One Library, Many Music Departments

Developing an Integrated Library Instruction Program for All

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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
School of Music

The Players

Art & Music Histories

Drama

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 the Field, Set Targets

- Map curriculum for all programs
- Note department + cross-listings
- Identify forums, convocations, practicums
• MLA Information Literacy
  Instructional Objectives for Undergraduate Music Students

• What do I (and faculty) think?

• Adjust for my environment
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)
- Get out and talk about it!
- Identify library partners too
- Discuss known assignments
- Share instructional goals
- Take any ally you can get
• Make a proposal based on current syllabus
• Accept & schedule, but still negotiate for more
• Offer skills lists, and offer lists of activities
Tier 1: 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
• Easy to plan
• Had time for activities
• Class too large for group work
• Provided “quiz”
  • Turn it in, get a prize
• 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
• First library session established
• Small enough for group work & active learning
• Have repeated this session 3 times
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
Tips for Getting Repeat Sessions

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