Faculty Information Literacy Stipend
Final Report

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Introduction

Introduction to Graduate Studies provides music graduate students with the building blocks they need to successfully navigate their graduate and professional careers. Many of the incoming students have limited writing and research experience given their emphasis on music performance. Throughout the semester, students in the class hone their research, writing, presentation, research design, and bibliography skills.

Information literacy—ranging from locating sources to analyzing and effectively applying them––provides the foundation of Introduction to Graduate Studies. Each of the assignments in the scaffolded semester-long project contributes to the overarching learning goals of supporting graduate students in developing their understanding of how to engage in academic discourses. Key information literacy components in this course that were highlighted in this assignment include the ability to navigate physical and digital research; appraise and engage with primary and secondary sources; and correctly cite sources in the Chicago Manual of Style citation format.

I created this assignment in collaboration with Pam Pagels because, despite our best efforts, we noticed that graduate students consistently do not engage deeply with the libraries and struggle to understand how to navigate the databases and library catalogue. Through this assignment, students considered the impact of their vocabulary choices on their search results and gained familiarity with the databases available through the library. The goal was to shift their thinking from settling for their first results to instead locating those most relevant to their project. We also sought to use the assignment as an opportunity to forge relationships between the predominantly first-year graduate students and Pam, who they will hopefully consult for future research questions and challenges.

Description of the information literacy assignment or activities

Students in MUHI 6335 write a final persuasive essay. Throughout the semester, there are a number of scaffolded steps that assist them in developing a research question, finding appropriate sources, and drafting and revising their final papers. The information literacy assignment introduced this semester added a new scaffolded step to the process of finding and selecting sources.

First, students were asked to develop a word cloud for their topic that integrated potentially relevant search terms. Next, students created accounts in WorldCat and performed searches using the vocabulary terms from their world clouds. Students saved the search results that they believed were relevant to their project, as well as the search terms they employed. Students were required to complete a minimum of three searches using different vocabulary terms. Next, they

had to go to the SMU databases website and locate at least two relevant primary sources. A few weeks prior, each student had presented a database, preparing them to locate those most relevant to their projects. The databases assigned to each of them were selected by Pam and I for their likely relevance to their projects. Pam then joined us for this series of presentations and helped provide additional contexts in which the databases may be relevant.

After the completion of this portion of the assignment, we then had a series of meetings with small groups of students. With three students, Pam and myself, the students shared their search terms and results. Together, we discussed whether the students were satisfied with the results and whether their findings were too broad or narrow. Based on the student's thoughts, we then ran some alternate searches with new brainstormed vocabulary to demonstrate the impact of search vocabulary. Often, these searches and conversations fueled necessary conversations about potential shortcomings in the scope of the research question the student was pursuing. After the consultations, students wrote an approximately 200-word reflection on the meeting that considered the feedback they received, adjustments they can make to their search vocabulary going forward, and whether their research question needed revising.

Method of assessment
The assignment overall went well, though there are certainly adjustments that will be made in the future. In the reflection, students expressed that the assignment was helpful, and that they gained a lot of strategies for future research projects. For example, one student shared that they had not previously thought of the importance of searching synonyms. Another hadn't previously considered the breadth of the search term "performing arts" until Pam pointed it out to them. Another expressed that following this assignment, she will be limiting her searches for future assignments with narrower word choices as she discovered that it was more important to have relevant sources than many sources. There were also instances where students found sources but then could not locate them, which we were also able to resolve. Working with each student, Pam was able to help them further expand or restrict their vocabulary choices accordingly, and students quickly saw the results on the screen-shared WorldCat search tool. These realizations expressed in the reflections suggest that assignment met its intended purpose of helping students realize these key components of successfully navigating library and database searches. Measuring outcomes based on the student reflection and the annotated bibliographies that they created, I noticed a marked increase in the quality and relevance of the sources compared to previous iterations of the course.

Results and impact on student learning
According to the student reflections, students made a number of important realizations about research in the course of this assignment that will serve them going forward. Students also forged relationships with Pam as she and the library were interwoven throughout the course this semester. This contrasts with previous versions of the course where she presented in the first week but did not interact with students on their specific projects. At least one student from my class booked an additional consultation with Pam following this assignment, indicating an improved understanding of the benefits of reaching out to librarians.

Summary and next steps

Pam and I both found this to be a beneficial assignment, and we both discovered a number of unexpected challenges students were encountering. I believe this assignment was beneficial in elucidating these challenges and demonstrating the search process to students. By centering it on their own research projects and solving real problems they encountered, it seems to have resonated more than similar search assignments that have been more hypothetical.

One unexpected challenge we encountered was that WorldCat has two interfaces from which users can make accounts and save searches and results. In future iterations, we will be sure to clarify which one they should use as one is much more user friendly than the other.

In future iterations of the course, I plan to continue using this assignment as I believe it has proven highly beneficial. I am pleased with the outcome and confident that student's abilities to locate sources has improved.

Appendix (This includes the assignment sheet, rubric if used, and example(s) of student work.)

1. Assignment Instructions
2. Example of student work

This Source or That Source?

While many sources can be easily located today, a deeper dive into archives, libraries, and online databases uncovers valuable sources that might otherwise have been overlooked. Quality sources require more effort to locate than a simple Google or keyword search. For this reason, it is important to familiarize yourself with the broad array of resources available on your topic. That way, you can narrow your selections to those most relevant to your argument. ***For a strong paper, you will need to locate and review significantly more than just the eight required sources in order to select those most relevant to your argument.***

Librarians are an excellent resource to assist researchers in locating sources relevant to their projects. They usually have specialized content knowledge and may be able to offer a new angle on a topic. They can also help researchers refine search parameters, and point library patrons to relevant databases, primary source materials, archives, and other relevant holdings.

Assignment Instructions

Over the next two weeks, you will be meeting with the music librarian Pam Pagels in groups of two to four students. To prepare for these meetings, you will locate sources in WorldCat and in databases available through the Hamon Arts Library. In the process, you will document your search vocabulary and procedures.

INSTRUCTIONS:

1. Set up a free account in WorldCat (available right below the search bar on the Hamon Arts Library (Links to an external site.)
2. Create a word cloud for your topic on a piece of paper to develop your search vocabulary. Take a picture or scan it. Place it in a Word document to submit for this assignment.
3. Instructions for running a WorldCat search:
    1. After you have set up an account and logged in, enter the "WorldCat" search page and complete a search. After running the search, hit "Save Search" in the upper right-hand corner.
    2. If you find something you believe would be useful, save the source to a list. To do so, select the checkbox next to the item on the left-hand side and then hit "Save." This will invite you to make a "list."
    3. In a separate document, make a note of the search terms you used so you can correlate the item with the search criteria used. Also write down other key words that you find on the page related to your topic
    4. Repeat steps a-c at least two times changing your search criteria (a minimum of three total searches).
    5. Take a screenshot of your WorldCat list(s) and a screenshot of your saved searches. Drag the screenshots into a Word document.
4. Revise your original Word cloud with new, relevant vocabulary acquired through your searches. Take a picture or scan your revised Word cloud. Place it in a Word document to submit for this assignment. (be sure to have both the original and revised in the assignment!)

5. From the Hamon Arts Library page, select the "Databases" tab in the blue menu. Scroll down to a subject that is relevant (for example "Music and Music Education," "History," "Dance," "Medieval Studies," etc. Think creatively!).
    1. In your exploration of databases, locate:
        1. At least one database that provides digital access to primary source texts. Locate at least two relevant primary source texts (*Sources to consider include newspaper articles, letters and correspondence, surveys and censuses, original scores, diaries, historical manuscripts*).
        2. At least one database that provides access to relevant primary source digital audio/visual/media performances (music, film, dance, photographs). Locate at least two relevant examples. (*Hint: consider documentaries, ethnographic source material, and digital audio collections*).

Write a bibliographic entry for each primary source below the screenshots from the WordCat portion of the assignment. <u>Make sure you have all the information necessary to locate the item again.</u> Underneath, make a note of how you located the item, including the search terms you employed.

Reflection assignment: In what ways can you grow as a researcher?

Write an approximately 200 to 250-word reflection on your meeting with Pam Pagels, the Music Librarian in the Hamon Arts Library. In your reflection, consider the questions below:

- In what ways did your vocabulary choices help or hinder your search?
- Did your search criteria need to be expanded or narrowed to improve the results? How would you revise your search-vocabulary word cloud further following your consultation with Pam Pagels?
- What are some considerations you will integrate to improve future search results?
- How would you assess the relevance of your sources to your argument?
- Does your argument require additional refining before you can select narrow down your list to the most sources?

Example of Student Assignment

Flow Chart of Terms

*means that I added them in after the first search

1. **"A therapeutic value for city Dwellers" : the development of John Cage's early avant-garde aesthetic position /**
   Author: Joseph, Branden W.
   Publication: 2002
   In: John Cage S. 135-175
   Document: English : Article
   Libraries Worldwide: 3
   More Like This: Search for versions with same title and author | Advanced options ...
   (WorldCat)

2. **John Cage and the principle of chance /**
   Author: Bredekamp, Horst.
   Publication: 2005
   In: Music and the aesthetics of modernity S. 99-109
   Document: English : Article
   Libraries Worldwide: 6
   More Like This: Search for versions with same title and author | Advanced options ...
   (WorldCat)

3. **Cultural intersections : John Cage in Seattle (1938-1940) /**
   Author: Miller, Leta E.
   Publication: 2002
   In: John Cage S. 47-82
   Document: English : Article
   Libraries Worldwide: 3
   More Like This: Search for versions with same title and author | Advanced options ...
   (WorldCat)

4. **"John Cage shock" in the 1960s in Japan and the question of orientalism /**
   Author: Adachi, Tomomi.
   Publication: 2012
   In: Cage & consequences S. 165-167
   Document: English : Article
   Libraries Worldwide: 3
   More Like This: Search for versions with same title and author | Advanced options ...
   (WorldCat)

5. **Between sound and silence : John Cage, Karlheinz Stockhausen and the sculptures of Dorothea Tanning.**
   Author: Carruthers, Victoria.
   Publication: 2010
   In: Art, history and the senses / ed. by Patrizia Di Bello and Gabriel Koureas. Farnham [u.a.], 2010. 97-116
   Document: English : Article
   Libraries Worldwide: 3
   More Like This: Search for versions with same title and author | Advanced options ...
   (WorldCat)

6. **John Cage, Arnold Schoenberg, and the musical idea /**
   Author: Bernstein, David W.
   Publication: 2002

(WorldCat)

7. **"Taking a nap, I pound the rice" : eastern influences on John Cage /**
   Author: Leng Tan, Margaret.
   Publication: 1989
   In: John Cage at seventy-five / ed. by Richard Fleming and William Duckworth. Lewisburg (Pa.) : Bucknell University Press, 1989 S. 37-57
   Document: English : Article
   Libraries Worldwide: 2
   More Like This: Search for versions with same title and author | Advanced options ...
   (WorldCat)

8. **John Cage and the "Aesthetic of indifference" /**
   Author: Bernstein, David W.
   Publication: 2002
   In: New York schools of music and visual arts S. 113-133
   Document: English : Article
   Libraries Worldwide: 4
   More Like This: Search for versions with same title and author | Advanced options ...
   (WorldCat)

9. **The percussionist's art : same bed, different dreams /**
   Author: Schick, Steven. **Publication:** Rochester, NY : University of Rochester Press, 2006
   Document: English : Book : Compact disc Internet Resource Sound Recording
   Libraries Worldwide: 390 (1 Committed to Retain)
   More Like This: Search for versions with same title and author | Advanced options ...
   (WorldCat)

10. **Short correspondence between Edgard Varèse and John Cage : around, about and above "organized sound" /**
    Author: Stojanovic-Novicic, Dragana, Verfasser.
    Publication: 2017
    In: Musical identities and European perspectives. Frankfurt am Main, 2017 S. 187-202
    Document: English : Article
    Libraries Worldwide: 2
    More Like This: Search for versions with same title and author | Advanced options ...
    (WorldCat)

11. **No ear for music : timbre in the early percussion music of John Cage /**
    Author: Shultis, Christopher.
    Publication: 2002
    In: John Cage S. 83-104
    Document: English : Article
    Libraries Worldwide: 3
    More Like This: Search for versions with same title and author | Advanced options ...
    (WorldCat)

12. **Cage and the structure of chance /**
    Author: Lewallen, Constance.
    Publication: 2001
    In: Writings through John Cage's music, poetry, and art S. 234-243

7

☐ 13.   📄   **John Cage's "Music of changes" and its genesis /**
Author: Bernstein, David W.
Publication: 2012
In: Cage & consequences S. 67-84
Document: German : Article
Libraries Worldwide: 3
More Like This: Search for versions with same title and author | Advanced options ...
(WorldCat)

☐ 14.   📖   **Where the heart beats : John Cage, Zen Buddhism, and the inner life of artists /**
Author: Larson, Kay, author.
Publication: New York : Penguin Books, 2013
Document: English : Book
Libraries Worldwide: 61   🏛 **SOUTHERN METHODIST UNIV, CENT**   🏛 SOUTHERN METHODIST UNIVERSITY
More Like This: Search for versions with same title and author | Advanced options ...
(WorldCat)

☐ 15.   📄   **As time passes /**
Author: Campana, Deborah Ann.
Publication: 2001
In: Writings through John Cage's music, poetry, and art S. 120-136
Document: English : Article
Libraries Worldwide: 3
More Like This: Search for versions with same title and author | Advanced options ...
(WorldCat)

☐ 16.   📖   **John Cage.**
Author: Kostelanetz, Richard, compiler.; Cage, John.
Publication: New York, Praeger 1970
Document: English : Book
Libraries Worldwide: 843 (5 Committed to Retain)   🏛 **SOUTHERN METHODIST UNIV, CENT**   🏛 SOUTHERN METHODIST UNIVERSITY
More Like This: Search for versions with same title and author | Advanced options ...
(WorldCat)

☐ 17.   📄   **Contemporary Japanese music : a lecture /**
Author: Cage, John, 1912-1992.; Lieberman, Fredric.
Publication: 2004
In: Locating East Asia in Western art music S. 193-198
Document: English : Article
Libraries Worldwide: 3
More Like This: Search for versions with same title and author | Advanced options ...
(WorldCat)

☐ 18.   📄   **"Goodbye 20th Century!" Sonic youth records John Cage's "Number Pieces" /**
Author: Lindau, Elizabeth Ann, Verfasser.
Publication: 2014
In: Tomorrow is the question. Ann Arbor : University of Michigan Press, 2014 Seiten 15-38

Document: English : Article
Libraries Worldwide: 3
More Like This: Search for versions with same title and author | Advanced options ...
(WorldCat)

☐ 19.   📄   **John Cage's "Imaginary landscape no. 1" : through the looking glass /**
Author: Key, Susan.
Publication: 2002
In: John Cage S. 105-133
Document: English : Article
Libraries Worldwide: 3
More Like This: Search for versions with same title and author | Advanced options ...
(WorldCat)

☐ 20.   📄   **An imaginary grid : rhythmic structure in Cage's music up to circa 1950 /**
Author: Emmerik, Paul van.
Publication: 2002
In: John Cage S. 217-238
Document: English : Article
Libraries Worldwide: 3
More Like This: Search for versions with same title and author | Advanced options ...
(WorldCat)

☐ 21.   📄   **Understanding John Cage's chance music : an analytical approach /**
Author: Pritchett, James.
Publication: 1989
In: John Cage at seventy-five / ed. by Richard Fleming and William Duckworth. Lewisburg (Pa.) : Bucknell University Press, 1989 S. 249-261
Document: English : Article
Libraries Worldwide: 2
More Like This: Search for versions with same title and author | Advanced options ...
(WorldCat)

☐ 22.   📖   **John Cage : music, philosophy, and intention, 1933-1950 /**
Author: Patterson, David Wayne.
Publication: New York : Routledge, 2002
Document: English : Book
Libraries Worldwide: 444 (4 Committed to Retain)   🏛 **SOUTHERN METHODIST UNIV, CENT**   🏛 SOUTHERN METHODIST UNIVERSITY
More Like This: Search for versions with same title and author | Advanced options ...
(WorldCat)

☐ 23.   📖   **The music of John Cage /**
Author: Pritchett, James. **Publication:** Cambridge [England] ; New York : Cambridge University Press, 1993
Document: English : Book
Libraries Worldwide: 573 (2 Committed to Retain)   🏛 **SOUTHERN METHODIST UNIV, CENT**   🏛 SOUTHERN METHODIST UNIVERSITY
More Like This: Search for versions with same title and author | Advanced options ...
(WorldCat)

Check All   Uncheck All   Delete Checked   Move checked records to: Default   Move
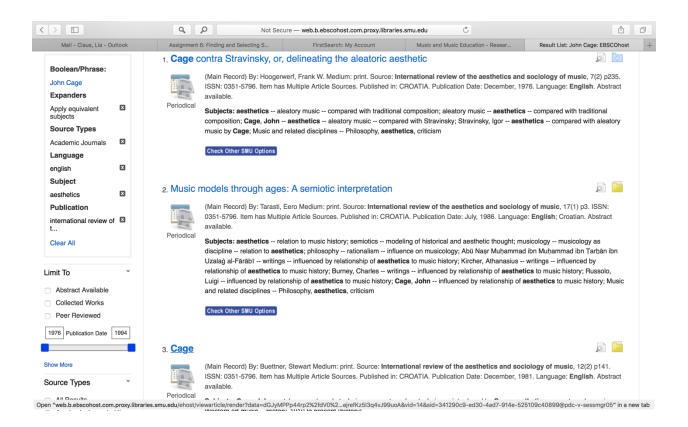
Bibliography

*I found a lot of sources, but I'll choose 5 of them to record for bibliography practice.

Adachi, Tomomi. 2012. ""John Cage shock" in the 1960s in Japan and the question of orientalism". *Cage & Consequences.* 165-167.

Cage, John, and Fredric Lieberman. 2004. "Contemporary Japanese music: a lecture". *Locating East Asia in Western Art Music.* 193-198.

Joseph, Branden W. 2002. ""A therapeutic value for city Dwellers": the development of John Cage's early avant-garde aesthetic position". *John Cage.* 135-175.

Larson, Kay. 2013. *Where the heart beats: John Cage, Zen Buddhism, and the inner life of artists*. New York: Penguin Books.

Leng Tan, Margaret. 1989. ""Taking a nap, I pound the rice": eastern influences on John Cage". *John Cage at Seventy-Five / Ed. by Richard Fleming and William Duckworth.* 37-57.

Database Primary Sources

RILM

FILMS ON DEMAND

Primary Source Bibliography

Buettner, Stewart. 1981. "Cage." International Review of the Aesthetics and Sociology of Music 12 (2): 141–51. http://search.ebscohost.com.proxy.libraries.smu.edu/login.aspx?direct=true&db=rih&AN=A416786&site=ehost-live&scope=site.

Hoogerwerf, Frank W. 1976. "Cage Contra Stravinsky, or, Delineating the Aleatoric Aesthetic." International Review of the Aesthetics and Sociology of Music 7 (2): 235–47. http://search.ebscohost.com.proxy.libraries.smu.edu/login.aspx?direct=true&db=rih&AN=A823159&site=ehost-live&scope=site.

John Cage Talks of His Work and Aesthetic. Films On Demand. 1969. Accessed September 29, 2020. https://digital.films.com/PortalPlaylists.aspx?wID=104130&xtid=128491.

Tarasti, Eero. 1994. "Music Models through Ages: A Semiotic Interpretation." International Review of the Aesthetics and Sociology of Music 25 (1–2): 295–320. http://search.ebscohost.com.proxy.libraries.smu.edu/login.aspx?direct=true&db=rih&AN=A160355&site=ehost-live&scope=site.

Initially, I simply searched John Cage. Although, the little advanced search features on the left-hand column of the page helped me specify my searches even more. I was able to then able to zone on what language I wanted the articles to be in, what publication I wanted, etc.

Reflection Sample Assignment

The beginning stages of writing a research paper is my favorite part of the process. Searching for potential resources is what I find the most enjoyable because there is so much information that students didn't even know exists but are so useful. In my research so far, I have found a variety of sources: case studies, dissertations, books, research articles, and videos.

In my consultation with Pam, we talked about refining our searches to get better results. It is easy to get hundreds of sources but finding ones that best fit the research topic takes a more steps. I had a hard time refining my keywords, which was the steppingstone to getting to better sources. For example, changing "music students" to "conservatory students" brought up more research articles I can use to define my argument. The two other students had more specific topic than I did, so it was interesting to see their research and their though processes. Some topics are harder than others, but it really makes you think outside the box to improve key words.

The next time I do research, I will narrow my searches and keywords a bit more to find fewer sources. Another thing I will do before saving potential sources is making sure I have access to them. I created a few lists and was able to get about 20 sources. However, when I would click to read the full text, I was not able get into the articles. A few I found were in medical and academic journals that required memberships and money. A few other sources I had to dig around for. This was a bit time consuming, but I learned a lot for my future research and exploration.