

## Quick Guide to Compiling Module Resource Lists

London Metropolitan University students have access to one of the largest university collections in the capital, housed in the five site libraries and the two Special Collection libraries – The Women’s Library and The TUC Library Collections.

The re-writing of all the module specs will inevitably mean a re-writing of the resource lists that go with them – both the indicative reading lists that go into the module specs themselves and the more comprehensive lists that go into module booklets.

Library Services would like to take this opportunity to suggest some ways of making this as straightforward as possible for you and for the students who will be using these lists.

- Indicate whether readings are mandatory, recommended or background and which books the students should be buying for themselves.
- Be consistent and accurate with your referencing and use the referencing system you want the students to use for this module. See the Library Services [Introduction to Referencing](#) for more information.
- Include e-resources (e-books or articles from e-journals) wherever possible. These have the advantage of being available to the students 24/7 from anywhere with internet access.
- If your students only need to read a few pages or a chapter of a book, or if you want to them to read a journal article that isn’t already available in stock, make a request for a scanned copy that you can then put into your WebLearn module. The [Scanning for WebLearn Guide](#) is available from the Library Services web pages along with the [Scanning Request Sheet](#).
- If the books are not already listed on the [library catalogue](#), talk to your [Academic Liaison Librarian](#) about whether Library Services has funds to purchase them. If funds are not available, your ALL may be able to suggest alternative sources which are already in stock.
- Remember that it can take two months or more for new print orders to reach the shelves. New e-book orders can often be available within a week.

You are advised to liaise closely with your [Academic Liaison Librarians](#) (ALL) when compiling your resource lists, as they will be able to show you the range of resources available in your subject area and advise on new editions; alternatives to out of print titles; e-resources.

Please remember to let your ALL know when you make any additions to your resource lists and to let them have access to your WebLearn modules so that they can participate in the community of learning.

## **The Special Collections**

Staff and Students are also encouraged to use the University's Special Collections, [The Women's Library](#) and the [TUC Library Collections](#). These contain specialist materials on a very broad range of topics, though all focus on the two specialist subject areas.

Research shows that students who engage with Special Collections are less likely to plagiarise and are more likely to gain high marks in their essays and dissertations!

Ask your ALL for introductory information on how the Special Collections can support your course, or you can contact Special Collections staff directly, TWL staff [twlinfo@londonmet.ac.uk](mailto:twlinfo@londonmet.ac.uk) and TUC [c.coates@londonmet.ac.uk](mailto:c.coates@londonmet.ac.uk)

An increasing amount of content, such as images, is available online and Special Collections staff can help provide smaller selections of content for specific subject areas.

The Women's Library has a range of [Source Notes](#) which give specialist bibliographies, access to online resources, and details of our printed, archive, museum and web collections. If you don't see an appropriate Source Note available for your subject area, please contact a member of staff <[twlinfo@londonmet.ac.uk](mailto:twlinfo@londonmet.ac.uk)>.

Staff at TWL and the TUC can arrange specialist tours for students on your courses.

See the [Support for your Teaching](#) section of our website for more information.

See also, the Library Services [Quick Guide to Embedding Information Literacy](#) for suggestions on how to help your students make best use of these resources.