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A Journey Through the Library

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A Journey Through the Library: Considering Physical Space

Anne Hays Adkison

Let's say, hypothetically, you are a first-year student, and are new to using an academic library. Or perhaps you are further along in your studies but haven't found the time to visit the library yet—perhaps it's on a long to do list and somehow keeps getting pushed to the bottom while more pressing needs come up, and yet here you are, being asked to write a research paper, while you've barely scratched the surface of how to use the library. Or, maybe you've been avoiding the library out of fear, or impostor syndrome, or because you feel you should know how to use this space already but don't, and now it seems too late to get started. I'm listing these as possibilities because these fears are relatable to me—I've experienced all of them! This chapter aims to cut right to the heart of the matter by meeting the library exactly where it is, in its physical form.

This chapter is your guide, where we will take a narrative tour of the college library in a comforting, down to earth description of how to use the space. Alongside this reading, you'll be invited to go on your own personal scavenger hunt through the physical space of *your* library to explore these described spaces directly, through action. You may have gone on a guided tour of your library at a new student orientation—a very helpful method of acclimating students to what the library has—but a standard tour doesn't ask you to actively *use* the space as part of the tour. I like to think I'm such a fabulous storyteller that my descriptions of the library will be enough to make everything clear for you. But I'm aware of the shortcomings of narrative alone. We learn the most by doing, so I believe the combined activity of reading this chapter, printing the accompanying scavenger hunt zine, and then doing the suggested activities in the physical space of your library will supercharge your learning experience. Libraries are not designed to be read about, after all. They're designed to be used.

How to use this chapter:

1. Read it
2. [Print the linked zine](#) and head to your library to explore the space by going on the scavenger hunt. Learning to print the zine at your library is part of the scavenger hunt!
3. Now you have knowledge!

Scavenger Hunt Zine! This link gets you to the zine.

<https://opened.cuny.edu/courseware/lesson/1214/overview>

Printing instructions and more information appear at the end of this chapter.

Core Library Services

Your campus library exists in a few places: online, through the library's website, where an increasing number of resources are directly available; and as a physical building on campus, where you can read, study, and conduct research. All libraries look, feel, and are designed differently to suit their local patron population. It's difficult to generalize what you'll see when you walk into your campus library, but there are some fundamental core services one can expect to see in any library.

Most academic libraries include three fundamental services:

- a place to check out books and other physical objects (circulation desk)
- a place to ask questions (reference desk)
- computers to access library databases (online collections of articles, e-books, primary sources, and other digitized materials)

These core services accompany common library collections:

- reference books
- textbook reserve books
- circulating books
- periodical collections (newspapers, magazines, journals)
- media collections

Additional commonly held services/collections include:

- a college archive (historical materials stored in a way that elongates their preservation)
- media services (collections of film or other media, often a dedicated room with staff to help users view or create media)
- group study rooms
- exhibits and events
- library instruction classrooms

Academic libraries locate these core and specialized services in different locations of their floor plans, obviously, but during this chapter I am going to take you through a descriptive journey of one library I know best, the College of Staten Island Library (referred to shorthand as CSI), while acknowledging that your library's services may be in different places (or could offer different services). I am inviting you to go on a short journey with me, and to imagine these scenes in your mind's eye to bring them to life. Every time I describe the way a specific service is oriented at my library, I am inviting you to consider exactly how your own library's space works. Can you see your library's entrance in your mind's eye? Could you draw it on a piece of paper if

you tried? If you haven't been to your library in person yet, this chapter will ask you to do exactly this.

Let's Enter the Library

As you enter the sliding glass doors on the first floor of the CSI library, you'll notice an arched rotunda with an elevated ceiling that extends past the library's three floors and up to the roof. If you look upwards you'll see the windows of group study rooms on the second floor, tall yellow rectangular windows that peek into the third floor, and blue/green tinted glass from windows above that shower the entire area in a soft glow of light. The floor beneath your feet expands outward in large concentric circles of granite tiles, and at the edges of this circular floor are alcoves one can enter. One alcove showcases a miniature exhibit of archival materials, while the second alcove displays a rotating traveling exhibit. In the third alcove sits the first of the essential library services: the circulation desk. This is a large, half-moon shaped desk populated by one or two staff members who sit next to their computer screens. Let's head in the direction of the circulation desk first.

The Circulation Desk

This is one of the most important spots in the library, because it's where you go to check out books! The library has items that circulate and ones that don't, that you can only use in the library. But most of the items in a library circulate, which means you check them out, borrow them for a period of time, then check them back in. Many would argue that the library's strongest beating heart, the thing that makes a library a library, is that they circulate items for free for the user. It breaks my librarian heart how often our students come to the reference desk (we'll get there later) asking if they can buy a book for class. I'm always so excited to tell students, "No, you can't buy *anything* at the library, but you very likely can borrow it for free!" The library is one of the only remaining spaces in our country where users can access everything within its walls for free. At the CSI Library, you can check out books (for three weeks), laptops (for a few hours at a time), calculators (for the semester), the key to a group study room (for a few hours), and perhaps most importantly, textbooks for class. Textbooks for class fit into a special category of item, one that plays a special role for students in college. In library lingo, these are called "reserves." I recommend that you give yourself a half hour to learn about which items circulate at your library, because these are the things you can access for free. You can do this by looking on your library's website and trying to find a page describing the kinds of materials that circulate and for how long (this page most likely uses the word "circulation" to describe itself). Another way to discover this information is to ask that friendly circulation staff member in person, by saying something like, "I'm new to the library and would love to know what types of materials I can check out and for how long!" (Note: if there is a long line of people checking out books at this desk, you can ask this same question at the "reference desk.")

Reserves

Books on reserve tend to be kept behind the circulation desk, so while we are still situated in front of this desk, let's talk about what "reserves" are. I teach information literacy classes at the CSI library, and when I ask first-year students what they think a reserve book is, they often silently look at me for a few minutes without raising their hands. I'll say, "no worries, it's library vocabulary, and the reason we are all here is to learn things we don't already know. But what if you were to take a guess? What do you think a reserve book could be?" The number one guess I get from students is that the book is on hold for a specific person and it means you can't check it out because it's already spoken for. This interpretation makes sense to me, but it's a shame, because a book on reserve has almost the opposite function in the library.

Books "on reserve" is when a professor is teaching a class and they assign a book (or three) that students are expected to read for class. If the professor is in good communication with their college library, they will request that (a.) we purchase the book if we don't already have it, and (b.) that we place it on reserve for their students. The idea is that the 30 students in this class may reasonably *all* want to read their required books for free, and in fact may rush the library in a grand stampede, urgent to read their course texts without spending hundreds or thousands of dollars on single-semester textbooks. Because the library expects this parade of desperate and passionate students, we buy a couple of copies of the textbook and keep it behind the circulation desk, so it is always on hand at the point of greatest need and easiest access. We know that if one student checks it out and takes it home, it'll mean the rest of the students can't read the book for weeks. Some folks might say, "too bad, the early bird gets the worm," but librarians want to serve the greatest number of students possible with our limited wares. So, books on reserve can only be checked out for a couple of hours at a time, and generally (but not always) must be read in the library.

This restraint is probably frustrating for those who would rather read the book in their pajamas at home. But when balancing needs verses solutions, we've created a compromise, where students share highly needed books by borrowing them for shorter periods of time. I've worked behind the circulation desk before and experienced first-hand a few magical moments where students actually became friends with their classmates because of textbook reserves. On numerous occasions I told a student, "Sorry, the book is checked out," and then watched the savvy student look around the room for the tell-tale lime green cover of their intro to biology textbook, and then join the other student for group study. Can we claim that textbook reserves provide the ultimate "meet-cute" for an unwritten romantic comedy that would surely be a box-office hit? Probably! You're welcome.

Reference Desk

As you continue your journey through the CSI library, you'll move from the open-air rotunda into a large rectangular space painted forest green. There are rows of computers to the left and right of you, but directly in front of you is a half-circular desk labeled Reference. Behind this

desk sits a friendly librarian at a computer which has two monitors attached to it; one for the librarian and one for you. It is wise to locate the reference desk as early as you can during your college career and familiarize yourself with the hours it's available and the librarians who work there. You can ask this person research related questions, and the librarian will help you!

But why is it called the reference desk? If we look to the *Oxford English Dictionary* (a library resource) for clues, we find a few definitions for the word “reference” that point to its use in a library. “Reference” includes these variations: “a mention or allusion to a person or thing,” the list of citations in a work, a type of book (we’ll get to this later), and, most helpfully, “the action of consulting of a source of information in order to ascertain something.”¹ A reference librarian, then, is not a wise magician who knows the answers to all questions, nor is this person knowledgeable in all topics. The reference librarian can, however, help you locate the source of information in order for you to learn about something. This type of knowledge, the kind where one can direct someone to the location of the information they seek, is complex and specialized. When a reference librarian is skilled and experienced in the art of information seeking, they know what kinds of questions to ask you, the researcher, to first figure out what kinds of information you’re looking for, and secondly where that information might live in the library (or beyond). But to keep things simple, the reference librarian is most likely to look in two broad areas for information: print or electronic books, and databases for articles.

Later in this book, we will discuss strategies for your own personal research empowerment. Throughout this book, we will discuss how to figure out what you know and need to know, as well as where you would look for different kinds of information, and how to determine whether you need a news article, an encyclopedia, a magazine article, a set of statistics, a handbook of research, an academic article, a book, or a journalistic podcast. But guess what? You don’t need to be an expert on any of this to visit the reference desk. All you need is a research topic and a curious mind. Just cruise over to the reference desk, say hello to the librarian there, and describe your research needs.

Reference librarians are trained to conduct “reference interviews,” where we ask a series of exploratory questions to help students unpack their research topic into searchable keywords. Based on that conversation, the librarian can help you develop a plan of action and help you search specific databases for information. However, once the librarian starts typing rapidly on the keyboard, this does not mean you can lean back and daydream while the librarian researches. Remember that the researcher of your topic is you, not the librarian. I mention this not to scold you, dear student, but to empower you. It can be really tempting to treat the library like a pharmacy, where you might present a prescription for research and then sit in the waiting room while the librarian prepares your research for pickup. When I’m at the reference desk, it sometimes happens that I’ll be helping a student and suddenly realize they are reading their phone, no longer paying attention, while I search for articles, and if that happens I abruptly stop

¹ "Reference, N." *Oxford English Dictionary*, Oxford University Press, accessed Sept 2023).

searching. But this is to your benefit—the more you embody your role as primary researcher of your college papers, the more you are in control of your education, and that is exciting. Your college has an extraordinary wealth of information, expertise (faculty and staff), and resources available at your fingertips, all waiting for *you* to design your path through these spaces. It is precisely this form of active learning that you can carry with you for the rest of your life. The library is a wonderful place to start practicing advocating for your personal and unique educational dreams. Take advantage of this space by asking every question you have, notebook in hand. Your ally in research needs is the reference librarian behind the reference desk.

Finally, while we've been talking about visiting the physical reference desk and talking to a 3-dimensional person sitting in front of you, many reference services are available online through your library's website. Most libraries offer some kind of virtual reference service, which can include a live chat, an email where you can ask questions, and a way to schedule a consultation with a reference librarian (and some libraries offer this conversation over video). To find out what's available to you, check the library's website and look for the word "reference." You could also ask the reference librarian in person about virtual options.

Reference Books

At the CSI Library, there is a large reference book reading room immediately behind the reference desk. This is an open, high-ceilinged space with forest green walls and circular chandeliers outfitted with incandescent lights that give the space a vast yet cozy ambiance. Large wooden tables invite groups of students to study (or hang out, which they often do) amidst shelving holding large tomes of information. These tomes are reference books: encyclopedias, dictionaries, thesauri, handbooks of research, atlases. When I teach freshmen students library research and ask them to define reference books, students often feel stumped, because it's not a modern turn of phrase. When I was a kid, there was a joke about "the encyclopedia salesman" and how to deal with this polite and friendly but insistent person at your door. Encyclopedia salesmen no longer stop by expecting a cup of tea and a muffin while they hawk their wares at unsuspecting families. And yet when I was a child, my grandmother did own a complete set of the *Encyclopedia Britannica*, which seemed to hold the complete mysteries of the universe in 20 or so volumes, and which my brother and I would read for fun while bored out of our minds during many an afternoon. To be fair, my grandmother gave us plenty to do for fun—we could watch the Golden Girls, or play with ooblek at the kitchen table, or play outside in the backyard (while trying to avoid bees and trampling my grandfather's beloved pachysandra), or ride her stationary exercise bike while pretending to be fitness instructors. Despite all these engaging experiences at our fingertips, I read the encyclopedia a *lot*, so much so that I vividly remember the human anatomy section, which illustrated the gory inside of a body, printed onto transparent pages you could hold up to your face and view the living room through. Too bad we no longer have those books, right?!

In fact, most of us still read encyclopedias on a daily basis, whenever we wonder about something (*how many Spiderman movies are there, again?*) and then consult those pocket computers most people call “phones.” Wikipedia tends to be one of the top hits when we search for anything online, and Wikipedia is an open-sourced, crowd-written, totally free... encyclopedia. Hence, the pedia part of the name! Wikipedia is huge and growing daily, but professionally published reference books still contain more knowledge (and better vetted knowledge) than Wikipedia as of right now. That said, I’m among a growing set of librarians who will not scold you for consulting Wikipedia. I think it’s amazing that people have come together to freely share (mostly accurate) information online. My point in bringing up Wikipedia is simply to remind you of why and how encyclopedias could be useful to your studies: facts, and background information about a topic to help you choose a more in-depth avenue for your focused research question. Professionally published reference works—the kind that adorn the walls of reference reading rooms in libraries, and that exist as ebooks—have entries authored by professors in highly specialized fields, as well as professional editors, copy editors, and other professionals who research the definitions and background information about people, places, and things that we need to know more about when writing academic papers.

Would you like a more outlandish example to connect with the usefulness of reference books? In the 1990’s TV show *Buffy the Vampire Slayer*, Giles is a librarian who works at the local high school where Buffy and her friends go to school. Of course, his job at school is a cover for his real work as Buffy’s vampire slaying trainer and handler, but nonetheless, he uses the reference books in his library in every episode to learn more about the monsters, ghouls, and demons that run amok in their sleepy town. When you need an illustration, a definition, a life history, and detailed ways to kill a demon, where would you look? An encyclopedia of demonology, of course! Apply this concept to the history of something else, like jazz music and specific artists who performed in the 19th century, and you understand the reason why you’d need to consult an encyclopedia like Oxford University Press’s *Biographical Encyclopedia of Jazz*. These are the types of books that adorn the walls of a reference reading room in a library, and that exist as ebooks. Go peruse these shelves in your library and assess their value for yourself.

Note: this chapter emphasizes physical books, but please be aware that electronic encyclopedias can be read through the library’s databases.

The Stacks

What’s the most classic, stereotypical concept most people conjure when they think of a library? Probably stacks of books. And indeed, you will find stacks of books in an academic library. At the CSI Library, the circulating book collection (ie, ones you take home) are housed on the third floor and arranged on large metal shelving in rows expanding out from a central spiral staircase. The building is technically rectangular but the third floor stacks feel like a large circle because it revolves around a circular center. Students often describe getting lost in the stacks, not because their minds have taken flight on a fantastical journey of learning (or did

they!) but because they became disoriented. To mitigate this, we created a color-coded system by discipline so students can visually get their bearings. But I would like to encourage you to wander through the stacks slowly, without putting pressure on yourself to know where everything is immediately. Let yourself be a beginner, and remember that the only way to become familiar with a space is to practice discovering the space.

Stacks of circulating books could be in nearly any location in a library, depending on the architecture and design of the space. I can think of plenty of single or double floor libraries where the entire book collection is on one floor. However, other libraries may do this differently. The library at Columbia University, for instance, has a quirky stack experience—all of their books live behind the walls of each floor, in a space that seems as if it should be cordoned off for VIP access. Instead, patrons are welcome to enter to retrieve their own books.² The lights turn on as you enter deeper caverns behind the walls, and it feels as if you are either a curious mouse or a magic wizard scurrying through lairs of ancient texts. I've actually gotten so lost in that library that I forgot which floor I was on (or what day it was).

But although book stack layout and design varies widely from college to college, one thing tends to remain the same, and that's the call number system. We will learn more about call numbers in another chapter, but for now just know that public libraries and school libraries for K-12 tend to use the Dewey Decimal System to organize their books, and college libraries tend to use a different system called Library of Congress Classification System (LCC). Book organization in LCC prioritizes topic and subtopics of books over any other aspect of the book (like for instance the author) which is designed for researchers investigating topics. As you move through your college career, you may start to visit a similar section of the stacks over and over again. For instance, art students will discover that call numbers for books about art start with the letter N; they can explore the N section of the stacks to discover artists they'd never heard of before. Another cool thing about LCC is that a book you find in one college library is very likely to have the same call number at another college library. Once you learn the call number ranges for the subjects you study, you can find books in any college library. This is relevant because many colleges join consortiums with nearby colleges so that students can access more than one library. To learn more about your specific borrowing privileges, ask at the circulation desk or at the reference desk. *Note: this chapter emphasizes physical books, but please be aware that electronic books can be read through the library's databases.*

Computer Stations

Given the dominance and ubiquity of computers in our daily personal and work lives, you are likely already very familiar with how a computer can help you through college. College libraries

² Ben Ratliff, "Butler Library at Columbia is a Haven for Body and Mind - the New York Times," *New York Times*, June 26, 2012. <https://www.nytimes.com/2012/06/27/arts/butler-library-at-columbia-is-a-haven-for-body-and-mind.html>

provide free access to computers for students who need them, and these computers are often loaded with additional software you may need for your classwork. Computers can be used to look up book call numbers in the library's catalog, and access all the electronic resources the library subscribes to, such as databases of articles, ebooks, streaming videos, digital archival materials, research guides created by librarians, FAQ lists, and much more. Generally, libraries tend to provide a way for students to check email, access course content for classes, and print pages. It is very often the case that a separate campus unit or department manages computer logins and printing quotas, and that unit is often I.T. You'll want to find out as early into your semester as you can whether your login credentials work, and if not, where you need to go to get those credentials sorted out. Sometimes your ability to log into computers and/or print pages is linked to the registrar (are you registered for classes?) or the bursar (do you owe fines?) and are not related to the library at all. It can be really frustrating to run to the library five minutes before class starts to print that 15-page paper due at the beginning of class and only *then* discover that the librarians have zero access to your campus logins. You may need to dash to another building across campus to reset your login and then dash elsewhere to buy a printing card, then back to a different building to load funds to the printing card, before you can head back to the library. Hopefully this description is more laborious than anything that would happen to you, but I've worked at both richly resourced colleges and poorly resourced colleges that had equally labyrinthine student login structures for printing. You may as well head to the library a week before you need to use a computer (actually, do it right now!) to make sure you have access.

Other Unique and Exciting Library Spaces

Archives

Does your college have an archive? Some libraries do, some don't. An archive is a designated space to collect and preserve primary source materials that document our cultural history. You may have learned about primary, secondary, and tertiary source materials in your education before college, and if so you'll recall that primary sources are the original artifact: letters, diaries, photographs, audio recordings, creative works of art, and other physical objects that reveal and represent historical eras. Library archives are the places where those primary source materials are curated, preserved, and made accessible to researchers. You're more likely to find valuable works of art in museums, but library archives collect a wider range of primary source materials.

Examples abound, but let's start with our "journey through your local library theme" and begin at my library at CSI. The archive collects materials about the history of Staten Island and the college.³ This includes a collection devoted to Willowbrook State School, a former state-supported institution for children with mental disabilities on Staten Island. Geraldo Rivera

³ "Archives & Special Collections," College of Staten Island Library, accessed Sept 2023, <https://library.csi.cuny.edu/archives/home>

conducted an expose in 1972 that revealed the shockingly poor conditions and treatment the children were living in, which led to the Civil Rights of Institutionalized Persons Act of 1980⁴. The expose was an important marker in the disability rights movement, and public outcry eventually shut the school down. What kinds of primary source materials would you expect to find in this archival collection? Documents, policy records, personal accounts, photographs, film clips, interviews, and letters can teach us so much about the history of an institution, as well as the way our society thinks about groups of people in any given place and time.

Some other quick examples of archives include: Hunter College's CENTRO Archives of the Puerto Rican diaspora, with a concentration on New York City history⁵; the Louis Armstrong Archive, which Queens College curated from 1991 to 2023, when the collection moved to Louis Armstrong's home in Queens to compliment the existing museum⁶; The Riot Grrrl Collection at NYU's Bobst Library collects letters, zines, and correspondence that documents the feminist punk music revolution of the early 1990's⁷. Some collections document the personal letters of historical figures, such as Smith College's women's history collection, which includes the papers of Sylvia Plath, Alison Bechdel, and Gloria Steinem, among many others⁸. Your college's library could have a specific archival collection, and if so, find out where it is and what it holds. Even if you are not majoring in the specific subject the archive collects, you are in a unique position as students to visit a treasure trove of materials that are held locally. With a little creative thinking, there could easily be a way to connect your studies to your college's library archive.

Media Center

Media Centers are often, but not always, housed within your library's walls, while they are sometimes (much like your library's computers) run by another unit or department on campus. If the media center collects, curates, and preserves library materials such as films, then it tends to fall under the library's purview. In some college libraries, a media center will exist as a special room located immediately adjacent to the library, and will be staffed by both librarians and film or media professionals who can teach students to use specialized software, or as a space to watch classic or rare films. Find out if you have a media center and how it might serve your current or future needs as a student.

⁴ Weiser, Benjamin. "Beatings, Burns and Betrayal: The Willowbrook Scandal's Legacy." *New York Times*, Feb 21, 2020. <https://www.nytimes.com/2020/02/21/nyregion/willowbrook-state-school-staten-island.html>

⁵ "Archives of the Puerto Rican Diaspora," Hunter College CENTRO, accessed Sept 2023, <https://centroarchives.hunter.cuny.edu/>

⁶ "Research Archives Collection," Louis Armstrong Museum, accessed Sept 2023, <https://www.louisarmstronghouse.org/museum-collections/>

⁷ "The Riot Grrrl Collection at New York University," New York University, accessed Sept 2023, <https://guides.nyu.edu/riot-grrrl/overview>

⁸ "Sophia Smith Collection of Women's History," Smith College Library, accessed Sept 2023, <https://libraries.smith.edu/special-collections/sophia-smith-collection-womens-history>

Exhibits, Maker Spaces, Listening Labs, Seed Libraries, Rooms of Cozy Cats, and other Wild Librarian Dreams

While popular culture loves to depict libraries and librarians as no-nonsense antiquarians who wear drab clothing and get their kicks from shushing people, in reality librarians tend to keep abreast of cutting-edge technology, are concerned about free speech (the freedom to read free speech) and user data privacy, and are creative thinkers about how to engage their public. Modern public libraries, in particular, have made enormous strides towards inviting “unconventional” materials and architecture into their libraries, such as 3-D printers, recording or podcasting studios, gaming centers, interactive spaces, theaters, exhibition spaces, and anything one can dream up next. Libraries also host interesting events, like readings, art collaborations, or even anti-stress events featuring comfort dogs for patrons to pet. It is unlikely that *all* of these activities take place at your library, but it is equally unlikely that nothing energizing, interesting, or creative is happening. Go explore your library to find out what unique spaces are on offer.

It's Time to Make the Journey through Your Library

I hope this narrative journey through the physical space of a library helped introduce you to the library services you have access to, and helped you understand how to take advantage of these resources. Below is a ready-made assignment to help you actively engage and explore your college library. By following the instructions in the zine, you will visit the most common core services in your library. You will learn how to check out books and ask reference questions by actually doing those things with this guided scavenger hunt. Have fun!

+++

Activities for Students to Actively Engage with the Physical Space of the Library!

1. [Download this zine](#) (a scavenger hunt) and print it. If you don't have a printer, go ahead and print it at your library! <https://opened.cuny.edu/courseware/lesson/1214/overview>
2. Head to your library with the zine and a pen. Follow the directions that guide you through the space and write your answers down directly into the zine. If your professor has asked you to complete the scavenger hunt as homework for class, bring your answers to class for discussion. If you are doing this for your own education (you're fabulous!) you can keep the zine or recycle it when done. The point of the scavenger hunt zine is to learn by doing.

Printing Instructions

This is a US letter sized (11 x 8.5 inches) booklet zine. You will be printing it as a horizontal double-sided document, and then folding it in half. Staple in the middle if desired.

1. Print it at full size, or actual size. Do not shrink it. The zine comes with 1/4 inch margins so nothing will be cut off when you print it at full size.
2. Print it double-sided, flipping along the shorter edge. It's a horizontal booklet.
3. Fold it in half horizontally. Now you have a zine that's 8.5 inches tall and 5.5 inches wide.

Instructor Notes

- **Printing**

Logistically, it's possible students may have a device to read an online textbook but not a printer. However, it is the rare library that does not provide students with a way to print. One of the activities inside the zine is to log into a campus computer and print something. Therefore, the first task in this assignment could be to head to the library and print the zine! Alternately, you could print the zines for your students to get them started.

- **Library Coordination**

If you are not a librarian and have assigned this reading and scavenger hunt to your students, you might consider giving the library a heads up that students will come through the space using this tool. I would recommend reaching out to the reference coordinator (or head of reference) because the librarians at the reference desk are most likely to interact with students doing the scavenger hunt. If you bring your class in all at once, the library might want an extra librarian at the reference desk during your class time. In general, communication with the library is beneficial to you as a professor—you can help facilitate the best research assistance for your students, and simultaneously communicate your respect for librarians' work. Thank you!