Notes from the Chair:

"Shakespeare and Libraries: On Stage, Online, Off the Shelves"

Save the date! "Shakespeare and Libraries: On Stage, Online, Off the Shelves" – a lively panel discussion sponsored by Literatures in English Section and the Theatre Library Association will take center stage at ALA in Washington, DC on Saturday, June 23, 2007, from 1:30-3:30 p.m. Check the ALA Event Planner in May for the location.

Players:

Georgianna Ziegler, Louis B. Thalheimer Head of Reference, Folger Shakespeare Library, and President, Shakespeare Association of America
James L. Harner, Samuel Rhea Gammon Professor of Liberal Arts, Texas A & M University, and Editor, World Shakespeare Bibliography Online
Aaron Posner, Director, Two River Theater Company, and Co-founder of Arden Theatre Company
Caleen Sinnette Jennings, Professor, Department of Performing Arts, American University
Kathy Johnson, Moderator, Professor of Libraries, University of Nebraska-Lincoln

Plot summary:

Prompted by the "landmark festival" Shakespeare in Washington running from January-June 2007, the LES/TLA Program will address how library resources, especially those of the Folger Shakespeare Library, are used to prepare for theatrical productions of Shakespeare's plays; how libraries can be involved in public programming (readings/performances, lectures, exhibitions, blogs) pertaining to Shakespeare; and how this classic figure is making the transition to the electronic world.

Ticket price: free to all registrants at ALA Annual.

Tours of the Folger

In connection with the focus on Shakespeare and Libraries, LES/TLA are also sponsoring three tours of the Folger Shakespeare Library. Each tour is limited to 25 people. The tours will be held on Friday, June 22, at 10:30-11:30 a.m. and again at 2:00-3:00 p.m. and on Monday, June 25 at 2:00-3:00 p.m.

The tour will last about an hour. Each group will start in the Board Room for a brief orientation and then will split into two smaller groups for the actual tour. Everyone will see both the Founders Room and reading rooms and the exhibition on "Shakespeare and American Life" in the Hall. People might also want to look at the Garden, peek into the Theater to see the students, and browse in the Shop.

To reserve a place on the tour, please email kjohnson6@unl.edu as soon as your plans are firm. If you decide not to go on the tour, please cancel your reservation so that people on the waiting list can take your place. Members of LES and TLA will be given first preference for the tours, but if any openings still exist by mid-May, members of other ALA sections will be invited as well.

Shakespeare in Washington Activities

Other Shakespeare-related activities during ALA can be located through the "Shakespeare in Washington" web site http://www.kennedy-center.org/programs/festivals/06-07/shakespeare/.

See you in DC.

Kathy Johnson
Chair, 2006-2007 Literatures in English Section
Chair, 2007 Conference Program Planning
Committee

Research Competency Guidelines for Literatures in English

Association of College and Research Libraries
Literatures in English Section

October 2004 [rev January 2007]

Foreword: *Research Competency Guidelines for Literatures in English* was first developed for use within the Literature in English Section of the Association of College and Research Libraries. Although based on framework of the *ACRL Information Literacy Competency Standards for Higher Education (2000)*, these guidelines address the need for a more specific and source-oriented approach within the discipline of English literatures, including a concrete list of research skills. The original list was compiled by Anne Jordan-Baker, (Elmhurst College). The Guidelines were further developed by the ACRL Literatures in English Section Ad hoc Committee on Literary Research Competencies.*

On December 10, 2001, the draft guidelines were posted to LES-L, the Literatures in English Section electronic discussion group, for comments. A revision based on those comments was discussed at ALA MidWinter 2002. The guidelines were also published in the Fall 2002 issue of *Biblio-Notes*, the LES newsletter, and readers were encouraged to submit comments. A draft based on all information and comments to date was posted to the LES-L group for further review on April 12, 2002.   A final draft was presented at ALA Annual 2002 and was approved by the Literatures in English Executive Committee. An updated version of the 2002 draft was distributed to the LES-L members and the Information Literacy Advisory Committee as well as posted on the ACRL website. At ALA MidWinter Conference 2005, a hearing was held and the document was further revised to reflect the advice received.

The *Research Competency Guidelines for Literatures in English* draft has been under review and revision during the years in which ACRL was developing policies and procedures for subject-specific information literacy standards. Because of the independent development of these *Guidelines* and ACRL policies, the format and framework of *Guidelines* do not follow the current patterns of information literacy standards.   The *Guidelines* draft document has served primarily to facilitate the collaboration of teaching faculty with subject librarians to create effective teaching structures for literary research. An ACRL Roundtable discussion at the 11th National Conference is just one example of many in which the subject librarians have shared their success in using the Guidelines to improve communication with the faculty they serve.

ACRL Literatures in English Section Planning Committee Chair Kathleen Kluegel, University of Illinois at Urbana-Champaign
January 2007

* ACRL Literatures in English Section Ad hoc Committee on Literary Research Competencies (1999-2001)
Heather Martin, University of Alabama at Birmingham, Chair; Austin Booth, University at Buffalo, SUNY; Charlotte Droll, Wright State University; Louise Greenfield, University of Arizona; Anne Jordan-Baker, Elmhurst College; Jeanne Pavy, University of New Orleans; Judy Reynolds, San Jose State University

Research Competency Guidelines for Literatures in English

Purpose of the Guidelines

To aid students of literatures in English in the development of thorough and productive research skills

To encourage the development of a common language for librarians, faculty, and students involved with research related to literatures in English

To encourage librarian and faculty collaboration in the teaching of research methods to students of literatures in English

To aid librarians and faculty in the development of instructional sessions and programs

To assist in the development of a shared understanding of student competencies and needs

To aid librarians and faculty in the development of research methods courses at the undergraduate and graduate levels

Because teaching methods, course content, and undergraduate requirements vary by institution, librarians and faculty may apply these guidelines in different ways to meet the needs of their students. For guidelines on helping students develop general research skills, librarians and faculty may refer to the ACRL Information Literacy Competency Standards for Higher Education at http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.htm .

Research Competency Guidelines for Literatures in English

Introduction:

Most research in literary studies begins with the text, whether it is a paperback novel, the electronic text of a poem on an author's Web site, or an illuminated manuscript in a library's collection. Educators encourage students to gain a deeper understanding of a text by exploring the context of the writing and the interpretations of others, and by developing and supporting their own interpretations. Limited only by their imaginations, students face almost endless opportunities for interpretation of a text.

Research plays an indispensable role in the textual discovery process for students. Good research skills help the literary explorer learn more about the author and the author's world, examine scholarly interpretations of the text, and create new studies and interpretations to add to a body of knowledge. Sometimes the goals of textual discovery and interpretation can get lost in the minutiae of database searching and conforming to specific citation styles. However, it is important for librarians and other educators to remember these goals when helping students develop the research skills necessary for literary exploration.

Research Competency Guidelines for Literatures in English

Outcomes for Undergraduate English or American Literature Majors

I. **Understand the structure of information within the field of literary research:**

I.1 Differentiate between primary and secondary sources

I.1.i. Learn to discover and use primary source materials in print and in digital repositories, e.g. ECCO and EEBO

I.2 Understand that literary scholarship is produced and disseminated in a variety of formats, including monographs, journal articles, conference proceedings, dissertations, reference sources and websites

I.3 Learn the significant features (e.g., series title, volume number, imprint) of different kinds of documents (e.g., journal articles, monographs, essays from edited collections)

I.4 Differentiate between reviews of literary works and literary criticism

I.5 Understand the concept and significance of peer-reviewed sources of information

I.6 Understand that literary texts exist in a variety of editions, some of which are more authoritative or useful than others

I.7 Understand the authorship, production, dissemination or availability of literary production. This includes understanding the meanings and distinctions of the concepts of editions, facsimiles, and authorization editions.

II. Identify and use key literary research tools to locate relevant information:

II.1 Effectively use library catalogs to identify relevant holdings at local institutions and print and online catalogs and bibliographic tools to identify holdings at other libraries

II.2 Distinguish among the different types of reference works (e.g. catalogs, bibliographies, indexes, concordances, etc.) and understand the kind of information offered by each

II.3 Identify, locate, evaluate, and use reference sources and other appropriate information sources about authors, critics, and theorists

II.4 Use subjective and objective sources such as book reviews, citation indexes, and surveys of research to determine the relative importance of an author and/or the relevance of the specific work

II.5 Use reference and other appropriate information resources to provide background information and contextual information about social, intellectual, and literary culture

II.6 Understand the range of physical and virtual locations and repositories and how to navigate them successfully

II.7 Understand the uses of all available catalogs and services

III. Plan effective search strategies and modify search strategies as needed:

III.1 Identify the best indexes and databases

III.2 Use appropriate commands (such as Boolean operators) for database searches

III.3 Identify broader, narrower, and related terms or concepts when initial searches retrieve few or no results

III.4 Identify and use subject terms from the MLA International Bibliography and other specialized indexes and bibliographies

IV.5 Identify and use Library of Congress subject headings for literature and authors

IV. Recognize and make appropriate use of library services in the research process:

IV.1 Identify and utilize librarians and reference services in the research process

IV.2 Use interlibrary loan and document delivery to acquire materials not available at one's own library

IV.3 Use digital resource service centers to read and create literary and critical documents in a variety of digital forms

V. Understand that some information sources are more authoritative than others and demonstrate critical thinking in the research process:

V.1 Be aware of Internet resources (e.g., electronic discussion lists, websites) and how to evaluate them for relevancy and credibility

V.2 Differentiate between resources provided free on the Internet and subscription electronic resources

V.3 Develop and use appropriate criteria for evaluating print resources

V.4 Learn to use critical bibliographies as a tool in evaluating materials

VI. Understand the technical and ethical issues involved in writing research essays:

VI.1 Document sources ethically

VI.2 Employ the MLA or other appropriate documentation style

VI.4 Analyze and ethically incorporate the work of others to create new knowledge

VII. Locate information about the literary profession itself:

VII.1 Access information about graduate programs, about specialized programs in film study, creative writing, and other related fields, and about workshops and summer study opportunities

VII.2 Access information about financial assistance and scholarships available for literary study and related fields

VII.3 Access information on careers in literary studies and use of these skills in other professions

VII.4 Access information on professional associations

References:

ACRL Information Literacy Competency Standards for Higher Education. <http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.htm>

For additional references, see http://www.ala.org/ala/acrl/aboutacrl/acrlsections/literaturesineng/lescompetency.htm

Look what you have been missing….
If you aren't on LES-L

Over the past few months a number of interesting threads have appeared on LES-L. There have been discussions about the following topics:

How to figure out who holds copyright for a work
Multimedia sites for teaching Robinson Crusoe
What are the core journals for literary research?
How do we teach introduction to literary research for majors

In addition there are always job announcements, conference announcements and information about things like online classes to improve skills. The list is useful for gathering information and for posting questions if you need assistance with a literature related question. The advantage of this list is that it is specifically for literature librarians and the traffic is low. If you are not on LES-L, you can sign up by sending a message to: listproc@ala.org. Leave the subject line blank and in the message field, type the words **subscribe les-l [your name]**

If you have questions you can contact Millie Jackson, listserv moderator,

mljackson@mailer.fsu.edu. Instructions for accessing the archives are on the LES page of the ACRL website if you want to catch up on the news you have missed.

Millie Jackson
Florida State University

Electronic Resources & Libraries Conference

In February the second Electronic Resources & Libraries Conference was held at Georgia Tech Institute in Atlanta. Although many sessions dealt with how to manage electronic resources, several sessions also addressed delivering information to the end user and would be of interest to literature librarians and others who do collection development or instruction.

I presented a session with colleague Jonathan Blackburn on using wikis as subject guides. At Florida State we are working on fine tuning wikis as places where subject specialists and outreach librarians can quickly up date information for specific classes and assignments. Many of our wikis include lists of specialized databases and resources that we can point our students to, particularly during research consultations. The look and feel of the wiki seems to appeal to some students more than the regular website. Jon discussed the technical side of creating the wikis and the ways in which we are working on making them not look so much like wikis, while I concentrated on ways we are looking at adding different features like tutorials, chat and guides to resources.

The sessions from ER&L will be available in Georgia Tech's SMARTech Repository http://smartech.gatech.edu. If something sounds interesting, you can go there and view the presentation slides and listen to the presentation.

Millie Jackson
Florida State University

Resources for College Libraries: literature sections

Published last fall by the ACRL (in collaboration with R. R. Bowker), *Resources for College Libraries* (*RCL*) is the successor to the venerable *Books for College Libraries* (*BCL*), last published in its third edition in 1988. *RCL* makes minimal recommendations for undergraduate library holdings in 58 separate subject areas. *RCL* and *BCL* share several priorities, and the works are, at least superficially, similar; but RCL is marked by significant changes and improvements. This overview will touch on those changes as they are manifested in the various literature sections in English.

BCL grew out of the collection-development initiative for the libraries of new University of California campuses in the early 1960s, which in turn drew on the 1931 Shaw list [I don't know what this is but, wearing my editor hat, I want actual titles] along with the published catalog of Harvard's Lamont Library and the University of Michigan shelflist. Although *BCL* was revised in the mid-1970s and again in the 1980s, selectors tended to retain titles from one revision to the next. (The best example of this, to my mind, is the persistence of the works of 20th-century British novelist John Wain in all three editions of *BCL*, long after any argument could be made for his inclusion as core literature for undergraduate study of British literature.)

During the development of *RCL*, we came to the decision that, rather than arrange titles according to LC classification (as *BCL* did), we would develop subject-specific taxonomy that more closely follow the contours of the undergraduate curriculum. Though in general the major subject divisions correspond to undergraduate majors or academic departments, in some cases we did divide larger areas into separate sections. Thus, for instance, *RCL* includes separate sections for British and American literature, along with a new section headed "Other Literatures in English," despite the fact that all three of these would normally be taught in the same department. Although many subject taxonomies did in fact depart dramatically from LC structure, the various literature sections, by virtue of the nature of

undergraduate study, did end up being classified in what was essentially a streamlined version of LC classes PR and PS. Works of literary history and criticism dealing with a particular national literature, period, or author/work were included in the appropriate section. Works of literary criticism and theory that apply more generally appear in another section, "General Language and Literature," which also includes works on linguistics, the history of the English language, and allied topics such as book history and the theory and practice of translation.

All three editions of *BCL* leaned heavily toward the inclusion of complete works, complete correspondence, papers, and apparatus such as concordances and bibliographies for most of the major canonical authors. Given that *RCL*'s mission is to make fundamental recommendations for all undergraduate libraries at institutions of all sizes and types, we elected to select instead individual works most often taught in the course of an undergraduate English major, and the sorts of critical works that contemporary undergraduates are most likely to use. Nonetheless, we made an effort to include retrospective selections, both to identify critical titles that continue to be of use to undergraduates and to provide recommendations that would be useful to those weeding extant collections. Wherever possible, we recommended the most recent and reliable editions of titles; in some cases, this involved the recommendation of reprint editions of works otherwise not readily available for acquisition, though with the tacit understanding that any library that already held (or could acquire) the original edition would prefer that over a reprint.

I selected the subject editors and bibliographers for the various sections on the basis of their academic credentials, expertise, library and/or teaching experience, and knowledge of the undergraduate curriculum. The subject editors for the various sections covering literature in English were myself (subject editor for "General Language and Literature"); James Kelly (humanities bibliographer, Du Bois Library, University of Massachusetts, who served as subject editor for "American Literature"); Sally Bowdoin (head of serials, Brooklyn College Library, who served as

subject editor for "British Literature"); and James Bracken (assistant director for Main Library Research and Reference Services, Ohio State University Libraries, who served as subject editor for "Other Literatures in English"). These editors were assisted by numerous bibliographers, both academic librarians and teaching faculty at colleges and universities throughout the US. Subject lists, once complete, were vetted by outside referees, i.e., faculty members at colleges and universities that emphasize undergraduate education.

RCL is available as a seven-volume print work, as individual volumes, and as a subscription database (*RCLweb*, http://www.rclweb.net). The *RCL* data is also available through Bowker's Book Analysis System, an automated collection-analysis service. Both *RCLweb* and the Book Analysis Service will be updated on a quarterly basis, and evaluated by outside referees annually. More information about *RCL* is available at http://www.rclinfo.net. I welcome comments, inquiries, and criticism at melmore@ala-choice.org and especially encourage contributions of LES members to the ongoing revision of *RCL*.

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Contributions welcome. The editor especially encourages those who may not be able to travel to ALA meetings to contribute descriptions of new books of interest, essays on "My Life as a Humanities Librarian," "My Favorite Reference Tool" and "Personal and Institutional News." Deadlines for copy are roughly the end of September and the end of February of each year. Please contact the editor for the exact deadlines of specific issues.

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LES web site: www.ala.org/acrl/les

Studies of Interest to English and American Literature Librarians (LES Bibliography):
www.public.iastate.edu/~dcoffey/studies.htm

MLA International Bibliography in Academic Libraries Discussion Group
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