Objectives:

Students should be able to:

- Use an online reference source to locate basic information
- Use the catalog to find a book
- Use the ATLA database to find an article
- Identify keywords for searching
- Evaluate sources using a rubric

Information Literacy Framework areas addressed:

- Research as Inquiry—students conduct research across a spectrum of inquiry IN ORDER TO ask increasingly complex questions whose answers develop new questions or lines of inquiry.
- Authority is Constructed and Contextual—students weigh markers of authority IN ORDER TO determine whether a source satisfies the information need.
- Information is a creation process—students recognize how a source’s format is influenced by processes of creation, production, and dissemination IN ORDER TO fully evaluate quality, relevance, and perspective.
- Searching as Strategic Exploration—students approach information gathering with a sense of adventure, persistence, and flexibility IN ORDER TO access a broad range of sources that inform the inquiry.

Set Up and Prep

- Handout
- Library website
- Zotero
- 5 rubrics per student

Greeting/introduction (1-2 minutes)

Quickwrite:

30 seconds- Students quickly write down the steps they take when starting a research project.
Brief discussion on what steps folks follow (depending on answers, engage in research myth-busting if needed)- (2-3 minutes)

Practice Research question and Venn Diagram (7-8 minutes)

Using the practice research question, have students identify the three main concepts and fill those in in spaces 1, 2, and 3 on the Venn diagram (mirror on the board if possible). In this case, it’s less of a research question and more: Piece of Music, Genre, and Analysis type.

Brainstorm with students possible keywords from the 3 major concepts

Overview of finding sources using the keywords developed. (10-15 minutes)

Review Library Catalog, I-Share, and Worldcat
Review RILM and Academic Search Complete
Review Google Scholar

**Evaluating Sources (walk through the rubric with an example) (10 minutes)**

- Identify how the source was found
- Identify the discipline addressed in the source
- Identify any methodologies

**Author**
- Who is the author?
- Where do they work?
- What credentials do they have?
- Are they an expert?

**Scholarly Evidence**
- What evidence does the author use to prove their point?

**Timeliness**
- How old is the source?
- Does the age of the source matter?
- Is there anything newer on the same topic?

**Relevance**
- How could this source contribute to your assignment?
- Does it help answer your research question?
- Is it background information?

**Audience**
- To whom is this article source addressed?

**Musical Evidence**
- Does the author call upon music to back up their claims?

**Diagrams and Figures**
- What kinds of examples are provided to help the reader with the analysis?

**Other Comments**

**Closing (2-3 minutes)**

End with a question about what they learned today and mention that the librarians are here to help. We don’t want this to be the only time we see them, stop by the library/reference desk (mention reference hours) with any questions.

From here, students will locate 5 sources and complete the rubric for each source they find. The rubrics are submitted to both the professor and the librarian for evaluation and comment.
Quickwrite: What steps do YOU take when starting a research project?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Piece of Music: ___”You’ll be back” from Hamilton____
Genre: ___Musical Theatre____
Analysis Type: ___Schenkerian____
Locating Books: Knox Catalog, I-Share Catalog & WorldCat

Use the Advanced Search Feature and your key words. Remember, you might have to focus only on 2 circles of key words at a time!

**Advanced Search**

- **Keyword**
- **AND**
- **Keyword**

**Search hints:**

- **Truncation** – finds alternate endings  `music*`
- Use **OR** to search synonyms
- **Phrases:** Keep words together with quotation marks
Locating Scholarly Journals in Articles

Use the research guide for ANSO to get the best results for your searching: https://knox.libguides.com/music

- Repeat this search in other databases
- Keep a list of what search terms/combinations you use
- Save your searches
- Import findings into Refworks, Zotero or another citation manager
Using Google Scholar

Go to scholar.google.com

Make sure that you are signed in through your Knox ID so that it links to Knox resources

Use the same search terms
Bibliographic Management Software:

Choose a Bibliographic Management software to use for this class—You may choose either Refworks or Zotero.

For information on how to set up Refworks: http://www.refworks.com/refshare/help/RefWorks2.htm
To set up Zotero: https://www.zotero.org/

Next Steps

1. Start researching your topic—remember that you might not find ANY articles that hit the “Sweet spot” and that is OK!

2. Look in the following places:
   - Library Catalog
   - I-share
   - World Cat
   - RILM
   - Academic Search Complete
   - Other Databases (J-Stor for example)
   - Google Scholar

3. Save your sources using RefWorks or Zotero

4. Create a preliminary bibliography of sources you have found and e-mail it to rayowler@knox.edu by 1-29-19 at 10:00 pm, Becca will return it to you in time for your 2-5-19 work day with helpful comments and ideas for where to search further.

5. Contact Becca if you have any further questions or need help!
Piece of Music: _______________________
Genre: ____________________
Analysis Type: ________________
Source Evaluation Rubric
MUS 345

Source Title: ____________________________  Source Author: ____________________________

Source Location: ____________________________  Source Type: ____________________________

How did you locate this source? _______________________________________________________

What is its primary **disciplinary** identity? (theory, musicology, etc.) ____________________________

What is its primary **methodological** identity? (analytical, expository, critical, theoretical?) ____________________________

If analytical, what are its primary analytical tools? __________________________________________

Does the source introduce any interdisciplinary connections (i.e. linguistics?) ____________________________

<table>
<thead>
<tr>
<th>Author</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is the author? Where do they work? What credentials do they have? Are they an expert?</td>
<td>The author’s credentials indicate that he/she is an expert on this topic.</td>
<td>The author is a reporter OR a known organization.</td>
<td>The author is named, but is not an expert on the topic. (students, fans, hobbyists).</td>
<td>It is unclear who wrote this information and/or no credentials are given</td>
<td></td>
</tr>
<tr>
<td>Scholarly Evidence: What evidence does the author use to prove their point?</td>
<td>Author cites credible sources or shows how they reached their conclusions.</td>
<td>Author mentions other sources, but doesn’t cite them directly.</td>
<td>The author has used other sources but it’s not entirely clear, or the research process is unclear.</td>
<td>There is no evidence of outside sources or how conclusions were reached</td>
<td></td>
</tr>
<tr>
<td>Timeliness: How old is the source? Does the age of the source matter? Is there anything newer on the same topic?</td>
<td>The age of the source is definitely appropriate for my research.</td>
<td>I can make an argument that the timeliness of this source is appropriate for my research.</td>
<td>The source isn’t timely, but there is other information in it that I can use.</td>
<td>This source’s information is outdated or the time is inappropriate for my research.</td>
<td></td>
</tr>
</tbody>
</table>
### Source Evaluation Rubric

#### MUS 345

<table>
<thead>
<tr>
<th><strong>Relevance</strong></th>
<th><strong>This source is very relevant to my assignment and there are at least 5 key ideas that I want to discuss.</strong></th>
<th><strong>This source has one or two key ideas that are relevant to my assignment.</strong></th>
<th><strong>This source doesn't have any direct relevance to my topic but helps with background information.</strong></th>
<th><strong>This source is not relevant to my assignment.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How could this source contribute to your assignment?</strong></td>
<td><strong>To whom is this article source addressed?</strong></td>
<td>Experts in a music academic subfield (theory, composition, musicology, ethnomusicology)</td>
<td>Music students and general musicians</td>
<td>Musical enthusiasts and informed concert-goers who may or may not read music</td>
</tr>
<tr>
<td><strong>Audience</strong></td>
<td><strong>Does the author call upon music to back up their claims?</strong></td>
<td>Author provides detailed analysis of one or more pieces that I plan to consider.</td>
<td>Author provides detailed analysis of pieces that are related to my project.</td>
<td>Author provides a general description of the music that I am considering, but no detailed analysis.</td>
</tr>
<tr>
<td><strong>Musical Evidence</strong></td>
<td><strong>Diagrams and Figures</strong></td>
<td>Detailed figures, annotated scores, and charts are essential to understanding the analysis.</td>
<td>Figures are sufficiently detailed and helpful, but are inadequately explored in the source's text.</td>
<td>Figures are unhelpful or incomplete (i.e., an unannotated score)</td>
</tr>
<tr>
<td><strong>What kinds of examples are provided to help the reader with the analysis?</strong></td>
<td><strong>Other comments:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>