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One Library, Many Music Departments: Developing and Integrated Library Instruction Program for All

Rachel Fox Von Swearingen
Syracuse University

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Recommended Citation

Fox Von Swearingen, Rachel, "One Library, Many Music Departments: Developing and Integrated Library Instruction Program for All" (2013). *Libraries' and Librarians' Publications*. 173.
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One Library, Many Music Departments

Developing an Integrated Library
Instruction Program for All

Rachel Fox von Swearingen, Syracuse University

ATMLA – NYS/O-MLA Fall Meeting
October 4, 2013

The Situation

- Interdisciplinary research university
- Music courses taught in four departments in two colleges
- Music collection integrated into main library
- No library orientation... or instruction

The Players

Drama

Art &
Music
Histories

School
of Music

Music
Education

Music
Industry

African
American
Studies

The Situation: Progressed

- Several one-shots
- Good PR
- Too many drop-ins for basic skills
- Frustration

The Idea

- Inspired by Deborah Pierce's 2005 *MRSQ* article "Incorporating Information Literacy into the Music Curriculum"
- Take charge myself!
- Create a foundation
- Create opportunities for specialized instruction

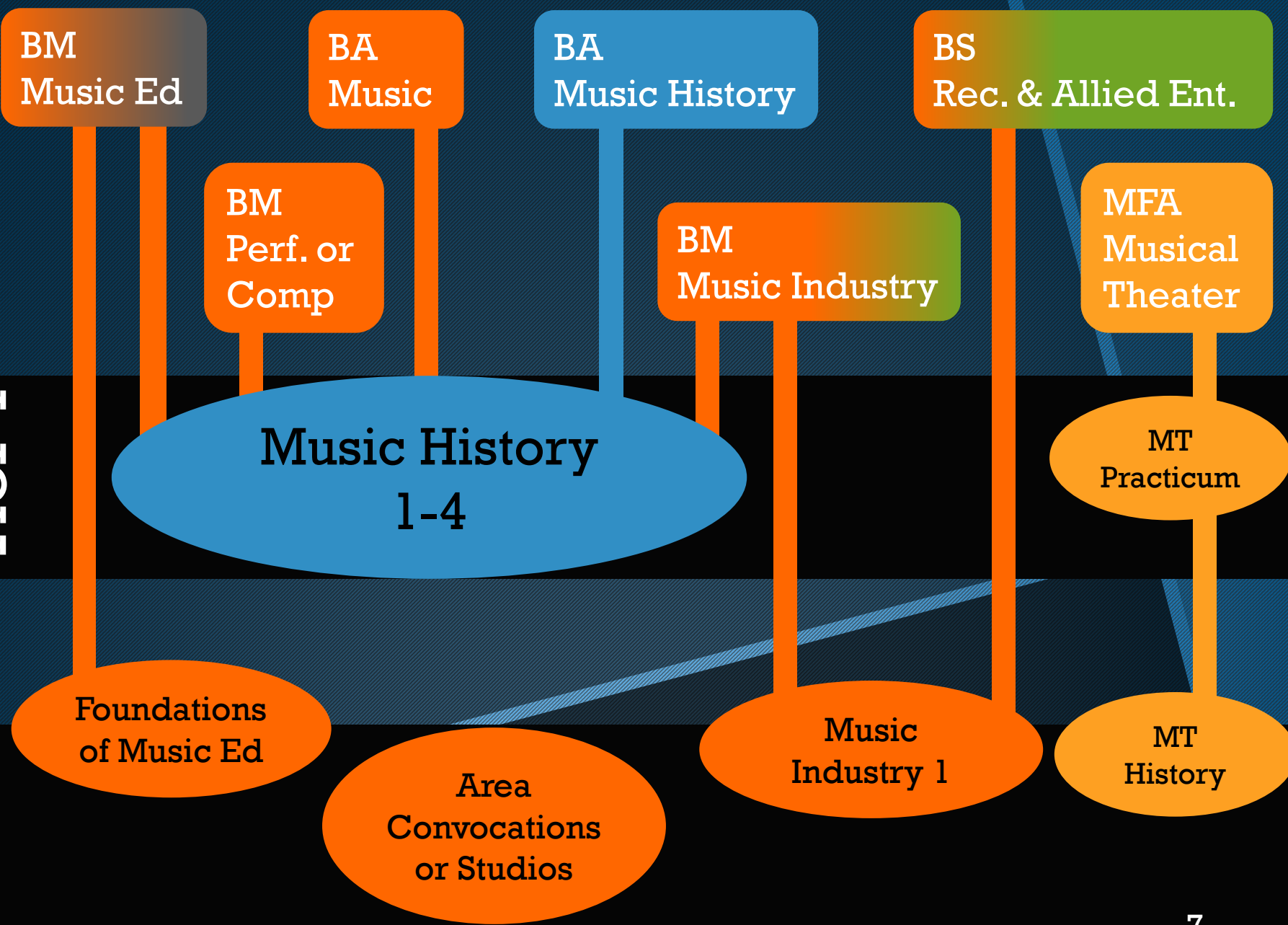
- Map curriculum for all programs
- Note department + cross-listings
- Identify forums, convocations, practicums



Map the Field,
Set Targets

Tier 1

Tier 2



- **MLA Information Literacy Instructional Objectives for Undergraduate Music Students**
- **What do I (and faculty) think?**
- **Adjust for my environment**



Set Instructional Goals

Students will:

Have familiarity with databases list, and what type of information is found in each

Understand how to choose keywords when searching specific musical works

Recall and use appropriate reference sources (like Grove)

Understand peer review process & why it is important

Understand intellectual property for music (scores, recordings)

Custom List of 40

- Get out and talk about it!
- Identify library partners too
- Discuss known assignments
- Share instructional goals
- Take any ally you can get



Collect Your Team

- Make a proposal based on current syllabus
- Accept & schedule, but still negotiate for more
- Offer skills lists, and offer lists of activities



Sell It & Negotiate

Tier I: Foundation

 Music History 1


- 75 min., freshmen

 Music History 2

 Music History 3

- 60 min., sophomores

 Music History 4

 Musical Theater Practicum

- 30 min, freshmen

Music History I

- Easy to plan
- Had time for activities
- Class too large for group work
- Provided “quiz”
- Turn it in, get a prize



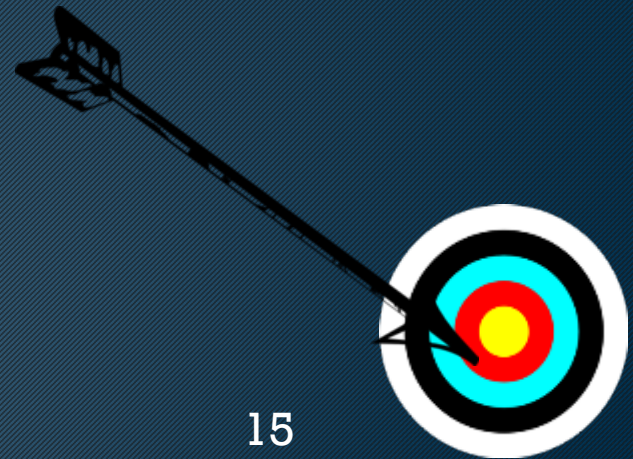
Music History 3

- First ally in history sequence
- Extended negotiation process
- Outcome TBD



Musical Theater Practicum

- Partnership gained through other allies
- Negotiated my way to longer session
- Worksheet takeaway + libguide
- Invited back immediately




Tier 2: Specialization

 Foundations of Music Ed


- 75 min., sophomores

 Musical Theater History

 Bandier Forum (BS)

- 30 min., all B.S. students

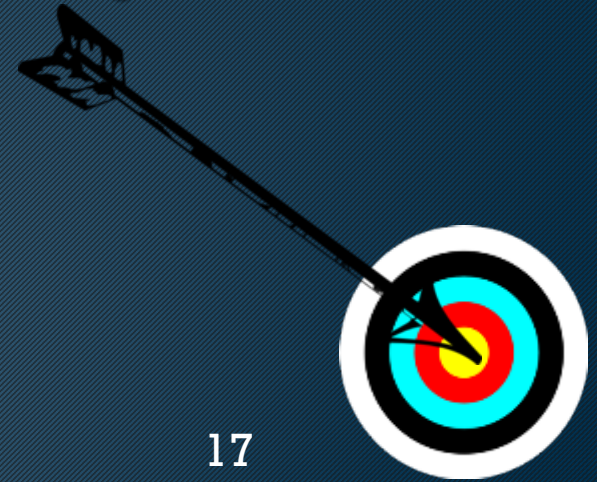
 Instrumental Area Convos

 Voice Area Convo

- 30 min, all voice students

Foundations of Music Education

- First library session established
- Small enough for group work & active learning
- Have repeated this session 3 times



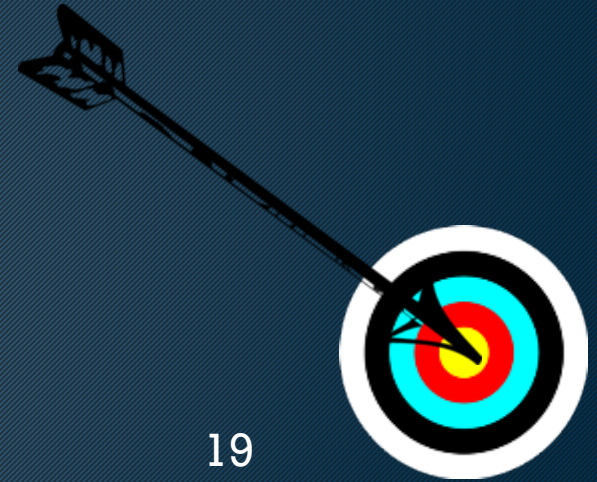
Bandier Forum

- Too much information for short session length
- Not the desired target class
- LibGuide is top for number of hits
- Try again
- With business librarian



Voice Area Convocation

- Most enthusiastic partners
- LibGuide generated regular sessions
- Worksheet for song repertoire

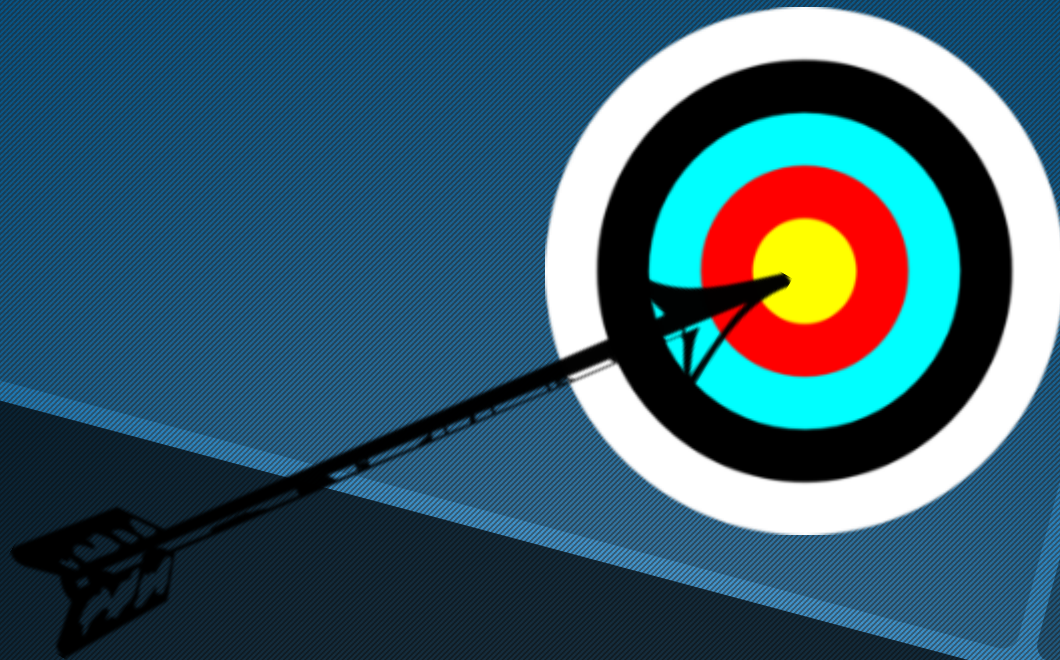


- Follow-up once assignments are turned in
- Discuss improvements while fresh in everyone's mind
- Send reminder the next year, along with content of session

Tips for Getting Repeat Sessions

- Negotiate for History 2 & 4
- Musical Theater History
- Music Industry 1
- Instrumental Area Convos
- Out-of-class workshops
 - Copyright
 - Writing recital program notes

**Future
Opportunities**



Questions!