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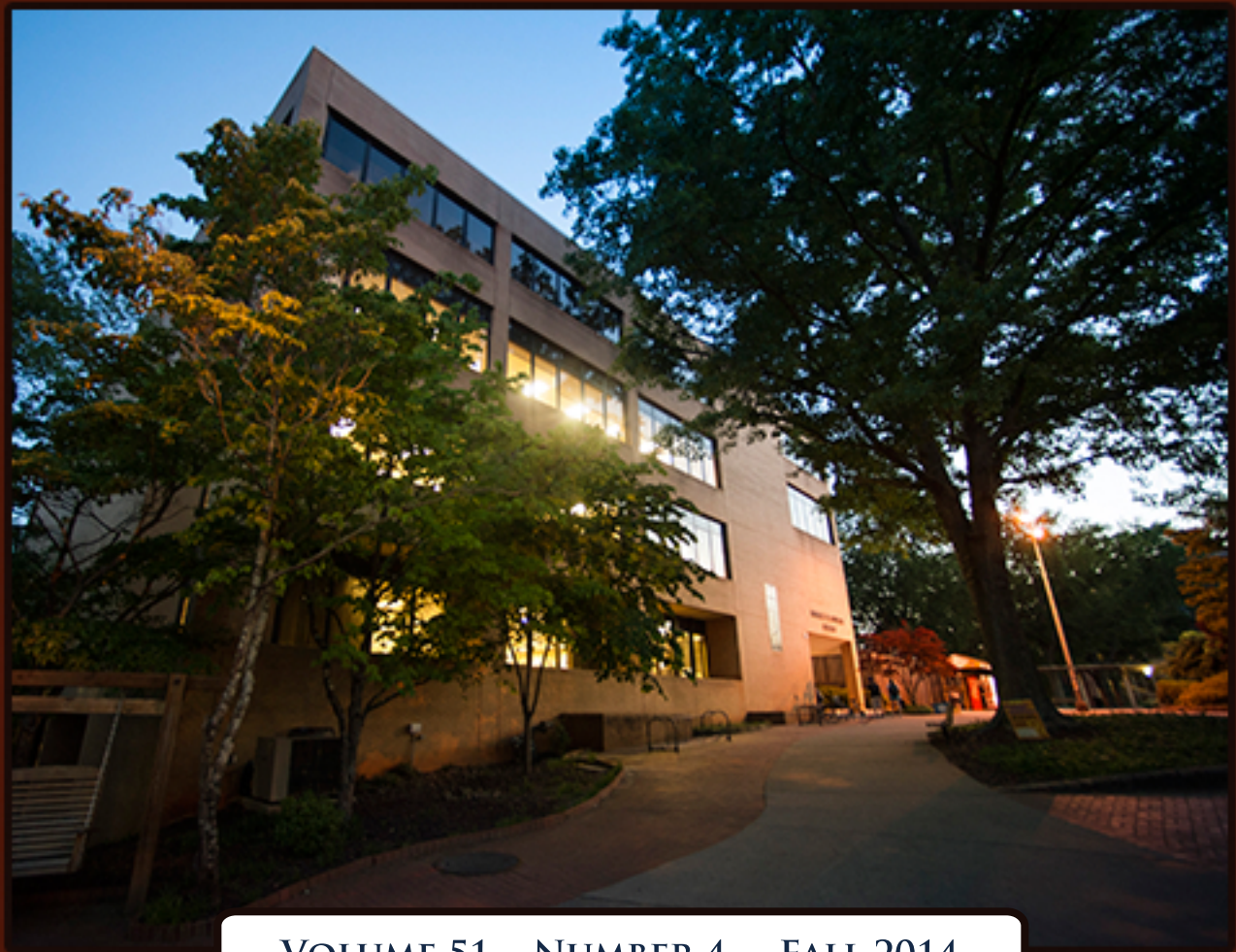
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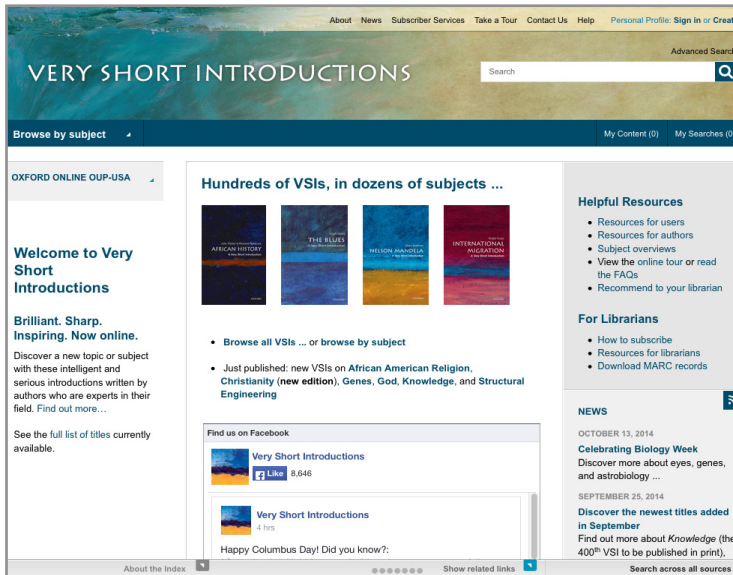
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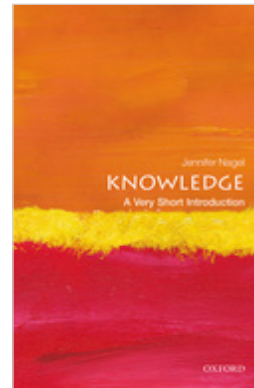
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GLA SPOTLIGHT

Augusta Technical College Library Children's Collection

Augusta Technical College is a two-year college based in Augusta, Georgia. The Augusta Technical College Library consists of three libraries working as a single-unit through an automated library system, online catalog, and collections that are available to Augusta Technical College students and the community. The Jack B. Patrick

Information Technology Center is a 50,000 square foot state-of-the-art facility that houses 27,000 square feet of collections, resources, and services sufficient to support all of the college's educational, research, and public service programs

The Augusta Technical College Library children's collection provides an opportunity for children to explore the world through reading. The purpose, at the forefront of the children's book selection process, is to promote lifelong interest in reading.

Have you ever heard the saying, "looking for information is like looking for a needle in a haystack"? Well, looking through the Augusta Technical College children's collection is a similar search but one is able to find wonderful books. In this collection, faculty, staff, students, and the community will find great children's books. They will find books with subjects

concerning the fundamentals of basic reading, spelling, texts, and visual arts.

This past summer, Eugenia McAllister, Augusta Technical College librarian, shared her experience with the children's collection:



"With summer in full swing and with the arrival of my "baby techie" granddaughters, I was faced with the question of how to occupy their time before bedtime and on weekends. Now all of our activities must work together: my after work visits to the

gym; their visits to the activity romper room; supper [yes, that's what we call "it" in my house]; and baths with the soap ducky. With all of these activities what is a nana to do? After all of this, we still have time to fill before the "night-night" of bedtime. I knew I did not want to spend every evening at my local bookshop or visiting the local Barnes and Noble at the mall. I just wanted to spend time quietly reading and answering their anticipated questions. I decided to take a closer look at our children's section here in the library. Wow, I found our children's collection to be awesome!"

The Augusta Technical College Library remains focused on providing the best of children's literature. The shelves are lined with books by nationally acclaimed authors that can stimulate a child's imagination. Please visit one of the three locations or our website at <http://www.augustatech.edu/library.html> to share and explore for yourself.

GLA SPOTLIGHT

Georgia Northwestern Technical College Libraries

If you live in Northwest Georgia, the next time you have your car serviced or receive medical attention, there is a good chance the technician, nurse, or EMT who helps you has benefitted from the services of a Georgia Northwestern Technical College (GNTC) library. That's because GNTC enrolls over 8,000 students in those and other career programs at its five campuses, and each year thousands of Northwest

Georgia residents directly benefit from the services of GNTC graduates.

GNTC, which began in 2009 as the result of the merger between Coosa Valley and Northwestern Technical Colleges, now

serves students in nine counties through its campuses in Rome, Rockmart, Rock Spring, Calhoun, and Dalton, Georgia as well as the Aviation Center in Rome, Georgia. The campus libraries employ a total staff of eighteen. The director of library services is based at the Floyd County Campus in Rome, Georgia, while each of the libraries has its own coordinator. A sixth library will be added in 2016, when the Catoosa County Campus in Ringgold, Georgia opens.

Recently, the GNTC libraries have played an important role in supporting the college's Math Matters initiative that was borne of the Southern Association of Colleges and Schools (SACS) Quality Enhancement Plan (QEP). This

support has taken the form of library displays of math-related books and DVDs as well as a college-wide contest in which students were asked to find the answers to questions about math and mathematicians by using—and citing—library resources. The library collections at each campus are focused on the needs of the programs offered at those campuses. In addition, the libraries offer popular fiction books and feature film DVDs to suit the wide range of personal interests of their students, faculty, staff, and community borrowers.



Many GNTC students will continue their studies at colleges and universities in the University System of Georgia. Accordingly, the GNTC libraries offer print resources suitable for

argumentative essays and speeches, literary criticism assignments, and other research papers. Of course, these print resources are complemented by the GALILEO databases that are promoted by and offered through the GNTC libraries (<http://gntc.libguides.com/library>).

The GNTC libraries function as branches of one library system, but they each have unique offerings and characteristics. For example, the Gordon County Campus library has floor-to-ceiling windows that provide panoramic views of the surrounding area from the second floor. The most interesting arrangement, however, belongs to the library at the Whitfield/Murray Campus in Dalton, Georgia. The GNTC library

there shares space with the library for the Northwest Georgia College and Career Academy and Phoenix High School. The college and high school libraries employ an imaginary dividing line to split one room into two. The considerate and cooperative staffs make this situation work remarkably well—aside from the occasional confusion over whose phone is ringing.

The GNTC libraries own more than 75,000 volumes in addition to well over 100 periodical

subscriptions. Also, the libraries annually provide approximately 100 library instruction sessions reaching nearly 2,000 students. So, rest assured, your automotive tech, nurse, and EMT have been exposed to the most current library resources, making them well prepared to serve you in their state-of-the-art North Georgia worksites.

To learn more, visit GNTC libraries on the web at <http://www.gntc.edu/library/>

GLA SPOTLIGHT

Horace W. Sturgis Library Kennesaw State University

Located in the bustling North Metro Atlanta community of Kennesaw, Georgia, Kennesaw State University (KSU) is the third-largest public institution in Georgia, with an enrollment approaching 25,000 students. Located on the heart of campus is the Horace W. Sturgis Library.

Built in 1981, the Horace W. Sturgis Library has witnessed the massive, rapid growth of the university over the years, from a student population of just over 3,500 to nearly 25,000. The library has undergone several renovations to keep up with student needs, including a renovation of the first floor into an information commons in 2009, a renovation of the ground floor into "Owlspace," a group study space, in 2011, a renovation and creation of a graduate library on the third floor in 2012, a recently opened "Owlspace 2" on the ground floor, and an impending complete renovation of the ground, first, and second floors.

Library users have access to fifteen study rooms of varying capacity, and can check out iPads, laptops, and Macbooks for use in the building. The first floor, or Information Commons, provides an array of computers for student use, and features rotating student art exhibitions on the walls as well as in a central display case. The Owlspace on the ground floor offers a



congenial, noise-friendly studying or meeting space with a vending room, while the graduate library on the third floor provides silent study for users.

The Horace W. Sturgis Library also maintains several virtual spaces, including virtual

reference at <http://libanswers.kennesaw.edu/>, research guides at <http://libguides.kennesaw.edu>, and the DigitalCommons@Kennesaw State University at <http://digitalcommons.kennesaw.edu/>.

The Digital Commons hosts scholarly and creative works produced by KSU students, faculty, and

other affiliates, including the Georgia Library Association's *Georgia Library Quarterly*.

Under the leadership of Dean and Assistant Vice President for Library Services Dr. David Evans and Associate Dean and Director Dr. Linda Golian-Lui, the library has undergone several changes in the past few years, including the creation of both a graduate library and an off-site book repository, the introduction of 24/7 chat reference service, and a new subject liaison program, which pairs each librarian with an academic department:

<http://www.kennesaw.edu/library/about/liaison.php>.

The Horace W. Sturgis Library holds over 350,000 print and 160,000 electronic titles, with access to over 50,000 journals. The library subscribes to over 200 databases, with access

to hundreds more through GALILEO. As a Federal Depository Library Program member, the library is also proud to provide access to thousands of print, electronic, and microfiche government documents.

The Horace W. Sturgis Library currently employs fifty-six staff and faculty, consisting of twenty-

three librarians (including administrators), sixteen paraprofessionals, fourteen student assistants, two graduate research assistants, and one administrative associate.

To learn more about the Horace W. Sturgis Library, please visit the website at <http://www.kennesaw.edu/library>.



From the PRESIDENT

Dear Colleagues,

The season is changing once again and the 2014 version of GLA is heading toward its close. A blast of Arctic air descended on us this past weekend. Hallowe'en night and All Saints Day saw snow in the North Georgia Mountains and a fierce, icy wind throughout the state. This kind of weather makes me want to go immediately into *comfort* mode: comfort food, comforters, maintaining my comfort zone....

I am reminded of an article I recently read at the *Forbes* website about comfort zones, or rather I am reminded of the quote-of-the-day which preceded the article. The quote, attributed to Molière, French comedic writer whose plays are still as timely, funny, and biting today as they were in the seventeenth-century court of Louis XIV, really hit home:

Unbroken happiness is a bore: It should have ups and downs.

Have you ever known somebody who just couldn't wait to retire to Florida, the land of eternal sunshine and warmth—only to move back to a more temperate climate a year later because they missed the changing of the seasons? They were bored with unbroken happiness. They needed the tender green and blossoms of spring, the searing heat of summer, the colorful leaves of fall, and the freezing winds of winter to feel stimulated and alive. We're also familiar with the well-known adage that ***variety is the spice of life***. This year, my life certainly has not been boring! My life since this past January has been more than liberally spiced with ups and downs!

I must say that many of the ups have had to do with GLA, as well as GLA's role with COMO. I have worked with some really wonderful people this year, both in GLA and in COMO. I have been pushed way beyond my decades-long comfort zone, way beyond my wildest imagination. And it has been—in many ways—good for me.

As far as GLA goes, we made some changes to the *Handbook*; there will of course need to be more changes, since GLA is organic in nature. We also held our first electronic election, which was a big success as reflected in a noticeable increase in voter participation. Jay Turner spearheaded a membership survey which had some interesting results. We all need to take a closer look at the results and see what we can do to increase not only membership, but also membership *participation*. One "up" is that GLA is fiscally sound; some of us remember precariously lean times in the past, so this is good news. Another "up" is that, after suffering major problems, the GLA listserv now has a new home. If you are not already automatically subscribed, you can find out more about it at: <http://list.georgialibraries.org/mailman/listinfo/gla-l>

As far as GLA's role in COMO goes, you only need look at the credits on the last page of the printed program to see the extent of GLA's role in putting on a very successful conference, with some 500 attendees and 70 vendors. Along with the participation of partners GAIT and SELA, we had three nationally known speakers and a hundred programs with appeal to all kinds of libraries. We moved beyond our comfort zone in having the conference in Augusta for the first

time in almost twenty years. We changed several traditional activities—had “movie night” at the nearby public library, had an all-conference Italian buffet instead of Divisional luncheons, had an all-conference awards ceremony rather than the GLA awards banquet.

My personal comfort zone was challenged just some three weeks ago. After decades of going to conferences at ACRL, ALA, COMO, GALILEO, GOLD, OCLC, and down the alphabet of library acronyms, I went to a non-library conference for a change! I was literally the only librarian at SEMA, the Southeastern Medieval Association, where I was privileged to attend a session dedicated to my late husband. At the conference were professors of various foreign languages, philosophers, historians, and a huge number of Chaucer specialists. To seek a comfort zone of sorts, I, as a librarian, managed to find connections between what was going on at this conference to what I do for a living as an interlibrary loan librarian. These professors, these producers of the content of scholarly articles and monographs, had several sessions pertaining to problems in editing variations in handwritten manuscript texts in general and the effect that electronic publication is having on what they do in particular. We as librarians talk about this in our world partly as embargos on articles and restrictions built into e-book contracts. These scholar/producers were talking

about frustrations in dealing with technologies which record their ideas and then later become obsolete requiring further transformation and retuning, while at the same time possibly blocking or delaying access to the information they worked so hard to research, organize, and share with their colleagues. The expression of the SEMA members’ concerns crisscrossed with those of GLA and ALA members. It was most interesting to hear basically the same problems discussed from slightly different angles.

Since I wrote the opening paragraph, I have heard that our weather is on a roller coaster, for two consecutive weeks moderating until midweek and then plunging again by the weekend. We are definitely headed for a new season and this 2014 GLA cycle is indeed drawing to a close. I wish Lace Keaton and her Executive Board the best for the next year. I wish all fellow GLA members the best for the next year, and I especially thank you all for allowing me to serve as your president this past year.

See you at Mid-Winter in January to participate in the beginning of the next season and the next GLA cycle!

Susan Morris
President, Georgia Library Association 2014
smorris@uga.edu

My Own PRIVATE LIBRARY

By Tammy Gerson

As I roam my house, looking for inspiration to write this article, I am struck by the overwhelming number of books that I have accumulated throughout my adult life. How did this happen? Certainly, it was a gradual accumulation. Book titles that I no longer recognize have taken up residence on various shelves throughout my house. I am not a book junkie, am I? I don't buy books for adornment or as conversation starters, for when guests arrive. I always have a particular reason to purchase or borrow them, with the intention of reading when I have time. Does this seem familiar to you? I haven't sought out professional help, and I don't belong to a support group. I work in a library, and that is my support system.

I need to address influences in my early childhood that may help resolve my attraction to books. They weren't what you would call typical. From a young age, I discovered many books around my home. They were not children's books, unless they had something to do with religion, mine being Judaism. With my father being a rabbi, I spent many hours in various synagogue libraries flipping through books that looked interesting, especially the big picture books with panoramas of Jerusalem. My father's home collection contained many theological and historical books. I clearly recall that at a young age, I sat in my mother's classroom as she taught Hebrew to the older children. So, my personal collection



began with a language book with pictures and stories about a family with a monkey. Koopee was the monkey (kof in Hebrew). I enjoyed this book very much.

Moving up the age ladder, I satisfied my desire to read with books from elementary school. Reading was fun, and it took me to new places and adventure every day. "Run, Spot, run!" But I still mostly enjoyed picture books, preferring to use my imagination more than the words on

the page. That might account for my interest in graphic novels today. In my high school years, I began to have a definite preference for other books, some of which still adorn my shelves. My brother's fascination with sci-fi soon turned me to fantasy and some of the books on his shelves. He is seven years older than me. I discovered ancient Sumer and archaeology (and a few adult-themed books that I won't mention).

My reading blossomed in college, where my interests ranged from anything French (my first major) or Judaic Studies (my second major) to cooking, spirituality, and novels of the time ('70s). My best reading experience in college was the night I spent reading *The Exorcist*. I stayed up all night. Every creak in the floor and sound I heard scared me, but it was something I'll never forget.

Becoming a parent offered me the opportunity to read many of the classic children's books that

I had missed as a child. I loved reading to my daughter, and she has caught the book bug herself. She and I loved reading the Robert Louis Stevenson *Child's Garden of Verse*—"In winter I get up at night, and dress by yellow candlelight. In summer quite the other way, I have to go to bed by day."

So, having aired my dirty laundry, I will describe in more detail my interests and the books that are found on my shelves. I have many interests, and my bookshelves reflect them. As I stated earlier, I was a French major in college, and I have a nice assortment of books in French. I can still read them and understand perfectly! But try to have a conversation with me in French, and I'm dead in the water.

I try to be a spiritual person, having grown up in a religious home, so part of my collection deals with spiritual themes. I have a variety of prayer books and Bibles, as well as books about praying and meditation. I have a book with prayers of all nations and religions. It is a very useful book when I'm dealing with life issues and need to seek the advice of others. Spirituality, no matter what religion, can help bring balance back to the soul.

There are miscellaneous books on my shelves that I think might belong to my children: sports books and books that might interest the millennials. There are books about Broadway musicals, Spanish and German language books, and an assortment of novels that I might read in the future.

I belong to a book group at my synagogue, and I'm frequently reading new novels to help the

group decide what to read next. I'm currently reading *Terra Incognita* by Libi Astaire. This novel, predictable so far, is about a Spanish family that has no idea its ancestors were Hidden Jews during the Spanish Inquisition (c. 1492). I'm hoping for a surprise ending. Part of my library job also requires me to facilitate a book group each month. I learned a wonderful

lesson in my adult programming class at the University of South Carolina. You must be open to all genres. Learning this has helped me through some of the selections of the group. Facilitating this book group is one of my favorite tasks at work!

I love collecting cookbooks, and my pantry shelves prove it. There are some cookbooks I prefer to others. My taste is vegetarian, and I'm trying to cook more gluten-free. My husband, on the other hand, loves chicken and beef. Cookbooks give me

some motivation when I'm tired and can't think of anything interesting to prepare. Gardening is another interest of mine. Years ago, before moving to Athens, I loved to grow vegetable gardens. Now, with summer heat, I mostly grow flowers and bushes that need little care. I won't divest of those books just yet. I plan to put more time into gardening in the coming years.

And now with the advent of e-books, my thirst for buying books has not abated. I own a Kindle Fire and have downloaded several books. Through my library and GADD (Georgia Download Destination), I'm able to download and read books to my heart's content. Don't worry, though, Amazon and the rest. I haven't abandoned you. Now, in my new position as grandmother, I have begun to purchase books for my grandkids, Ellie and Liev. Ellie is a



voracious book collector at three years old. Between me and her parents, she has a few small bookshelves, and I am hopeful that we are passing the love of reading to a new family member.

What sage advice can I leave with you? Love books, whether they're print or digital. Embrace the book junkie within.

*Tammy Gerson is Information Services Librarian
at Athens-Clarke County Library*

PEER REVIEWED

The Effects of Library Instruction on the Legal Information Research Skills of Students Enrolled in a Legal Assistant Studies Program

By Kendra A. Hollern and Howard S. Carrier

The profession of “paralegal” or “legal assistant” has become a fixture within attorneys’ offices since the mid-twentieth century. Gerry Beyer, Professor of Law at Texas Tech University School of Law, and Kerri Griffin, Associate Attorney at the Blum Firm, recently summarized the entrenchment of this relatively new profession and the value placed upon it by attorneys: “The employment of legal assistants, paralegals, and similar personnel by the legal community has rapidly gained momentum since the 1960s. The legal community promptly recognized the benefits of paralegals and began to define and organize the emerging profession” (2012, 1).

The specific duties undertaken by paralegals in their working lives are varied, ranging from secretarial and administrative duties to legal drafting and research (Berry 2008). The research element of a paralegal’s professional job description indicates that information literacy should be an integral part of the education received by future paralegals or legal assistants as they progress through an appropriate preparatory program, prior to seeking employment within a law firm.

This paper reports on the provision and assessment of relevant information literacy instruction in the context of LEAS 3200, an online class focusing on legal research, taken by legal assistant studies students at Valdosta State University (VSU) in the fall semester of 2012. This research project was completed in accordance with a research protocol exemption granted by VSU’s Institutional Review Board

(IRB-02874-2012) on October 22, 2012, and the findings of the research are disseminated in this paper under the terms of that same protocol exemption.

About the Legal Assistant Studies Program and LEAS 3200

The Legal Assistant Studies Program at VSU represents a mix of undergraduate and professional school education. It is designed to enable students to enter the workforce as paralegals/legal assistants upon graduation. According to the Bureau of Labor Statistics (2013), the job outlook for this profession “is expected to grow 17% from 2012 to 2022, faster than the average for all occupations” (Job Outlook sec.). The American Bar Association’s (2014) definition of a paralegal/legal assistant is: “a person, qualified by education, training or work experience who is employed or retained by a lawyer, law office, corporation, governmental agency or other entity, and who performs specifically delegated substantive legal work for which a lawyer is responsible” (What is a Paralegal? sec.). According to O*Net (2010), paralegals “assist lawyers by investigating facts, preparing legal documents, or researching legal precedent” and “conduct research to support a legal proceeding, to formulate a defense, or to initiate legal action” (Introduction sec.). Therefore, an important skill for a paralegal/legal assistant is the ability to conduct legal research as assigned by a supervising attorney. Paralegals must be able to access the appropriate materials and apply critical thinking to the task assigned. Paralegals

must produce quality legal memoranda, pleadings, and briefs, which are fully supported by the research they have conducted. Thus, students training to be paralegals need to demonstrate the skills of critical thinking, active learning, and writing, as well as judgment and decision making (O*Net 2010). The students should hone the following abilities: oral comprehension and expression, written comprehension and expression, information ordering, category flexibility, as well as deductive reasoning (O*Net 2010). One of the most important skills is a student's ability to update and use relevant information (O*Net 2010). This all translates into a need for VSU students to be adequately prepared, in order to succeed in their professional careers.

At VSU, an important course in helping legal assistant studies students develop their critical thinking and active learning skills is Legal Research I (LEAS 3200). LEAS 3200 is the first of a two-part legal research and writing course sequence required at VSU. Students are required to have taken Introduction to legal assistant studies prior to enrolling in this course; therefore, students should already have been exposed to the topics addressed in LEAS 3200. Students registered in the course are upper division legal assistant studies majors and minors. Some students will continue on to become paralegals; others may pursue law school or other graduate school education. All are VSU students, but not all are physically located on VSU's campus. Students range from traditional to non-traditional/adult learners.

LEAS 3200 is designed to be a study of legal research methods that utilize both state and federal sources. Students should develop the skills necessary to not only locate but also to analyze appellate court opinions, state and federal legislation, administrative regulations, and relevant secondary sources. By the end of the semester, students should be proficient in the following skills: recognition and analysis of legal issues; use of primary and secondary legal sources (traditional and online sources); use of

Cite Check or Shepard's to update case law (traditional and online sources); and preparation of clear, concise, and well-organized legal memoranda.

This study examines the effectiveness of teaching legal research in the online environment. LEAS 3200 was offered in an online format for the first time in fall 2012. Assignments in LEAS 3200 were designed to represent real-world applications of the course materials. On a weekly basis, students were given projects to complete that would illustrate their mastery of the module materials. Students were given reading assignments, as well as access to chapter PowerPoint slides, as aids in understanding. Additionally, students were actively involved in discussion boards that helped them practice the skills required in effective and efficient legal research and writing. The online course was taught in an eight-week format. The textbook for the course was *Legal Research, Analysis, and Writing* (4th Edition) by Joann Banker Hames and Yvonne Ekern and published by Prentice Hall Pearson (2011). Synchronous and asynchronous information literacy instruction was provided to the online students.

Literature Review: Information Literacy, Paralegals, and Legal Assistant Studies

Information Literacy Instruction and Traditional Legal (Law School) Education Compared to Paralegal Education.

The fact that student proficiency in accessing and using legal materials can be improved by the provision of effective library instruction has long been recognized—at least such a conclusion can reasonably be drawn when consulting the literature concerning juris doctor (JD) candidates enrolled in the law schools of American universities. Writing in 1975, Sandra Sadow and Benjamin Beede note, “at present, in the vast majority of law schools, there is at least a minimum program of library instruction” (27). Robin K. Mills (1977), a law librarian and

assistant professor at the University of South Carolina, reports the apparent difficulties experienced by new lawyers in using a law library and conducting legal research and states a need for proposals to further address this problem (347). The literature of the 1980s, 1990s, and early 2000s demonstrates an ongoing interest in the development and refinement of information literacy instruction for the benefit of law students (see Carlson, Calvert, and McConkey 1981; Millican and Wallace 1992; Hemmens 2000). By 2011, Matthew C. Cordon, Associate Director of the Law Library at Baylor Law School, concludes that the teaching of legal research in American law schools had evolved to a point whereby, “during law school, [law students] can come closer to mastering the skill of legal research than any other skill” (395).

In contrast to the amount of literature concerning law students, there is a dearth of writing that discusses information literacy instruction for paralegal students. This is problematic. The complexity of legal materials is obviously not diminished because they are to be used by undergraduate legal assistant studies/paralegal students, as opposed to graduate, JD-seeking students. Additionally, the undergraduate status of legal assistant studies/paralegal students suggests a need for different pedagogies than those recognized by the existing literature as being effective in providing legal research instruction to graduate-level law students.

The Impact of Internet Search Engines on Information Seeking by Students.

The expression “Google generation” appeared in the library and information science literature during the first decade of the twenty-first century (Rowlands et al. 2008). In broad terms, it can be applied to any person who has not experienced conducting research prior to the existence and availability of Google. The Google generation now makes up much of the current student body of American colleges and

universities. The concern has become whether this Google generation is wanting in its approach to information literacy (Thornton 2010). Has the ease of acquiring information via the Internet replaced traditional library research, and what are the implications of this for students enrolled in legal assistant studies research classes?

It is important to understand how students in the Google generation approach research for their academic classes. There is a split in the literature on the prevalence of using Internet search engines as a starting point by students, once students have been tasked with a research assignment. Griffiths and Brophy (2005) focus on web searching behavior by undergraduate students in the United Kingdom. Their results indicate that “45% of students used Google as their first port of call when locating information” (545). Furthermore, the use of academic resources was low. The results also indicate that students found it difficult to locate appropriate information and were “confused as to the meaning of quality when it [came] to assessing academic resources,” (551) particularly online academic resources. The authors went further to deduce that “students may trade quality of results for [less] effort and time spent searching” (550).

Alison Head (2007) examines how American undergraduate students conducted academic research. She conducted her study in three phases: student discussion groups, content analysis, and, finally, student surveys. The results found that “most students were confused by what college-level research entails” (under “Students’ challenges and obstacles”). Furthermore, Head reports that students found accessing resources, as well as the overwhelming amount of resources available, challenging when completing their research assignments. Students suffered from their own procrastination and only spent between one to five hours on their research tasks, days before the assignment was due. One of the biggest challenges reported in this study was the

students' belief that they did not have enough information from their professors to begin the assignment, thus hindering their ability to gauge what the professor wanted in terms of results. However, these students found that the library resources helpful and were not as reliant upon Internet search engines as had been found in previous studies. Similar to the students in the United Kingdom, these students also experienced problems in assessing the quality of resources they found on the Internet (Head 2007).

The two studies previously discussed beg the question: are students information illiterate, or are they lazy? This specific question was addressed by Christen Thompson (2003). Thompson specifically began looking at whether college students were information literate. Reviewing the literature at the time, Thompson deduced that it may not be the Internet that causes the students to conduct poor research; rather, it is the students' inability to judge the quality of information found on the Internet. However, students consistently rated their ability to evaluate web page content as high, and their top criteria consisted of "ease of access" (Van Scoyoc and Cason 2006, 49). Therefore, students must not only be taught how to find information on the Internet but how to evaluate that information (Thompson 2003). This is where academic faculty and librarians must come together to develop effective instruction to "help guide students' information seeking habits . . . as well as managing the impact of the Internet on society" (267).

The generational issues of contemporary undergraduate legal assistant studies students and graduate law students are the same; both sets of students are dominated by members of the Google generation, and the prevailing issue is students' ability to properly find and analyze information (Belijaars 2009). Law students, not unlike undergraduate students, overestimate their writing and research skills (Gallacher 2007). Keefe (2005) adds, "the Internet has

made it so easy to *find* information that students often do not know how to *search* for it" (123). It has been suggested that deficiencies in information literacy need to be addressed before law students enter law school, at the undergraduate level (Gallacher 2007). Thus, students need to be introduced to information in a variety of different formats: print and proprietary commercial databases, as well as free Internet sources (Keefe 2005). More importantly, students need to be taught to discern when it is appropriate to use each type of format to accomplish a particular research task. Hence, law librarians should play a stronger role in the teaching of legal research skills (Keefe 2005).

Paralegal Information Literacy in the Workplace.

The business community is increasingly asking for their new hires to be information literate, and good writing skills are one of the most important skills new hires should possess (Katz, Haras, and Blaszczyński 2010). Thus, "information literacy skills should contribute to crafting clear and effective memos, composing presentations that persuade effectively, and developing analytic reports that summarize information in a way that supports decision making" (139). This particular study examined two questions, one of which is most relevant in this context: "Does information literacy skill correlate with business writing skills?" (139). The researchers utilized an undergraduate business communications class for assessment. The results indicate that those students who possessed stronger information literacy skills produced better "emails, memos, and technical reports—the tasks that make up the business communications course grade" (143–44). Therefore, tailoring instruction to increase information literacy is necessary to better prepare students for the working world.

As established, information literacy is crucial in paralegal careers. The law office is much like the business enterprise as a learning

organization. Paralegals/legal assistants are encouraged to think critically and share knowledge through legal research and drafting skills. However, it seems Google is being used in the context of legal research, not just by paralegals but by new lawyers as well (Choolhun 2009). Google is being used as a research tool due to its ease of use. Legal databases are not as intuitive to use, and the user may have to put information into several boxes (Choolhun 2009). When conducting legal research using legal databases, it can be commonplace to get zero results, but that is not so with Google (Choolhun 2009). Students need suitable instruction in order to gain the ability to use legal databases with the ease and confidence with which they use Google and similar Internet search engines.

Delivering Library Instruction to LEAS 3200 Students

As LEAS 3200 was delivered in an online format, it was decided that library instruction should principally be delivered asynchronously by means of narrated, screen-capture videos. These were created using Camtasia and were uploaded as MP4 files to the course management system used for the delivery of LEAS 3200. Students were advised that the MP4 videos would readily play in commonly available players, such as Windows Media Player. In total, four videos were uploaded. The first video simply introduced the homepage of the Odum Library at VSU and provided instruction in how to access Odum Library-licensed databases. The second video introduced students to searching for case law and accessing the full text of judgments. The third video provided instruction in using federal and state codes and locating the full text of federal and state statutes. The fourth video focused upon secondary, scholarly legal resources, such as law review articles. The asynchronous (video) instruction was supplemented by asynchronous discussion boards in which a reference librarian acted as an embedded librarian for the class. Additionally, students were given the

opportunity to chat in real time with the reference librarian in two scheduled synchronous chat sessions. At students' request, two additional synchronous chat sessions were scheduled. One was with the course instructor solely; both the reference librarian and the course instructor attended the second.

Evaluating the Effectiveness of the Library Instruction

Methodology

The researchers devised a quiz and circulated it to students prior to library instruction taking place. This instrument (hereinafter referred to as the "pre-test") sought to ascertain students' level of confidence in their own abilities to locate legal information. For this self-evaluation element of the pre-test, the Research Readiness Self-Assessment interactive tool developed by Central Michigan University was used as a template (for more on this assessment see Ivanitskaya, Laus, and Casey 2004). The pre-test also contained questions investigating the students' ability to find primary and secondary legal sources and also to interpret and evaluate those sources (full text of the pre-test appears in appendix A). Content analysis of student responses to the pre-test was undertaken by means of the codification of data. Data coding provided a score for each pre-test question response, with zero being the lowest possible score for each question; each student's answers to the multiple choice questions posed by the pre-test were also recorded within the data collection instrument. Each student received four scores for the pre-test, coded as follows:

- SE score = total score for self-evaluation question responses
- FS score = total score for finding legal sources questions
- IE score = total score for interpreting and evaluating legal sources questions
- Quiz score = FS + IE scores

Library instruction commenced as soon as student responses to the pre-test had been collected by the course instructor. Thereafter, the course instructor issued an assignment (hereinafter referred to as the “post-test”; assignment from Hames and Ekern 2011, 142), which required students to locate provisions of the *United States Code*. The assignment was graded by the course instructor.

Toward the end of the eight-week semester, the students were given a final self-evaluation quiz (full text of the self-evaluation quiz appears in appendix B). It was very similar in structure and design to the pre-test. The purposes of this exercise were to determine whether the students believed their legal research skills had increased by the end of the course and after the library instruction videos, and to provide students with the opportunity to have another attempt at answering the legal research questions contained within the pre-test, subsequent to library instruction having taken place.

Results

Pre-test:

Responses to the pre-test were returned by fifteen students (a response rate of 88 percent). The course instructor redacted personal, identifying information from completed assignments and substituted a unique identifier in place of the original personal information. For the purposes of content analysis, the fifteen completed assignments were identified thus: A17, B16, C15, D14, E13, F12, G11, H10, I9, J8, K7, L6, M5, N4, and P2. Hence, for the purposes of data analysis, each unique identifier referred to an individual student, as the same unique identifiers were applied to both pre-test and

post-test assignments following the redacting of personal, identifying information.

Pre-test data revealed that students with higher levels of confidence in their own ability to find legal information tended to perform worse when tasked with locating legal information. Figure 1 shows SE (self-evaluation) and quiz scores for each of the fifteen respondents.

Similarly, the pre-test data revealed that students with high levels of confidence in their own research and information literacy abilities performed poorly when tasked with interpreting and evaluating legal information. Question nine of the pre-test sought to measure student ability in terms of statutory interpretation, and question ten investigated the students’ understanding of secondary legal sources. The combined answers to questions nine and ten generated an IE (interpretation and evaluation abilities) score for each student. Figure 2 charts the IE score for each student in conjunction with their SE (self-evaluation) score.

Given the nature of the post-test assignment, which required students to locate provisions of the *United States Code*, particular scrutiny was applied to question seven of the pre-test assignment, which had asked students to identify a citation for a provision of a state code. It is noticeable that of the nine students who received a score of zero for their question seven response, seven of those students reported high SE scores in excess of twenty-five (SE scores for all fifteen students ranged from eight to thirty-six, with six students reporting SE scores lower than twenty-five). In contrast, four of the six students who received a score of ten for their response to question seven reported a SE score lower than twenty-five. Figure 3 illustrates these results.

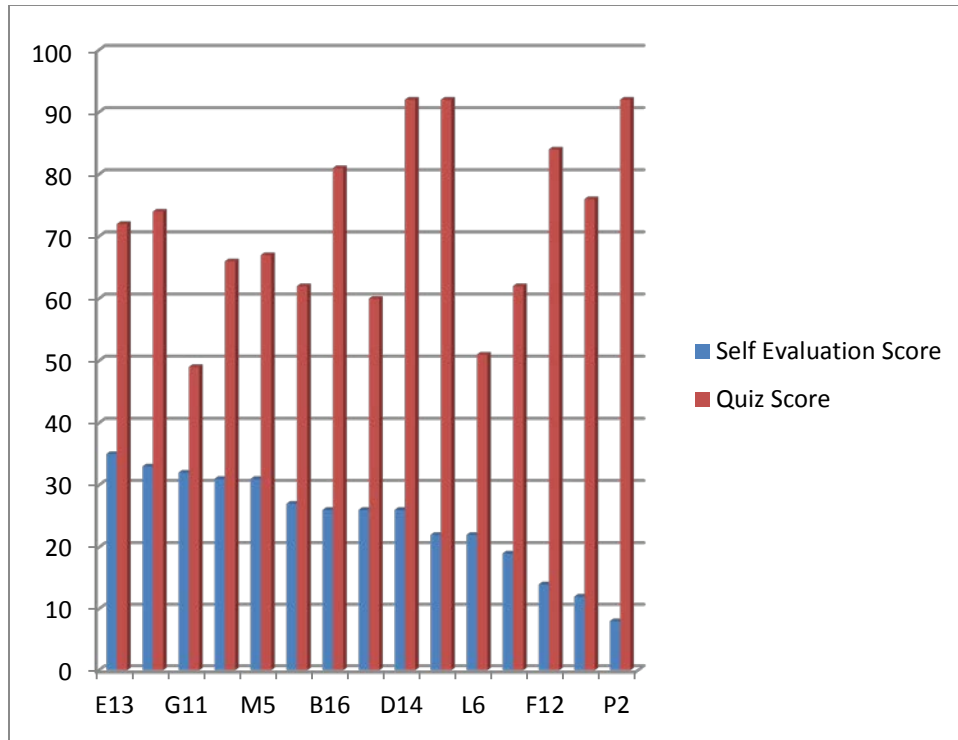


Figure 1: A comparison of Self-Evaluation score (each student's confidence in his or her own research ability) compared with Quiz score (each student's actual attainment in a research related exercise).

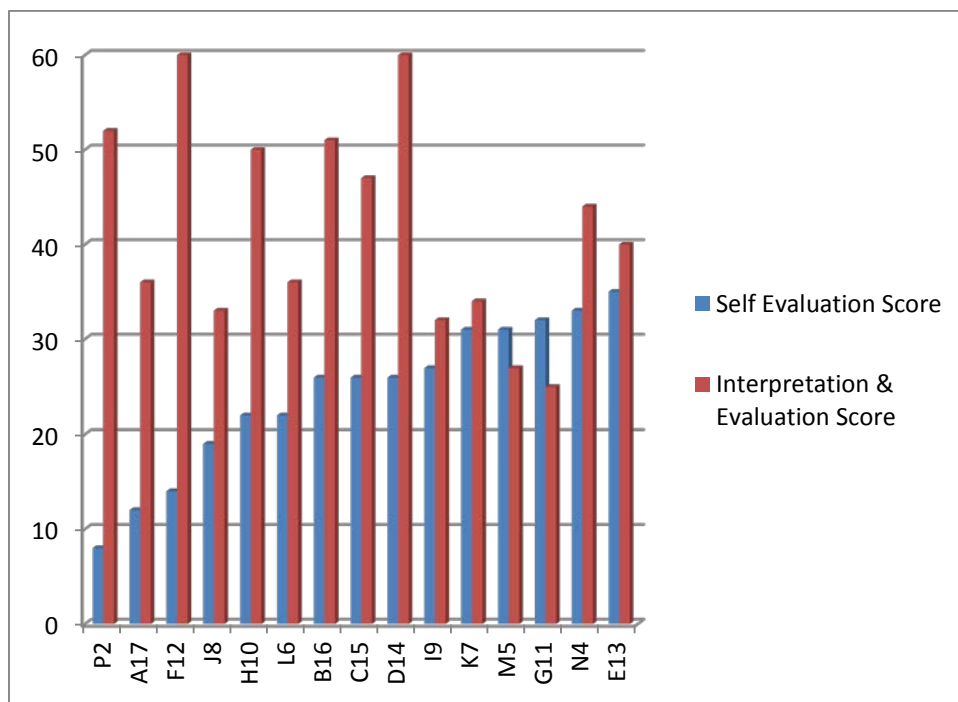


Figure 2. A comparison of Self-Evaluation score (each student's confidence in his or her own research ability) compared with IE score (ability to interpret and evaluate primary and secondary legal materials).

Eight of the nine students who received a score of zero for their response to question seven of the pre-test selected answer “c” of the question’s five possible answers. Answer “c,” an incorrect answer to question seven, is an answer that can only be arrived at by means of a simple Google search. Using the citation from the *Official Code of Georgia Annotated* § 17-4-

20 (2010), which was included in question seven, as the subject of a simple Google search, an early result points to the case of *Kline v. KDB, Inc.*, 295 Ga. App. 789. Hence, it is reasonable to assume that students who selected answer “c” as their response to question seven arrived at this incorrect response by means of a simple Google search.

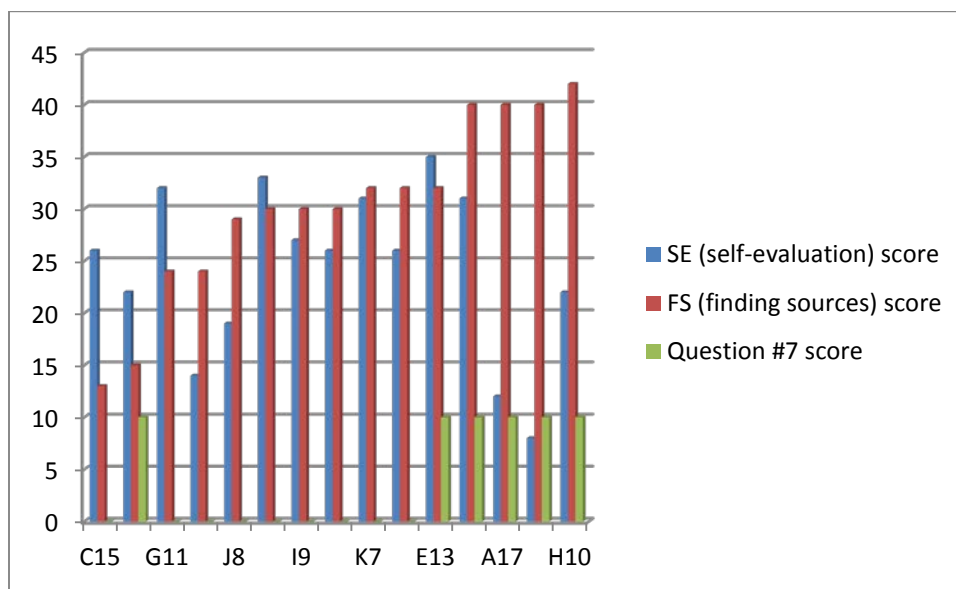


Figure 3: Self-evaluation (SE) score for each student charted against FS (demonstrated ability to find sources) score and Question #7 (ability to identify the provision of a code) score – (Note: incorrect, low-scoring answers to Question #7 were likely arrived at through simple Google searching).

Post-test:

The students were given an assignment out of *Legal Research, Analysis, and Writing* by Joanne Hames and Yvonne Ekern (2011). They had one week to complete the assignment. This assignment was distributed to the students approximately one week after the library instruction video “Codes, Statutes, Constitutions” was posted and available for viewing.

The first part of the assignment dealt with finding three particular sections of the *United States Code* (18 U.S.C. §6002, 2 U.S.C. §192, 11 U.S.C. §541) and summarizing those sections in

their own words. The majority of students did find the appropriate code and summarized it in their own words. There was one student (Q1) who clearly only briefly read the beginning of 11 U.S.C. § 541 but did not summarize adequately.

The second part of the assignment dealt with using the *United States Code* to answer certain fact-based questions. The students were also required to cite the source of their answer. The purpose behind the assignment was to determine whether the students could adequately search the *United States Code* on a particular topic. The seven subsections covered a large range of issues of federal law—from attorney fees in copyright infringement cases,

to when a failure to pay child support becomes a federal crime. The final question dealt with finding the Home Health Care and Alzheimer Disease Amendment of 1990. The students were required to state where in the *United States Code* they had found this statute. They were also supposed to state whether or not the law was public or private and how they had determined that fact.

Responses to the post-test assignment were returned by thirteen students (a response rate of 72 percent). No student got all seven subsections (a-g) correct. Of the fifteen students who submitted the assignment, there were only two students (I9 and P2) who appeared to have utilized the appropriate methods to find the answers to the questions. Although they did not get a perfect score, their answers were by far the most appropriate in terms of finding the right code sections and applying the right analysis. One student (L6) did not complete the second part of the assignment, so those results are unknown.

Of the remaining students, the following students cited case law in their answers: B16, C15, G11, K7, D12, Q1, and F12. The following students cited www.law.cornell.edu or www.findlaw.com in their answers: B16, C15, M5, and N4. Some students (E13 and H10) were suspected of having used simple Google searching, based upon the quality of their overall answers. It is suspected that all of the above mentioned students used Google at some point in their assignments to find the answers to their questions, as opposed to using the methods taught via the class materials (the library instruction videos).

It is also suspected that two students (D14 and F12) colluded in order to complete the assignment. Although the answers to the questions should be similar, the wording of their analyses was far too similar to have been coincidental. There was a statement on the assignment as follows: "The work turned in must be a reflection of your own efforts. This is

not a group project. The purpose of the exercise is to help you better understand your skill level in finding legal information." Their results may need to be re-evaluated to determine whose skill it was in finding the legal information.

When looking at individual questions, it appears that subsection (a) was the one that caused students the greatest difficulty. This question asked: "Can a television news crew accompany and tape a search made by a federal law enforcement officer who is searching pursuant to a warrant?" Based on the answers given, it appears that most of the students used a Google search to find the answer. Some got the answer technically right (yes versus no) but not the right code section. Some cited statutory law. Some cited nothing.

Additionally, subsection (g) also gave some students trouble. This question dealt with finding the Home Health Care and Alzheimer Disease Amendment of 1990. Again, it is believed that most of the students used a simple Google search to find that law. Some students did get it correct, but most had the wrong code section. Furthermore, many of the students appeared to struggle in determining whether or not the law was public or private.

Of the six students who received a score of ten for their response to pre-test question seven, two (A17 and J8) failed to return a post-test assignment to the course instructor, and another (respondent L6) submitted an incomplete post-test assignment, resulting in a low total post-test score of ten. The remaining three students with a score of ten for pre-test question seven recorded moderately high scores on the post-test assignment, with student E13 achieving a post-test score of twenty-six, student M5 achieving a post-test score of twenty-five, and student P2 achieving a post-test score of twenty-seven. The post-test mean score (excluding non-respondents) was 23.46. Figure 4 charts pre-test SE, FS, question seven, and post-test scores for all respondents.

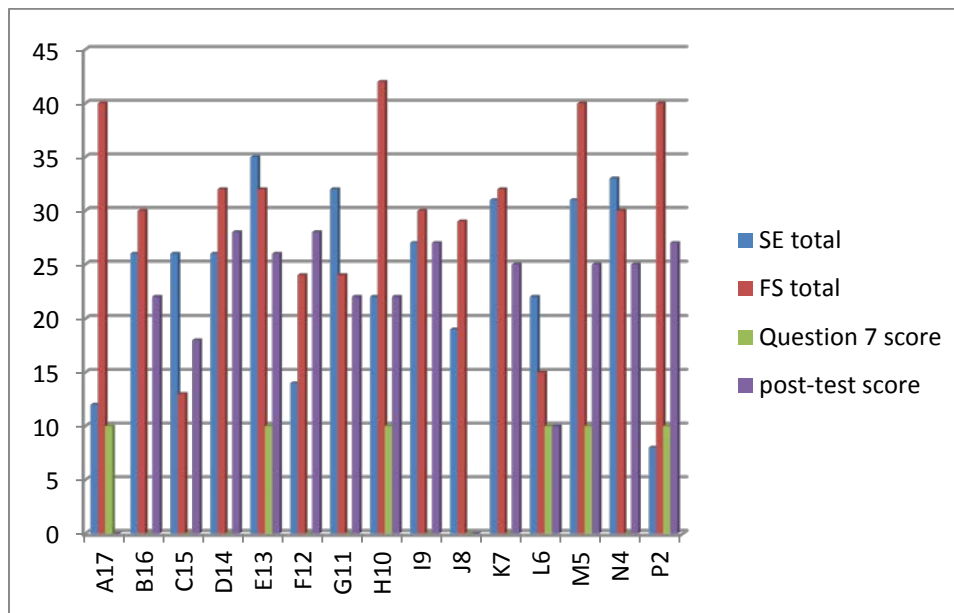


Figure 4: Self-evaluation score, “finding sources” score, score for Question #7 (pre-test), and post-test score for each student.

Final self-evaluation:

Toward the end of the semester, and subsequent to the post-test assignment, the students were asked to repeat the pre-test assignment; fifteen students submitted answers (a response rate of 88 percent). It is noticeable that students’ confidence in their abilities to conduct legal research had substantially increased by the time they completed this final self-evaluation. Considering the population as a whole, the SE score total for the pre-test assignment was 364. The SE score total for the final self-evaluation assignment was 516 (an overall SE score increase of 41.8 percent). Additionally, it is noteworthy that only three students indicated a willingness to use a general Internet search engine (Google, Bing, or Yahoo!) when conducting legal research (J8, L6, P2).

Although the final self-evaluation revealed a substantial improvement in student research confidence over the initial pre-test assignment, improvements in student research skills were mixed. The final self-evaluation showed that all of the students now recognized that

Shepardizing is the appropriate method for checking whether or not a case is still good law. However, on the final self-evaluation quiz an additional question that required students to check which subsequent U.S. Supreme Court decisions had cited a particular case was very poorly answered by the students (only 20 percent of students were able to correctly identify the U.S. Supreme Court decisions in which the earlier case was cited). Responses to question seven of the pre-test (the question that required students to identify a provision of the *Official Code of Georgia Annotated*) were also disappointing. In responding to question three of the final self-evaluation, only 20 percent of students indicated a willingness to use a commonplace Internet search engine (Google, Bing, or Yahoo!) for legal research; 40 percent of students subsequently answered question seven incorrectly, with 83 percent of those incorrect respondents favoring the incorrect answer that could only realistically have been arrived at by means of a simple Google search.

Discussion

Looking at the overall responses on the final self-evaluation, it appeared as though the students were still lacking a good foundation in legal terminology. This was despite the fact that part of their online class instruction dealt with the use of legal dictionaries and thesauri to define legal terms. The students still seemed to find it difficult to read and analyze legal material, and it is apparent that, as demonstrated in the existing research on information literacy, the results are not unusual. The online students in LEAS 3200 seemed to fit in with their face-to-face counterparts described in Alison Head's (2007) paper, in terms of lacking the skill to determine the nature and extent of information needed and lacking the ability to evaluate and critically incorporate selected information into their knowledge base. Further study evidently needs to be done on *how* students attempt to evaluate and critically use the information they find in their legal research. These are skills that are essential for a paralegal to possess, if he or she is to be able to complete legal research assignments.

However, there seemed to be some improvement in students' ability to identify provisions of the *Georgia State Code*. In the pre-test, six out of fifteen students (40 percent) were able to correctly identify the correct answer on that question. In the final self-evaluation, nine out of fifteen (60 percent) identified it correctly. Despite the library instruction and class assignments/discussions with feedback, it seemed that students still used Google to complete their legal research assignments. The only way five out of the six students who answered that particular question incorrectly could have reached their answer would have been through simple Google searching. "Googling" that provision of the *Georgia State Code* will cause the *Kline* case to appear in the top few results generated by the search. That said, what is also encouraging from the final self-evaluation is the fact that the

students learned the importance of being able to update case law. They all correctly identified the use of Shepard's citations in LexisNexis Academic as the preferred method of finding out if something is still "good law;" however, it was disheartening to see they did not seem to carry on the use of LexisNexis Academic to look up a Supreme Court case citation and correctly answer questions based on that citation.

While the students seemed to understand that they needed to use the proper legal research materials, they still seemed to gravitate towards free Internet search engines such as Google. Why this is occurring in the specialized area of legal research is unknown. It could be hypothesized that although these students do understand that they are doing legal research, their mindset is still that of low-level literature searching. Coupled with this is the correlation between research confidence and research ability. In terms of both finding and evaluating sources, students with lower levels of confidence in their own abilities performed better than their more self-confident peers. This suggests that the more confident students either overestimated their own research abilities or underestimated the difficulty of finding and evaluating legal information. Based upon the continued use of Google to achieve and submit an incorrect answer to question seven, it appears likely that this unjustified self-confidence may stem from the erroneous belief that Google is an efficient and precise method for finding primary legal sources, coupled with an existing perception of being a proficient researcher based upon familiarity with Google.

Follow-up study needs to be done both in the face-to-face and online environments. Online courses are becoming an entrenched part of the educational landscape. Educators need to find the most effective ways to communicate information literacy (in any discipline) to students. In the case of this research, despite the provision of detailed information literacy instruction, it is evident that the message simply did not get through to many of the

students enrolled in the class. Why students should continue to feel confident in their ability to find and evaluate information using methods which have been shown to be substandard, subsequent to discussion and demonstration of more suitable and information literate techniques, is worthy of further investigation.

Interdisciplinary considerations

Research of this type has the potential to inform information literacy instruction in similar instances of professional education. Law is not alone in having two distinct sets of professionals (attorneys and legal assistants) working in tandem within the profession—the similarities between paralegals and physician assistants have been noted over the past few decades (see Haskell 1980). However, it is submitted that the most curious finding of this research—the willingness on the part of students to default to simple Google searching—is, perhaps, the most significant in terms of interdisciplinary relevance. If students favor basic Internet search engine searching in preference to complex searching in appropriate databases when researching in the technical area of law, and despite having received detailed instruction in how to use legal databases, will the temptation to revert to basic search strategies not be even stronger in areas of study where students regard themselves as having greater existing expertise or knowledge? This question is especially pertinent when one considers a significant finding of this research: self-confidence in the ability to find literature seemingly indicates a lower level of actual ability and a greater propensity for utilizing simple search techniques to find information. Simply put, there seems to be an inherent suggestion that students who regard themselves as very competent researchers may possess that belief based upon prior experiences with Google and by having a misplaced belief in Google's infallibility in correctly locating information sought. The choice to resort to Google, despite having received appropriate information literacy

instruction, is seemingly a cross-disciplinary question in need of further investigation.

Conclusions

In the early stages of the class that provided the venue for this research (LEAS 3200), students who had high levels of confidence in their ability to find legal sources tended to overestimate their existing skills and to perform worse when tasked with finding legal information than students who assessed their existing abilities more modestly. After library instruction had been provided, student confidence levels in their ability to conduct independent legal research increased dramatically; however, this increase in confidence was not matched by an increase in research competence. Although some core legal skills had been acquired by the research's population (notably the ability to Shepardize), other skills were not uniformly in evidence across the population (80 percent of students performed poorly in terms of their ability to identify whether a case had been cited in subsequent decisions).

Despite the provision of tailored, accessible library instruction supported by an embedded librarian, many students showed a preference for circumventing licensed databases when searching for legal information, relying instead on simple Google searching and open-access, commercial legal websites. Students in the course made periodic comments to the course instructor that they wanted a quicker way to do legal research. It appears that the students struggle to comprehend that legal research takes time and effort, and that using specific, licensed databases is the preferred method for locating accurate information, in spite of the extra labor involved. It appears that some students want to input a search term and get an automatic answer; they do not want to take the time to read cases or statutes to determine that answer—such is the appeal of Google and similar mainstream search engines. Further (qualitative) research is required to determine

why this preference exists in the case of legal assistant studies students. It is hoped that such research may then inform information literacy instruction in order to encourage students to favor accurate information seeking using library databases, in preference to keyword searching in Internet search engines—a process that invariably provides information that is deficient

in terms of fulfilling the research assignment with which students have been tasked.

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APPENDIX A

LEAS 3200

Legal information literacy self-evaluation.**Name:** _____**Directions:**

This quiz is worth a maximum of 25 points (2.5 points per question). Answer each question to the best of your ability. It is being used to measure your amount of legal research knowledge so the class can be tailored to the overall needs of the students. You can bold or underline your answers. This is to be a reflection of your own effort. No outside assistance is necessary or allowed. See VSU policy on academic integrity and this course's policy.

Part A

1. On a scale of 0 (very poor) to 10 (excellent), how do you rate your current ability to find primary legal sources (such as statutes or cases), in a print or online format?

very poor 1 2 3 4 5 6 7 8 9 10 excellent

2. On a scale of 0 (very poor) to 10 (excellent), how do you rate your current ability to research a legal topic or problem, and locate reliable sources relevant to that topic?

very poor 1 2 3 4 5 6 7 8 9 10 excellent

3. When researching a legal topic, which resources are you likely to use in your search process? (Check all that apply):

- Print books or eBooks
- An internet search engine such as Google, Bing, or Yahoo!
- General library databases such as Academic Search Complete
- GALILEO Discover search (keyword search in GALILEO)
- Newspapers and magazines
- Specific library databases such as LexisNexis Academic
- Wikipedia

4. On a scale of 0 (not confident) to 10 (extremely confident), how confident do you feel about your ability to locate legal materials by citation?

not confident 1 2 3 4 5 6 7 8 9 10 very confident

5. On a scale of 0 (not confident) to 10 (extremely confident), how confident do you feel about your ability to locate secondary legal sources, such as scholarly articles on legal topics?

not confident 1 2 3 4 5 6 7 8 9 10 very confident

6. If asked to find a provision from the United States Code, which resources are you likely to use? (Check all that apply):

- GALILEO Discover search (keyword search in GALILEO)
- Wikipedia
- Cornell Legal Information Institute
- Specific library databases such as LexisNexis Academic
- An internet search engine such as Google, Bing, or Yahoo!
- Website of the Office of the Law Revision Counsel

Part B

7. Please select the description that best fits the following legal citation:

O.C.G.A. § 17-4-20 (2012)

- A citation for the case of *Kline v. KDB, Inc* (a case decided by the Court of Appeals of Georgia)
- A citation for an Executive Order issued by the Governor of Georgia
- A current provision of Georgia's state code
- A Georgia statute located in vol.17 of the print edition of *Georgia Laws*
- A legal news story from the *Atlanta Journal Constitution* published on 04/17/2012, appearing on page 20 of that newspaper
- A citation for a case heard by a United States District Court, Northern District of Georgia

8. To check whether or not a case is still good law, it is best to:

- Search within Law Review holdings in LexisNexis Academic, using the full case citation as a search term
- Search in the Legal Collection database, using the full case citation as a search term
- Search for the case in Google Scholar using the names of the defendant and the plaintiff
- Use the government website www.uscourts.gov/ to determine which court decided the case, and then search for the case at the webpage for the applicable court, using the full case citation as a search term
- Use the Shepard's Citations function in LexisNexis Academic
- Search the library database ProQuest Newspapers, using the full case citation as a search term, in order to find legal news stories relating to the case

9. The Federal Rules of Evidence are found within Title 18 of the U.S. Code.

Read: **Rule 404, Character Evidence ; Crimes or Other Acts** (printed below)

“(a) Character Evidence.

(1) *Prohibited Uses*. Evidence of a person’s character or character trait is not admissible to prove that on a particular occasion the person acted in accordance with the character or trait.

(2) *Exceptions for a Defendant or Victim in a Criminal Case*. The following exceptions apply in a criminal case:

(A) a defendant may offer evidence of the defendant’s pertinent trait, and if the evidence is admitted, the prosecutor may offer evidence to rebut it

...

(b) Crimes, Wrongs, or Other Acts.

(1) *Prohibited Uses*. Evidence of a crime, wrong, or other act is not admissible to prove a person’s character in order to show that on a particular occasion the person acted in accordance with the character.

(2) *Permitted Uses; Notice in a Criminal Case*. This evidence may be admissible for another purpose, such as proving motive, opportunity, intent, preparation, plan, knowledge, identity, absence of mistake, or lack of accident. On request by a defendant in a criminal case, the prosecutor must:

(A) provide reasonable notice of the general nature of any such evidence that the prosecutor intends to offer at trial; and

(B) do so before trial — or during trial if the court, for good cause, excuses lack of pretrial notice.”

Now read the following statements:

Statement X: “A defendant in a criminal case is unable to offer evidence of his good character, even if it is relevant to the offense with which he is charged.”

Statement Y: “Before his trial, a defendant in a criminal case can request notice of the prosecutor’s intention to offer evidence at trial that will tell the jury about previous bad acts the defendant has committed, if the prosecutor intends to use evidence of those acts to prove the defendant possessed a motive to commit the offense with which he is charged.”

Statement Z: “If a court admits evidence of a defendant in a criminal case relating to his own good character, then the prosecutor is also entitled to offer evidence that may disprove the defendant’s claims about his character.”

Which of the following assessments of these statements is correct?

- Only Statement Y is true
- Only Statement X is true
- Statement Y and Statement Z are both true

- Statement X and Statement Y are both true
- All of these Statements are true
- None of these Statements are true

10. Please look at the following three articles and then answer the questions that follow. Right click on the articles to open the hyperlink.

[Article A](#)

[Article B](#)

[Article C](#)

(a) Which article was published at the website of a national, daily newspaper?

- Article A
- Article B
- Article C
- All of these articles
- None of these articles

(b) Which article was published at an online legal news resource, of specific interest to attorneys and the legal community?

- Article A
- Article B
- Article C
- All of these articles
- None of these articles

(c) Which article discusses litigation related to alleged patent infringement?

- Article A
- Article B
- Article C
- All of these articles
- None of these articles

(d) Which article could be best described as a scholarly, secondary, legal source?

- Article A
- Article B
- Article C
- All of these articles
- None of these articles

(e) Which article would be the best source to use in a research paper examining intellectual property law?

- Article A
- Article B
- Article C
- All of these articles
- None of these articles

I SWEAR OR AFFIRM THAT I HAVE NEITHER GIVEN OR RECEIVED ANY HELP (FROM ANY PERSON OR AUTHORIZED SOURCE) IN THE PREPARATION OF MY ANSWERS TO THE MODULE ONE QUIZ FOR LEAS 3200.

STUDENT NUMBER

DATE

Appendix B

Legal information literacy self-evaluation after completing assignments for LEAS 3200.

Name: _____

Directions:

This quiz is worth a maximum of 25 points (2.5 points per question). Answer each question to the best of your ability. This quiz is very similar to the first one you took. It is being used as a measure of how your skills have grown. You can bold or underline your answers. This is to be a reflection of your own effort. See VSU policy on academic integrity and this course's policy.

1. On a scale of 0 (very poor) to 10 (excellent), how do you now rate your current ability to find primary legal sources (such as statutes or cases), in a print or online format?

very poor 1 2 3 4 5 6 7 8 9 10 excellent

2. On a scale of 0 (very poor) to 10 (excellent), how do you now rate your current ability to research a legal topic or problem, and locate reliable sources relevant to that topic?

very poor 1 2 3 4 5 6 7 8 9 10 excellent

3. When researching a legal topic, which resources are you now likely to use in your search process? (Check all that apply):

- Print books or eBooks
- An internet search engine such as Google, Bing, or Yahoo!
- General library databases such as Academic Search Complete
- GALILEO Discover search (keyword search in GALILEO)
- Newspapers and magazines
- Specific library databases such as LexisNexis Academic
- Wikipedia

4. On a scale of 0 (not confident) to 10 (extremely confident), how confident do you now feel about your ability to locate legal materials by citation?

not confident 1 2 3 4 5 6 7 8 9 10 very confident

5. On a scale of 0 (not confident) to 10 (extremely confident), how confident do you now feel about your ability to locate secondary legal sources, such as scholarly articles on legal topics?

not confident 1 2 3 4 5 6 7 8 9 10 very confident

6.

a) **If asked to find a provision from the United States Code, which resources are you likely to use?**

(Check all that apply)

- GALILEO Discover search (keyword search in GALILEO)
- Wikipedia
- Cornell Legal Information Institute
- Specific library databases such as LexisNexis Academic
- An internet search engine such as Google, Bing, or Yahoo!
- Website of the Office of the Law Revision Counsel

b) **In one sentence, explain why you chose the resource(s) you selected:**

7.

a) **Please select the description that best fits the following legal citation:** (Check one answer only)

O.C.G.A. § 17-4-20 (2012)

- A citation for the case of *Kline v. KDB, Inc* (a case decided by the Court of Appeals of Georgia)
- A citation for an Executive Order issued by the Governor of Georgia
- A current provision of Georgia's state code
- A Georgia statute located in vol.17 of the print edition of *Georgia Laws*
- A legal news story from the *Atlanta Journal Constitution* published on 04/17/2012, appearing on page 20 of that newspaper
- A citation for a case heard by a United States District Court, Northern District of Georgia

b) **In one sentence, explain why you chose the answer you selected:**

c) **In one sentence, describe any research you undertook in order to answer this question:**

8.

a) **To check whether or not a case is still good law, it is best to:** (Check one answer only)

- Search within Law Review holdings in LexisNexis Academic, using the full case citation as a search term
- Search in the Legal Collection database, using the full case citation as a search term

- Search for the case in Google Scholar using the names of the defendant and the plaintiff
- Use the government website www.uscourts.gov/ to determine which court decided the case, and then search for the case at the webpage for the applicable court, using the full case citation as a search term
- Use the Shepard's Citations function in LexisNexis Academic
- Search the library database ProQuest Newspapers, using the full case citation as a search term, in order to find legal news stories relating to the case

b) In one sentence, explain why you chose the answer you selected:

9.

a) **551 U.S. 393** is the citation for a United States Supreme Court case. Please research this case and answer the questions that follow.

This case was subsequently cited in which of the following United States Supreme Court cases? (Check one answer only)

- Wilkie v. Robins; Davenport v. Washington Education Association; Brendlin v. California; Rita v. United States.*
- Tinker v. Des Moines Independent Community School District; Bethel School District no. 403 v. Fraser; Hazelwood School District v. Kuhlmeimer.*
- Brown v. Entertainment Merchants Association; Citizens United v. FEC; Stafford Unified School District #1 v. Redding; Pearson v. Callaghan.*
- Santa Fe Independent School District v. Doe; Goss v. Lopez; Zelma v. Simmons-Harris; Grutter v. Bollinger; New Jersey v. T.L.O.*
- The case was cited in all of these United States Supreme Court cases.
- The case was cited in none of these United States Supreme Court cases.

b) In one sentence, describe any research you undertook in order to answer this question:

10. The Federal Rules of Evidence are found within Title 18 of the U.S. Code.

Read: **Rule 404, Character Evidence ; Crimes or Other Acts** (printed below), and then answer the questions that follow.

“(a) Character Evidence.

(1) *Prohibited Uses.* Evidence of a person’s character or character trait is not admissible to prove that on a particular occasion the person acted in accordance with the character or trait.

(2) *Exceptions for a Defendant or Victim in a Criminal Case.* The following exceptions apply in a criminal case:

(A) a defendant may offer evidence of the defendant's pertinent trait, and if the evidence is admitted, the prosecutor may offer evidence to rebut it

...

(b) *Crimes, Wrongs, or Other Acts.*

(1) *Prohibited Uses.* Evidence of a crime, wrong, or other act is not admissible to prove a person's character in order to show that on a particular occasion the person acted in accordance with the character.

(2) *Permitted Uses; Notice in a Criminal Case.* This evidence may be admissible for another purpose, such as proving motive, opportunity, intent, preparation, plan, knowledge, identity, absence of mistake, or lack of accident. On request by a defendant in a criminal case, the prosecutor must:

(A) provide reasonable notice of the general nature of any such evidence that the prosecutor intends to offer at trial; and

(B) do so before trial — or during trial if the court, for good cause, excuses lack of pretrial notice."

Now read the following statements:

Statement X: "A defendant in a criminal case is unable to offer evidence of his good character, even if it is relevant to the offense with which he is charged."

Statement Y: "Before his trial, a defendant in a criminal case can request notice of the prosecutor's intention to offer evidence at trial that will tell the jury about previous bad acts the defendant has committed, if the prosecutor intends to use evidence of those acts to prove the defendant possessed a motive to commit the offense with which he is charged."

Statement Z: "If a court admits evidence of a defendant in a criminal case relating to his own good character, then the prosecutor is also entitled to offer evidence that may disprove the defendant's claims about his character."

a) **Which of the following assessments of these statements is correct?** (*Check one answer only*)

- Only Statement Y is true
- Only Statement X is true
- Statement Y and Statement Z are both true
- Statement X and Statement Y are both true
- All of these Statements are true
- None of these Statements are true

b) **Briefly explain your reasoning in arriving at the answer you selected:**

11. Please look at the following three articles and then answer the questions that follow. Right click on the articles to open the hyperlink.

[Article A](#)

[Article B](#)

[Article C](#)

(a) **Which article was published at the website of a national, daily newspaper?**

- Article A
- Article B
- Article C
- All of these articles
- None of these articles

In one sentence, explain why you chose the answer you selected:

(b) **Which article was published at an online legal news resource, of specific interest to attorneys and the legal community?**

- Article A
- Article B
- Article C
- All of these articles
- None of these articles

In one sentence, explain why you chose the answer you selected:

(c) **Which article discusses litigation related to alleged patent infringement?**

- Article A
- Article B
- Article C
- All of these articles
- None of these articles

In one sentence, explain why you chose the answer you selected:

(d) Which article could be best described as a scholarly, secondary, legal source?

- Article A
- Article B
- Article C
- All of these articles
- None of these articles

In one sentence, explain why you chose the answer you selected:

(e) Which article would be the best source to use in a research paper examining intellectual property law?

- Article A
- Article B
- Article C
- All of these articles
- None of these articles

In one sentence, explain why you chose the answer you selected:

I SWEAR OR AFFIRM THAT I HAVE NEITHER GIVEN OR RECEIVED ANY HELP (FROM ANY PERSON OR AUTHORIZED SOURCE) IN THE PREPARATION OF MY ANSWERS TO THE MODULE SEVEN QUIZ FOR LEAS 3200.

STUDENT NUMBER

DATE

*People, Libraries
and Agencies* **IN THE NEWS**

**Georgia Library Association
GLA 2015 Election Results**

First Vice-President/President Elect: Cathy Jeffrey, Clayton State University

Second Vice-President/Membership Chair: Karen Manning, Georgia Institute of Technology

Secretary: Ariel Turner, Kennesaw State University

SELA Representative: Rita Spisak, Kennesaw State University

ALA Councilor: Amy Eklund, Georgia Perimeter College

***President:** Lace Keaton, (currently serving as First Vice-President/President Elect), Newton County Public Library

***Treasurer:** Ashley Dupuy, (third year of her three-year term), Kennesaw State University



Cathy Jeffrey



Karen Manning



Ariel Turner



Rita Spisak



Lace Keaton



Induction of 2015 officers at COMO



Amy Eklund

*People, Libraries
and Agencies* **IN THE NEWS**

Georgia Library Association 2014 Awards

On October 2, at the Georgia Council of Media Organizations (COMO) conference, the Georgia Library Association (GLA) honored librarians and community members for their contributions to libraries during the past year. GLA congratulates and thanks the following recipients for their service and activities.

Bob Richardson Memorial Award

The Bob Richardson Memorial Award is given each year in recognition of those who have given outstanding service to the Georgia Library Association. This year, GLA is delighted to recognize the contributions of Carol Stanley.

Carol is currently the Director of Library Services at Athens Technical College in Athens, Georgia and has been a member of GLA since 1995. Carol's contributions to GLA have been both long-term and significant as demonstrated by her accomplishments as a GLA member in addition to her standing as the go-to-librarian for GLA members. Carol has held multiple GLA offices and served on numerous GLA committees, including serving on the Public Relations Committee in 1996, 1998, and 1999 and coordinating the Swap and Shop in 1998 and 1999. She is a member of the Technical Colleges Interest Group, serving as chair 1999–2000 and Vice Chair/Chair Elect 1998–1999. Carol's passion, dedication, knowledge, and experience has greatly assisted in advancing GLA goals, from emceeding the scholarship raffle to acting as the program chair for COMO, the state library conference, while serving as GLA President in 2010.

This award formally recognizes all of Carol's contributions.



Jay Turner and Carol Stanley

Nix-Jones Award

The Nix-Jones award is given to a librarian for their service and contributions to Georgia librarianship. This year we recognize the contributions of Jay Turner. Mr. Turner is GLA's current second vice-president/membership chair. He has also served nationally on the Public Library Association's Communities of Practice Taskforce, Leadership Development, and Board of Directors. Locally, he is the director of continuing education and training for the Georgia Public Library Service. As director, Mr. Turner uses his experience and creativity to develop, implement, and evaluate continuing education programs for staff development in Georgia's libraries. Most impressive of all of his efforts is Mr. Turner's Georgia Library Education Access Network (GLEAN), which is a cloud-based platform of more than 5,000 self-paced courses, 23,000 online books, and 10,000 educational videos. As budgets and opportunities for staff development continue to get leaner, GLEAN is an incredible achievement that is designed to engage and empower all of Georgia's library staff. With this award, GLA hopes to recognize all of his leadership, enthusiasm, and

commitment to furthering librarianship in Georgia.

Charles Beard Library Advocacy Award

The Charles Beard Library Advocacy Award is given each year to recognize someone, not



State Senator Jack Hill

employed by a library, who has made outstanding contributions to libraries. This year, GLA recognized State Senator Jack Hill. Senator Hill was elected to the Georgia State Senate in 1990, and he has chaired the Senate

Appropriations Committee since 2003. He has been instrumental in securing state support for public libraries, providing state matching funds for fifty-eight new and expanded libraries throughout the state. In addition, his Major Repair and Renovation Funding initiative has provided matching grants to refresh well over 200 public libraries. Earlier this year, he was key to getting a very important health insurance bill for public library staff to the vote. He also champions GALILEO and PINES and other statewide programs that help support all libraries in Georgia. For these efforts, GLA recognizes State Senator Jack Hill with the Charles Beard Library Advocacy Award.

McJenkin-Rheay Award

The McJenkin-Rheay Award recognizes a librarian early in his or her career who has made outstanding contributions to the Georgia Library Association, and GLA recognized Virginia Feher with this award. Virginia has been a member of GLA since 2009 and has been very active in the association. While still a student, she served as co-chair of the Atlanta Emerging Librarians (AEL), which is one of the most popular and active groups in GLA. The group

has grown to over 200 members of the library community, providing them with a much needed outlet for continuing education, networking, and support. Virginia has also personally mentored many of the members of AEL and encourages new librarians and MLIS students to get involved with GLA. Through her influence GLA, has gained many new members and leaders of committees and interest groups. In addition to AEL, Virginia has been chair of the New Members Round Table, chair of the Interest Group Council, and most recently has taken on the role of editor of the Georgia Library Quarterly (GLQ), the signature publication of GLA. The GLQ not only records

activities of the organization, but also publishes peer-reviewed academic papers on library topics from librarians around the country. Before becoming editor, Virginia served as Associate Editor and Peer-Review Coordinator of GLQ. She was instrumental in transitioning the GLQ into a peer reviewed publication and has maintained its high quality during her editorship. She is dedicated, efficient, and generous, and we are happy to recognize her efforts with this award.



Virginia Feher

GLA Team Award

The GLA Team Award is a relatively new award, given to honor a team of librarians that have collaborated in the past year to produce an excellent program, service, or support of Georgia Libraries. The winners of this year's award have done all three. This year we recognize the Southeastern Library Assessment Conference Planning Committee, consisting of Susan Bailey, Ameet Doshi, Jennifer Jones, Erin Nagel, and Sonya Gaither This talented and

hardworking team of librarians successfully planned and implemented a conference that



Sonya Gaither

offered innovative, timely, and thought-provoking programs related to assessment in libraries. In addition, the committee partnered with the Association of Research Libraries (ARL), a conference sponsor, to provide a post-conference workshop titled “Using LibQUAL+

Effectively and Strategically,” which enabled “staff with responsibilities for planning or assessment to gain a better understanding of their library’s most recent LibQUAL+ survey results, how to use those results effectively to achieve service-quality improvements, and how to integrate this tool into the library’s strategic planning and other organizational performance efforts.” The Southeastern Library Assessment

Conference had over 100 attendees from all over the United States and Canada, with presenters from a variety of academic institutions in the US. The conference provided an affordable opportunity for Georgia librarians, and GLA members, interested in assessment.

Organizing a conference is a huge undertaking. Because of the success of this conference both regionally and nationally, the planning committee is to be commended for their hard work and dedication, resulting in furthering the education of attendees in the field of assessment, which is vital for discovering ways to improve services to library users. The award was accepted by Sonya Gaither on behalf of the entire committee.

Congratulations to all of the GLA Award winners!

For more information about the GLA Awards, please go to:
http://gla.georgialibraries.org/comm_awards_nomination.htm

*People, Libraries
and Agencies* **IN THE NEWS**

Georgia Library Association Academic Library Division

GLA Academic Presented Papers

Each year the GLA Academic Library Division (ALD) sponsors an academic papers competition. The winning paper is awarded a cash prize and an opportunity to present at the COMO conference.

Congratulations to Wendy Wilmoth from Georgia Perimeter Technical College. Her paper,



Wendy Wilmoth, GLA/ALD 2014 top academic paper winner

“Laptop Loan Programs in Two Year Academic Libraries,” is the 2014 top academic paper.

Other presenters at this year’s presented papers session were “Librarians’ Role Facilitating Access to Justice: Best Practices to Answer Legal Reference Questions” by Meg Butler, Georgia State University College of Law Library and “Adult Learner Needs” by Julie Poole, Mercer University.

§

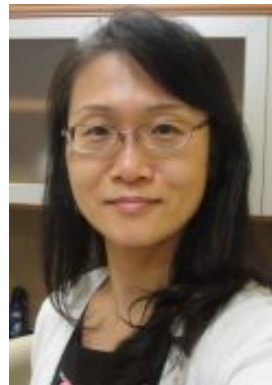
2015 ALD Election Results

Vice-Chair/Chair Elect: Rebecca Rose, Head Librarian and Associate Professor, University of North Georgia Cumming Campus

Secretary: Christina Yau, Systems & Web Services Librarian, Georgia Perimeter College

ACRL Chapters Council Representative: Kimberly Boyd, Research & Instruction Librarian, Brenau University

***Incoming Chair:** Angela Megaw, Electronic Services Librarian and Associate Professor, University of North Georgia Dahlonega Campus



Angela Megaw, Rebecca Rose, Christina Yau, and Kimberly Boyd

*People, Libraries
and Agencies* **IN THE NEWS**

Georgia Library Association Paraprofessional Division Grants

The Paraprofessional Division of the Georgia Library Association provides paraprofessional grants to full-time library paraprofessionals to facilitate their attendance at the COMO conference. In addition, each winner receives an awards plaque and a one-year free paraprofessional membership in the Georgia Library Association.

The committee that chose this year's winners consisted of Jennifer Duke, Dawn Dale, and Sharon Davis.

The four winners this year are:

Megan Aarant is a library associate at the South Columbus Branch Library. She works directly with the public providing circulation, reference, and one-on-one technology assistance. She also



Megan Aarant

plans and successfully carries out the branch's young adult programming. Teen services blossomed when Megan arrived. She started hosting two to three programs a week for teens. She listened to the teens'

programming ideas. She conducted chocolate festivals, decade themed programs, locker decoration parties, art contest, and many other activities that got the teens excited about participating in the library programs. Not only did Megan provide constructive and

entertaining recreational outlets for the teens, but she was able to make education and self-improvement a focus as well. Megan is an exceptional library staff member who has done so much to create positive change in the Columbus community.

§

Tangela McKibbens is the branch manager for the Fortson Public Library in Hampton, GA. Her duties involve managing the operations of the building, coordinating staff, keeping staff informed, and creating programs for her patrons. She has served in this position since 2006, and during this time her branch and her employees have flourished under her leadership.



Tangela McKibbens

She contributes by providing a positive energy; great communications between her, the staff, and the patrons; and by motivating others to explore their true potentials. She is strongly committed to the idea that the library is a marketplace of ideas. She works to empower her employees and patrons with knowledge and inspiration. She is public-service minded. In all things, her first priority is in meeting the needs of her patrons and empowering her staff. Tangela performs all of this with natural talent and internal motivation towards exceptional service.

Rebecca Taylor is a library technical assistant in the Cataloging Department at the Valdosta State University Odum Library. Her responsibilities include editing records for RDA, creating holdings and item records, supervising students, and various other duties. She has sought different ways in which she can contribute to Odum Library. Rebecca is a problem-solver. She exhausts every possible avenue to resolve a problem herself but knows exactly what and who to ask if she needs it. She is a very flexible person integrating new information and skills into her work on a regular basis. She makes good use of her time and knows how to manage time and projects well. She is a great manager for the student workers and interacts well with others outside the department. Rebecca has an incredible amount of potential and drive.



Rebecca Taylor

College – Waycross campus. This position blends both her administrative assistant and technical services responsibilities. However, Sharon provides much more than just administrative and technical services. She goes above and beyond her duties to work with students on special projects, assist them with their course work, and also provides that special smile when students need a little extra encouragement. She wants to be a source of inspiration. Her outstanding work ethic, continually expanding abilities, and personable demeanor all make working with her nothing short of a pleasure. Her service-centered values, attitude, and behavior provide a perfect foundation on which she layers high quality information provision for student, faculty, staff, and community library users.

§

Sharon Williams is the Library Administrative and Technical Assistant at South Georgia State

§

For more information about the GLA Paraprofessional Division go to: http://gla.georgialibraries.org/div_pd.htm

*People, Libraries
and Agencies* **IN THE NEWS**

Georgia Library Association GLA Scholarship Winners

The GLA Scholarship Committee is pleased to announce the 2014 winners of the Beard and Hubbard scholarships. These two awards are given annually by GLA to provide financial assistance for students pursuing a master's degree in library and information science.

This year's C. S. Hubbard scholarship winner is Ann Marie Davis. Ann is originally from Jackson, Georgia and holds a Bachelor of Science degree in anthropology from Berry College. She worked in the Berry College Memorial Library all four years of college, which lead to a career path in librarianship. Ann will complete her Master of Information Science degree at the University of Tennessee in the fall semester of 2014. She



Ann Marie Davis

currently lives in Snellville, Georgia with her husband and works full-time at Georgia State University Library as the Stacks Supervisor. Ann aspires to work as an academic librarian in cataloging or technical services.

Michael Kennedy is this year's Charles Beard Scholarship winner. He is an honor graduate

from Valdosta State University with a Bachelor of Arts degree in English. For the past two years, he has worked in the Lee County Public Library System in Leesburg, Georgia as a library assistant. His professional passions include adult programming, community outreach, literary research, and collection development and marketing. He desires to take on leadership roles in a public library and further his experience with information literacy. He is currently pursuing a Master of Library and Information Science degree from Valdosta State University, and looks forward to bringing emerging and cutting edge ideas in librarianship to South Georgia and other rural areas.



Michael Kennedy

Complete information about the scholarships offered by GLA, including application information, is available on the GLA website at <http://gla.georgialibraries.org/scholarship.htm>. The 2015 deadline for application is May 23.

Congratulations to the 2014 scholarship winners!

*People, Libraries
and Agencies* **IN THE NEWS**

Georgia Library Association COMO Scholarship Raffle

Every year, the GLA scholarship committee holds a raffle at the COMO conference to raise money for the GLA scholarships. The scholarship committee is pleased to announce that the raffle at COMO 2014 was again a great success! Thanks to your generosity, GLA was able to raise \$3,061 for future scholarship

winners. The scholarship committee thanks everyone who contributed by donating raffle items and scholarship funds, soliciting donations, volunteering at the raffle booth and during the drawing, helping to award the scholarships, and buying tickets! Special thanks go to John Mack Freeman, the 2013 Beard Scholarship winner, for announcing the raffle winners this year. Thank you all for making a difference for Georgia's future librarians!



People, Libraries
and Agencies

IN THE NEWS

Gwinnett County Public Library

Collins Hill Branch Temporarily Closed

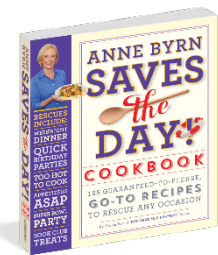
The Collins Hill branch of the Gwinnett County Public Library (GCPL) will be closed from **Monday, December 8 to Wednesday, December 17, 2014** for carpeting and flooring projects. **Book drops will be closed.** Please return borrowed items to another GCPL location or hold them until the branch re-opens. Fines for items due during the closed period will be waived.

Customers are encouraged to select alternate pickup locations for holds expected to arrive at the Collins Hill branch during this time. Hold times for items already on the holds shelf will be extended through Saturday, December 20. Please contact the Library Help Line with any questions or concerns at 770-978-5154, or text GCPL at 770-450-5305.

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Anne Byrn, The Cake Mix Doctor

New York Times bestselling author of the Cake Mix Doctor cookbooks Anne Byrn made a stop at the Peachtree Corners branch of GCPL on December 3 at 6:30 p.m. for a talk, recipe sampling, and book signing for her new cookbook *Anne Byrn Saves the Day*.



Before Anne wrote the bestselling Cake Mix Doctor series of cookbooks, she was the food editor at the *Atlanta Journal-*

Constitution for fifteen years. There she learned to write about food and took cooking lessons from countless notable chefs including Julia



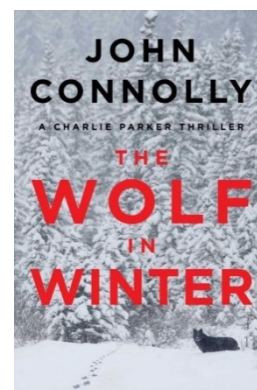
Child and Marcella Hazan. She also studied cooking in Paris at La Varenne Ecole de Cuisine.

§

Internationally Bestselling Author John Connolly

Gwinnett County Public Library welcomed number one internationally bestselling author John Connolly to the Norcross Cultural Arts & Community Center on Saturday, November 22 at 7 p.m. Connolly discussed and signed his novel *The Wolf in Winter*, the latest in his Charlie Parker thriller series.

John Connolly is the author of teen and adult international bestsellers. He is the winner of the Agatha, Shamus, and the Anthony Awards for his work. He has written the Samuel Johnson trilogy for teens and *Conquest*, the first in the Chronicles of the Invaders for teen readers, with Jennifer Ridyard. He divides his time between Dublin, Ireland, and Portland, Maine.



Evening with Author Rick Bragg and Piano Man Kurt Scobie Features Stories of Jerry Lee Lewis

The greatest Southern storyteller of our time, *New York Times* bestselling author Rick Bragg, tracks down the greatest rock and roller of all time, Jerry Lee Lewis, and gets the story straight from the source in his book *Jerry Lee Lewis: His Own Story*. Gwinnett County Public Library welcomed Bragg and Piano Man Kurt Scobie to Eddie Owens Presents at the Red Clay Theatre on November 13 at 7 p.m.

Prior to the storytelling and talk by Rick Bragg, Kurt Scobie performed a medley of Jerry Lee Lewis songs. Kurt Scobie lives in Atlanta, Georgia, but he is most at home when he is on the road and meeting new people. Since 2008, he has traveled the US with around 200 performances each year, including several NACA showcases, and a performance for the Atlanta Braves.

Kurt has also shared the stage with The Civil Wars, Matthew Perryman Jones, and Montell Jordan. Influences such as Mat Kearney, Dave Matthews, and Jason Mraz have helped Kurt create a sound that is winning over audiences across the country. In his free time, you can usually catch Kurt reading an amazing book, drinking an amazing craft beer, or eating amazing sushi.

A monumental figure on the American landscape, Jerry Lee Lewis spent his childhood in Ferriday, Louisiana and Natchez, Mississippi and galvanized the world with hit records like *Whole Lotta Shakin' Goin' On* and *Great Balls of Fire*. *Jerry Lee Lewis: His Own Story* is the Killer's life as he lived it, and as he shared it over two years with the greatest bard of Southern life: Rick Bragg.



Bragg won a Pulitzer Prize in 1996 recognizing his work at *The New York Times*. He now works as a writing professor at the University of Alabama's journalism program in its College of Communications and Information Sciences.

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Learning the Steps it Takes to Turn Your Picture Book Idea Into a Submission-Ready Manuscript

Gwinnett County Public Library, in partnership with The Southern Breeze region of the Society of Children's Book Writers and Illustrators, presented a free writer's workshop featuring keynote speaker and bestselling children's author Danny Schnitzlein. Perfecting Your Picture Book! Was held on Saturday, October 25 from 1 to 3 p.m. at the Five Forks branch.

Schnitzlein shared his journey of having *The Monster Who Ate My Peas* published and the steps a writer must take to go from a picture book idea to a submission-ready manuscript. Writers were encouraged to bring their own picture book story for

feedback as the free workshop included an opportunity for critique.

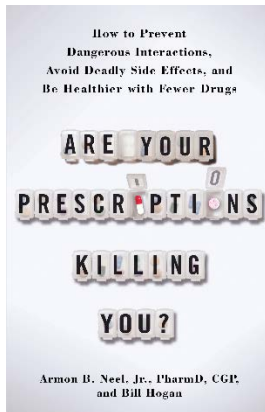
The Five Forks branch of the Gwinnett County Public Library is located at 2780 Five Forks Trickum Rd. SW, Lawrenceville, GA.

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Armon B. Neel Jr. and Medication Use Among Older Adults

Gwinnett County Public Library welcomed author and AARP columnist Dr. Armon B. Neel Jr. to the Bethesda Park Senior Center in

Lawrenceville on October 24 at 9:30 a.m. in partnership with Gwinnett County Parks and Recreation.



A board-certified geriatric pharmacist whose work has been featured in the *AARP Bulletin* and *Reader's Digest*, Neel discussed his book *Are Your Prescriptions Killing*

You: How to Prevent Dangerous Interactions, Avoid Deadly Side Effects, and Be Healthier with Fewer Drugs.

Neel's nearly 50-year career has been dedicated to showing patients and their doctors a better way to health with fewer medications.

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For more information about Gwinnett County Public Library programs and services, visit www.gwinnettpl.org.

*People, Libraries
and Agencies* **IN THE NEWS**

Henry County Library System

HCLS to Host Small Business Lunch & Learns

Henry County Library System (HCLS) has partnered with the Henry County Development Authority to bring the Small Business Lunch & Learn sessions for entrepreneurs to guide them through the process of starting and growing a business.



Henry County Library System

On Tuesday, October 7 at the McDonough Public Library, the sessions began with “Foundations.” Panelists included Alisa Kirk, Area Director, Small Business Development Center; Melissa Malcom, Attorney-at-Law, Melissa P. Malcom LLC; and Eve Young, Business License Coordinator, Henry County Tax Commissioner’s Office.

HCLS will host a total of five sessions that will discuss the key components to operating a successful business. Each session will be staffed

with community experts to answer questions and direct participants to much needed resources.

Lunch & Learn sessions:

- October 7, Foundations – When do you need a business license? Should you be an LLC?
- November 4, Financing – How do you pay for this? When are you solid enough to expand?
- December 2, Operations – Is your structure and delivery efficient?
- January 2, Marketing – Business is started, now how do you get the word out?
- February 3, Human Resources – How do you develop a workforce and stay out of hot water?

Each session costs \$10 and lunch is provided. Henry County Development Authority will provide a limited number of scholarships to attend a Lunch & Learn session for those in need. All sessions will be held at the McDonough Public Library located at 1001 Florence McGarity Blvd., McDonough, GA, 30252.

To learn more about HCLS, visit:

www.henry.public.lib.ga.us.

People, Libraries and Agencies **IN THE NEWS**

Kennesaw State University

During the Fall Week of Welcome the library held a Faculty Open House and a Library Resource Fair for the campus. Several other campus departments also participated in both events. Students, faculty, and staff participated in Banned Books Week, September 21–27, by having their photos taken with their favorite banned book at the library.

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The Sturgis Library has a new librarian. Leslie Brown is the new Assistant Director of Access Services. Leslie moved here from Chicago. However, she is

not a stranger to the area as she has previously worked in Atlanta.

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Ana Guimaraes, the Collection Development Librarian and Undergraduate Liaison Program Coordinator, was recently named the KSU Crisis Coordinator of the Quarter. During a campus lockdown, Ana was in the KSU Student Recreation Center when she realized there was



no full-time staff present. When Ana learned this, she identified herself as a Campus Crisis Coordinator, and guided the student assistants through the entire lockdown.



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Several Sturgis Library staff presented workshops or poster sessions at the joint gaCOMO/SELA conference at Augusta, Georgia in October 2014. Attendees included Linda Golian-Lui, Chris Sharpe, Elisabeth Shields, Jon Hansen, Amy Thompson, Rori Brewer, Kiara Bynum, Sandra Barclay, Ashley Hoffman, Hyun Chu Kim, Alan Lebish, Ashley Dupuy, Jennifer Young, Ariel Turner, Olga Russov, and Rita Spisak.

Three Librarians will be on the GLA Executive Board in 2015: Ashley Dupuy (finishing her third year as Treasurer), Ariel Turner as incoming Treasurer, and Rita Spisak as SELA Representative.

Sturgis Library Frog Team at COMO: Sandra Barclay, Alan Lebish, Linda Golian-Lui, and Jennifer Young.



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The library participated in the KSU Homecoming Parade, October 10. We were grateful there was only one hill to climb!



During National Friends Week, the KSU Sturgis Friends of the Library had their Fall Used Book Sale. KSU History Professor Albert Slomovitz was the Friends guest speaker. Dr. Slomovitz discussed his book, *America's Other Clan: The United States Supreme Court*.



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On October, 20, the Georgia Knowledge Repository (GKR) celebrated Open Access Week with an online presentation by KSU Library Dean Dr. David Evans, KSU Professor Jessie Benjamin, and Library Digital Commons Communications Professional Aajay Murphy. The presentation was entitled, "From Pre-concept to Flourish: The KSU IR Experience."

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The SPSU Johnson Library and the KSU Sturgis Library are still busy working on the consolidation implementation Library Operational Working Group. The consolidation becomes official in January 2015.

Off the SHELF

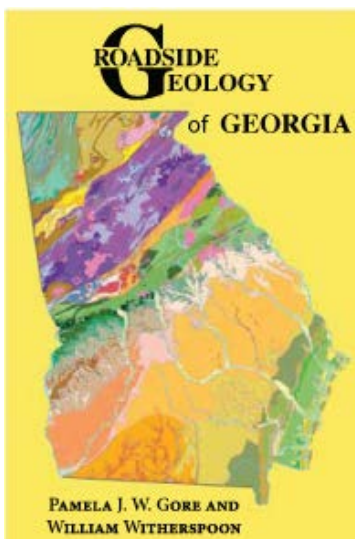
Roadside Geology of Georgia by Pamela J. W. Gore and William Witherspoon. (Mountain Press Publishing Company, Missoula, MT, 2013: ISBN 9780878426027, \$24.00)

There's gold in "them thar hills," kaolin in the Coastal Plains, and granite in the Piedmont. Yes, Georgia is a state with quite a varied landscape. Dahlonega is the site of the nation's first gold rush; Sandersville is known as the Kaolin Capital of the World; and Elberton "competes with a town in Vermont for the title Granite Capital of the World." In *Roadside Geology of Georgia*, one of the latest books in the popular Roadside Geology series, Pamela Gore and William Witherspoon take the reader on a road trip through the state to discover the many earthly treasures Georgia has to offer.

Organized similarly to a travel guide, this book provides background into how the landscape of the state was formed. It describes the tectonic shift in terms that everyone can understand and informs the reader how the mountains, valleys, and gorges developed—Georgia's Tallulah Gorge is the "fourth-deepest canyon east of the Rocky Mountains." This book provides details into the geology and, in some cases, the flora and fauna that are dependent upon the geology in the five physiographic provinces of Georgia—the Coastal Plain, Piedmont, Blue Ridge Mountain Province, Valley and Ridge Mountain Province, and the Appalachian Plateau. Readers can follow along the highways in the different provinces and observe the changing geology.

Interspersed among the text are more than 250 full-color pictures, figures, and maps that add to

the depth and understanding of the prose. There are photographs of various rock formations and the fossils found within them, such as fairy crosses formed by staurolite, the state mineral of Georgia. A geologic time scale details the major geologic events that affected Georgia from the Mesoproterozoic period, when Georgia's oldest rocks were formed, through the formation of the barrier islands in the Quaternary Period.



Stories on how the distinctive geology of each region played a crucial role in Georgia history provide added interest. The authors provide descriptions on how several Civil War battles were decided by the terrain, as well as how the rocks and minerals in the different areas are used by the locals. An appendix provides a listing of museums and exhibits found in various cities around the state that are specifically geared toward geology and fossils, and the glossary helps to explain some of the geologic terms found within the book.

Written by Pamela Gore, Professor of Geology at Georgia Perimeter College, and William Witherspoon, Geologist at the Fernbank Science Center in the DeKalb County School System, this book is a highly recommended addition to any public or academic library. Although filled with extensive research on the terrain and geology of Georgia, the engrossing text makes this an engaging read for both researchers and laypersons interested in finding out about the geology of Georgia.

Melissa E. Johnson is Electronic Resources and Serials Librarian at Georgia Regents University

Off the SHELF

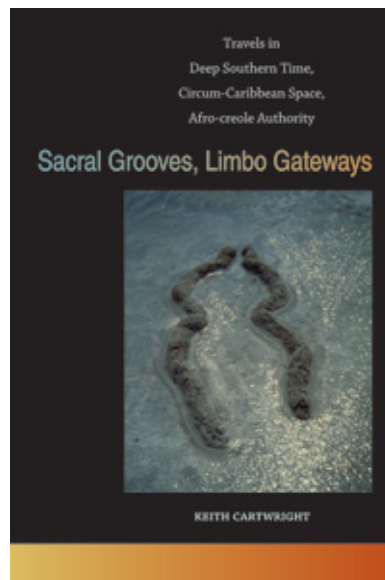
Sacral Grooves, Limbo Gateways: Travels in Deep Southern Time, Circum-Caribbean Space, Afro-Creole Authority by Keith Cartwright (University of Georgia Press, 2013: ISBN 9780820345994, \$24.95)

Along the coast of Georgia, the natural structure of the salt marshes are striking—little waterways winding, connecting, diverging, almost fractal in design, or as Keith Cartwright describes them in chapter one of *Sacral Grooves, Limbo Gateways*, “rhizomatic.” Through describing the rhizomatic structure and nature of the marshes, he physically connects the reader to the decentralized but connected nature of the American South’s more hidden cultural origins—Senegambian folk tales, Geechee/Gullah settlements, praise houses and shout circles, Vodou, and Santería, as “undercurrents” that are often ignored but integral to the writing, music, and religious practices in the South throughout post-colonial American history.

Among the many topics and connections covered throughout the book, readers will gain insight into the Vodou influences on Creole and jazz music, the African tale of Cumba permeating Gullah/Geechee culture (and even names), and the vast cultural connections between Africa, south Florida, and Cuba. Especially of note to Georgian readers is the first chapter, in which the Gullah/Geechee heritage within coastal Georgia is thoroughly analyzed. Cartwright’s chronology of Jacksonville as an example of why a city’s West African influences can be so hidden—

institutionalized cultural repression—connects well with a later explanation of the resurgence and suppression of Vodou culture in post-Katrina New Orleans.

“Rhizomatic” is also an accurate way of describing Cartwright’s style throughout *Sacral Grooves*, as the book has a temporally decentralized feel. The chapters may be separated by geographical region, but Cartwright jumps through time at a rapid pace, moving from the multitudinous connections between the transatlantic slave trade to the writings of Zora Neale Hurston and back to his own personal experiences. This unique style reflects the disjointed-yet-connected structure of the cultural connections well, and while this may not be the easiest read as a result, especially for those looking for a straightforward chronological structure, the style seems more immersive within the context of the material.



Sacral Grooves is written for an audience with an academic background. While many terms exclusive to the content are defined in-text, one should be familiar with modernity and post-modernity before reading. For example, the postmodern meaning of rhizome, as opposed to the botanical meaning of rhizome, is better understood if the reader has some knowledge of postmodernism. An extensive list of cited references and a subject index are included at the back of the book. While these are helpful, a glossary of terms would be useful for readers who forget what a particular cultural term, used three chapters ago, means. Because of the lack of a glossary, this would be a tough book to use

as a reference source as opposed to a read-through monograph.

Overall, Cartwright provides an entertaining and detailed read in *Sacral Grooves*, and if the reader can embrace the book's disjointed-yet-connected style, they can easily be immersed in

these invisible cultural undercurrents of transformation and ancestral authority in the Deep South.

*Jeffrey Gallant is Affordable Learning Georgia
Visiting Program Officer for Open Educational
Resources at USG ITS Library Services*

Off the SHELF

Waking Up in Dixie by Haywood Smith (St. Martin's Griffin, 2011: ISBN: 9780312614218, \$14.99)

The *Waking Up in Dixie* protagonist Elizabeth is the wife of wealthy, but philandering and cold, Howell Whittington. She feels utterly trapped in the life she once dreamed of, when Howell unexpectedly suffers a stroke. After a lengthy coma, Howe experiences a spiritual as well as a physical awakening, changing things for everyone around him.

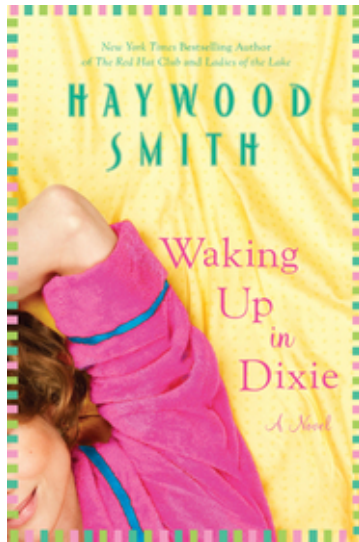
Loss of brain health is no laughing matter, and while *Waking Up in Dixie* is the story of a woman's madcap adventures after her husband has a stroke, author Haywood Smith does not gloss over the distress that Howell's stroke causes his family. Their lives are upended for months as he lies in a coma, and once he regains consciousness, he is, himself, horrified by the sudden loss of control over parts of his brain that would ordinarily filter certain thoughts and impulses from being spoken aloud. Though transformed after the stroke, both Howell and Elizabeth are plagued by anxiety that as he recovers from his stroke, his old, uncaring personality may slide back into place.

In the wake of the chaos caused by her husband's illness, Elizabeth is also forced to re-examine her own life, including harm she has

unintentionally caused, and times when her judgments have been perhaps too harsh. Smith accomplishes this without excusing Elizabeth's family's often genuine ill-treatment of her.

For readers who have spent time in Atlanta, beloved local institutions like the Varsity turn up often enough to lend the story a real sense of place, without feeling forced. A few characters speak in phonetically spelled Southern speech patterns, which some readers will find charming, and others will find annoying, but either way, the technique is not used so frequently as to distract from the narrative.

Readers who are not fans of "feel-good" reads will probably not enjoy *Waking Up in Dixie*, but this is by no means a condemnation of Smith's storytelling ability. Although many rifts in Elizabeth's family have been closed by the end of the book, Smith does not offer a painless solution for every problem in her heroine's life. Some story lines are still ongoing by the story's end, and there are some fences that Elizabeth never quite manages to mend. *Waking Up in Dixie* is a largely good-natured, optimistic read that resists the temptation to strain credulity by granting its heroine a perfect life at the end.



*Jasmine Rizer is Serials Cataloger
at University of Georgia*