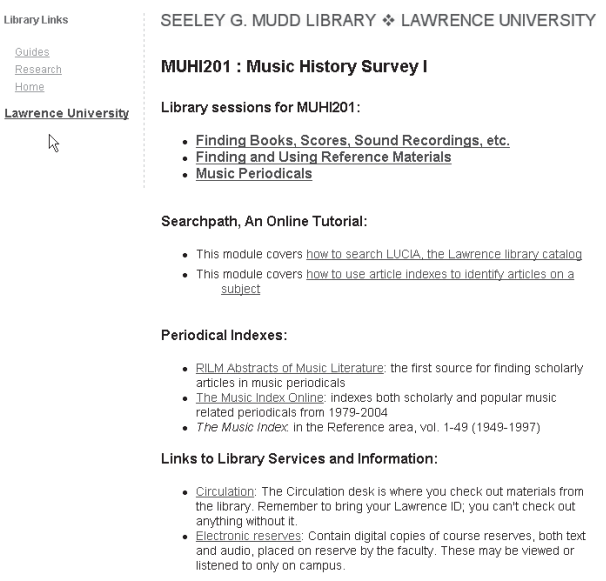


**Figure 18**
Figure 18—Material reproduced from the Lawrence University, Seeley G. Mudd Library Web site. Available at www.lawrence.edu/library/guides/muhi201.shtml. *Reprinted with permission.*

an unintended political struggle. It is imperative not to lose sight of the fact that a library course guide project is done in service to the educational mission of the institution.

On campuses where there is a CMS in use, the presence of library course pages outside of the CMS could be confusing. The use of faculty-created Web sites compounds the situation. Students would naturally assume a smooth integration of the three, when in fact they are not. At the University of Rochester, a semi-automated process creates links among the course pages to the faculty-created Web sites and CMS course sites. This, however, still falls far short of student expectations.

Tailoring library resources to individual courses requires a significant amount of time, effort, and expertise on the part of the librarians. Although many of the examples above include tools to help streamline the creation process, they do cannot replace the intellectual work required to match individual courses with relevant and appropriate library resources.

The project inevitably will require a reshuffling of priorities and tasks in order to provide the appropriate librarians with the time to study the course curricula and make fine-grain recommendations. Fortunately, courses are often repeated, which means the effort required to create course pages should decrease with each semester.

In spite of the drawbacks, the rewards of a successful program are significant. For example, the CoURse Resources system at the University of Rochester has increased the dialogue between faculty members and librarians greatly, which in turn has led to other faculty and librarian initiatives. Moreover, Students are recognizing their subject librarians and even requesting assistance from them by name (Gibbons 2003).

Through the process of preparing the CoURse Resources pages, the subject librarians have developed an even greater awareness and understanding of the courses being taught and course materials used in their respective departments. This, in turn, benefits the faculty and students, and informs collection-development decisions. Most importantly, the CoURse Resources system is an overt signal that the River Campus Libraries are engaged in the teaching, learning, and scholarship that occurs at the University of Rochester.

## Additional examples

*Appalachian State University*
www.library.appstate.edu/reference/classguides

*Carleton College*
www.carleton.edu/campus/library/reference/coursepages

*Lehigh University*
www.lehigh.edu/library/guides/guides.html

*Morrisville State College*
http://library.morrisville.edu/course

*Seneca College of Applied Arts and Technology, Canada*
http://learningcommons.senecacollege.ca/Library/ResearchByCourse

*University of Illinois Urbana-Champaign, Business and Economics Library*
www.library.uiuc.edu/bel/class.htm

*University of North Carolina at Charlotte*
http://library.uncc.edu/classes/instructor.php?letter=a&letter2=b&dept=library

*Weill Cornell Medical College, Qatar*
http://elibrary.qatar-med.cornell.edu/screens/elib/courses

*Dreamweaver*
www.macromedia.com/software/dreamweaver

*Frontpage*
www.microsoft.com/frontpage

## Notes

1. From e-mail correspondence, dated Jan. 20, 2005.
2. My Gateway system has since been superceded by the University of Washington's MyUW portal.
3. Information provided through e-mail correspondences with Mark Leggott, University Librarian, and Grant Gelinas-Brown, Systems Manager.
4. Information provided through e-mail correspondences with Pamela E. Sandstrom, Head of Reference and Information Services, and Graham Frederick, Information Assistant and DDS/Service Desk Technical Assistant.
5. From e-mail of Pamela Sandstrom, Head of Reference and Information Services, Jan. 27, 2005.
6. Information provided through e-mail correspondences with Diane Dallis, Interim Head, Information Commons Undergraduate.
7. Information provided through e-mail correspondences with Pauline Schwartz, Information Literacy Librarian.
8. Information provided through e-mail correspondences with Gayle E. Bradbeer, Distance Education Librarian.
9. Information provided through e-mail correspondences with Araby Greene, Web Development Librarian.
10. Information provided through e-mail correspondences with Nancy Sosna Bohm, Reference Librarian.
11. Information provided through e-mail correspondences with Peter J. Gilbert, Reference Librarian.