

College of Humanities and the Arts

Dept: Art & Design (Art History)
Course: ARTH 70A
Instructor(s): Christy Junkerman
Assignment: Evaluating Internet and Library Resources
Incorporates ACRL Standards: 3

Based on the work of religious architecture that your group has been assigned use one good Internet source and one print source (other than your textbook) from a library.

I. Internet Research: Keep a record of the amount of time you spend online. What search engine did you use? What words did you search? How many sites were listed in response to your search? How many did you try before you got one that seemed useful? Can you tell who put the most useful site up and why—what do you think is their motivation? URL for that site: Who do you think is the intended audience for the site and how can you tell? Who wrote the text for that site—is there an author listed? If there is an author, is there any info about who that is, what his or her training is? Do you think the material is accurate and authoritative? Why or why not? Does it include bibliography? What kind of links? Were they useful? Were you able to access the links?

II. Library Research: Again keep track of your time. Are any books mentioned in bibliographies on Internet sites in our library? Use the library computers to locate a book relevant to your topic in our library (or if you prefer, a public library near your home). What subject words or title words did you use for the search? Author/title and call number of the book you found (actually laid your hands on). Do you think you can rely on the information you find here? Why or why not? To what level of knowledge or to what audience would you say the print source is aimed? (For example: beginning student, advanced student, professor) How can you tell? How does the information in the book compare (amount or usefulness, for example or any other standard of comparison that seems relevant) to what you found on the Internet?

Dept: Art & Design (Art History)
Course: ARTH 70A
Instructor(s): Anne Simonson
Assignment: Journal or Log
Incorporates ACRL Standards: 3, 4

Describe your research process (probably in a sort of journal or log, not in a formal paper, with your research notes attached) on one example of art from New Kingdom Egypt:

- Describe (maybe list, step-by-step) your process of looking for information and attach materials you consulted.
- In addition to reading the textbook you should do some online searching. Try not just the links available on Edith's [librarians] web page but also some generic search engines.
 - What worked and what didn't? What was a useful information source?
 - What about certain web sites made them useful or otherwise good sources for information?

- What were your criteria for selecting these?

Dept: Art & Design (Art History)
Course: ARTH 70B
Instructor(s): Christy Junkerman
Assignment: Evaluating Internet and Library Resources
Incorporates ACRL Standards: 1, 2, 3

Using an assigned pair of images: list three subject headings you could use to look up information in *Grove Art*. Look up, read them and take notes. List three cross-references or descriptors from the above entries that you could use to dig deeper. Read at least one and take notes. Find citations in the library catalog for two books that might include either a discussion of your specific images, or at least other paintings by the artists you are working with. Decide what level of knowledge they are on, and say why you think so. Find a web site on Art History section of Google that is relevant to your topic. What is its title?

- Who put it up?
- What kind of links does it have?
- Were they relevant and authoritative?
- How sophisticated is the site and how can you tell?
- Was the Website helpful to you and how?

Find citations for two articles in *Art Full Text* that might apply to your topic & attach copy of one. Find the citation and library call number in the SJSU Library for a *history* book that would discuss the period in which your images were painted or the period of the subject of your images if your subject is historical. Which of the sources that you used for this assignment was most useful and efficient for your research? Why?

Dept: Art & Design (Art History)
Course: ARTH 70B
Instructor(s): Christy Junkerman
Assignment: Finding Books in the Library Catalog
Incorporates ACRL Standards: 1, 2

Start with a Word search for key terms. Select a promising title. What are 3 ways to find more on your topic from this screen? Search the SJSU Library Catalog and find one book on your group's topic now.

Dept: Art & Design (Art History)
Course: varies
Instructor(s): Edith Crowe
Assignment: Article Comparisons
Incorporates ACRL Standards: 2, 3

Compare article(s) on a course-related topic with an Internet source on same topic found via Google search, *or*

Compare article(s) on a course-related topic in a popular magazine (gotten online via full text) with article(s) on the same general topic in a scholarly journal (gotten in paper in the library),

or

Compare course-related article(s) on a controversial topic

- over time—compare article written at the time something happened with article on same topic written in last 5-10 years (e.g. Armory show).
- from journals covering different critical perspectives

Dept: Art & Design
Course: ART 100W
Instructor(s): Christy Junkerman
Assignment: Library Treasure Hunt
Incorporates ACRL Standards: 1, 2

1. Who wrote the *Dictionary of American Art*? 2. Who publishes the journal *Art History*? 3. What is on page 30 of *Art Education*, Vol. 39, No. 6, 1986? 4. Many art books have call numbers that begin with NA, NB, NC, ND. What do these letters tell you? 5. Does the library own a book on the history of knitting? (Give title)...[etc.] Note: This builds on a session with the art reference librarian who taught the students to use the electronic databases. I always assign this as an in-class exercise and go with them to the library. I ask them not to use the reference librarian for this worksheet, so I can see what they can do, and I station myself where they can find me so I can help whenever they get stuck. I change this exercise for every class, depending on what they are working on and try to aim it in every way I can. In some questions I might have a particular student in mind, in another there may be a link to a topic we discuss. I try to alert them to journals that would appeal to several students in the class, or ask them to find something about someone they might know. For example, the *Ceramics Monthly* article is about the director of our school. I find some of our students are extremely reluctant to ascend to the upper floors of the library and need a little push.

Dept: Art & Design
Course: ART 100W
Instructor(s): Patricia Sanders
Assignment: Research Paper
Incorporates ACRL Standards: 1, 2, 3, 4, 5

Each student will write a research question about a topic in his/her area and this will be assigned to another student. The question must be suitable for a 5-page research paper. *You will have an opportunity in class to talk about the topics with your "client" and to clarify them, if necessary.* Prepare an annotated bibliography. Your bibliography may include Internet sources, but must also include print sources and at least one article from the electronic databases we'll learn about from the art librarian, Edith Crowe. Annotate each source you think you will use, indicating its general content and how it is relevant to your question. At this point, you will discuss your progress with and get additional clarification from your client. You may find that you need to amplify or narrow your topic. Write first draft, second draft, final report. The client will read a copy of the final research report and write a commentary about it on a separate sheet of paper. Indicate whether your original question was answered to your satisfaction and indicate how this was done.

Dept: Art & Design (Art History)
Course: ARTH 272
Instructor(s): Christy Junkerman
Assignment: Print & *BHA* Research on Artist

Incorporates ACRL Standards: 1, 2

List call number, author and date of publication for any books in our library that are devoted solely to your artist (these are called monographs). List any specialized studies in our library that focus on some aspects of your artist's work. Using *Bibliography of the History of Art: BHA*, Cite the most recent substantial article published. Scan the results of a simple search using the artist's name. How many entries do you get? How many substantial (multi-page) articles do you find in the last two decades? Is there a recent book important enough to get multiple reviews? Cite the book and a couple of reviews. (Did we have that book in the library catalogue?) Has the artist been the subject of or included in a recent exhibition? Is there a catalogue for that exhibition? Read titles and see if you can spot any trends or issues or controversies in the scholarly literature about this artist in the last two decades. In other words, has anything interesting been going on? Use cross-references/links in the long displays to see if you can find a subject heading for some issue outside the narrowest boundaries of art history that might be productive and interesting to pursue for this artist.

Department: English
Course: 100w
Instructor(s): Mary Warner
Assignment: Literary Analyses and Research Papers
Incorporates ACRL Standards: 1, 2, 3, 4

The theme of the semester will be “the outsider/the other” and our relationship to those different from us. We will be reading “Noon Wine” by Katherine Anne Porter; “The Displaced Person” by Flannery O’Connor (short story/novella genre); numerous poems, and *The Laramie Project* by Moises Kaufman, a play.

This course requires you to write 8000 words. This includes Literary Analyses of “Noon Wine” and “The Displaced Person,” a Poetry-Explication-Biographic Research Paper, a Drama/Bibliographic Research Paper on *The Laramie Project*, and an oral presentation.

Department: School of Music & Dance
Course: Music 110
Instructor(s): William Meredith
Assignment: Writing Assignment No. 1: Using *Music Index* and *RILM*
Incorporates ACRL Standards: 1, 2

When it is time to begin research papers in music, we always start with what is called a literature search. Having chosen or been assigned your topic, you go to the library and use two important sources:

- 1) *Music Index*, which is a reader’s guide to periodical literature for music information
- 2) *RILM* (international repertory of music literature), which is a guide to periodicals, books, theses, dissertations, and almost everything written about music

These two sources have different kinds of information in them.

For your assignment, you will turn in 10 3”x5” index cards wrapped with a rubber band. Five of them will contain information you found in *Music Index*, 5 of them will contain information you found in *RILM*. On a cover card, put your name and your subject (the name of your composer). You will look through both sources to find out articles and books that you will use to write up your five-page paper. So, only write down information for articles and books in languages that you read well! And, try your best to pick ones that would actually be useful for your theoretical or real paper. (For instance, if it looks like it is only a review of a performance of a work by your composer, that is probably not going to be too helpful compared to a full-length article on your composer.)

At the top left hand corner of each card, write “Music Index” or “RILM” and the year/span of years in which you found the information if you are using the printed versions. Then copy out everything you need to find the material in the Library’s online database. At the top right hand corner, you will write the call number of the item in our library. If we don’t have it, write: SJSU: NO

[Songs] Sacred solo songs of Henry Purcell. M. R. Maxwell. NATS 35:27-30 n2 1978
 NATS = National Association of Teachers of Singing

On the Music Index cards, write out the name of the periodical. See above. If you are using RILM and the entry is for an essay in a book, be sure to write out the title of the essay (put quotation marks around it) and the title of the book (underline it). Also, add the publisher and date. If you have to ask for it from Interlibrary Loan, they will need all the information

Department: School of Music & Dance
Course: Music 110
Instructor(s): William Meredith
Assignment: Assignment No. 2: Searching the web for information about music & comparing *Grove Music Online* to other composer-related web sites

Incorporates ACRL Standards: 1, 2, 3

Part 1: First, go to *Grove Music Online*. Read and study the entire entry for your composer. What *kinds* of information do you find in the entry? Be careful: do not list the information itself, just list what you find there.

Make a list here of KINDS of information you found there, including pictures, sound files, connections to other web sites:

How would you use the *Grove Music Online* to help you with a research paper or later in life to find out information about a composer or topic?

Part 2:

Using 2 different search engines on the web, look up your composer and answer the following questions. Check 2 different web sites for each search engine (4 total). Staple the entire assignment together (all 5 pp.).

Search engine (circle): _____ or _____

Name of my composer: _____

How many entries did you find in total? _____

PRINT the web address, the UR: (URL = uniform research locator) of the site):

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1. Give a general description of the site (what do you find there?)
 2. What is the purpose of this site? Education Entertainment Sell me something
Other:
 3. Who is responsible for this site (record company, research institution, student, etc.)? Is the person an authority on the composer? How would you determine if he or she is an authority?
 4. Do you think you could verify the information in a non-internet source?
 5. Is the site kept up to date?

6. What do you think of the graphics? (Useful? Slow/fast to load?)
7. Did the web site have sound files? How would you evaluate them?
8. How useful is the site for students writing research papers?
9. Is this web site more or less useful than *Grove Music Online*? How?

Department: School of Music & Dance
Course: Music 110
Instructor(s): William Meredith
Assignment: Direct and Indirect Quotations
Incorporates ACRL Standards: 3, 5

All research papers are based on other scholars' work. It is part of the Honor Code of all universities that students must identify the sources of information in their papers.

Every bit of information that does not come from your own original research must be footnoted. Everything that is not "common knowledge" should be footnoted. To answer the question "is this common knowledge?," ask yourself if your father or mother knows this information. You will see that almost everything about music research is not common knowledge.

When we include information from others in our papers, we use two methods.

1. Direct Quotation

When an author says something in such a way that it cannot be improved upon or is colorful, use a direct quote. ALWAYS introduce the quoted material. If the quote is three or less lines, use quotation marks around the material. If it is four or more lines, use a block indent and do not use quotation marks.

Examples:

a. During the nineteenth century, Beethoven's symphonies became models for other composers. As the Beethoven scholar William Meredith has pointed out, "Every symphonic composer of any stature felt Beethoven's breath on his or her neck."¹

b. During the nineteenth century, Beethoven's symphonies became models for other composers. As William Meredith has pointed out,

Every symphonic composer of any stature in the 19th century felt Beethoven's breath on his or her neck. The monumental achievements of the nine symphonies overwhelmed lesser composers and proved to be daunting roadblocks to even the greatest composers.²

¹ Footnote numbers always go at the outside of periods and quotation marks.

² In indented quotes, the footnote numbers go at the end of the block-indent.

Do not end a paragraph with an indented quote. You should have the last say in a paragraph with an indented quote. It is also normally not a good idea to end a paragraph with a quote that is not indented. Again, the idea is the same: you should have the last word.

Do not use quotation marks when you indent a quote!

In a normal research paper, you limit the use of direct quotes, so that it does not look like you are stitching your paper together from someone else's work. Normally, 4-5 are used in a paper.

2. Indirect quotation / Paraphrasing

The vast majority of your paper should use indirect quotation, when you take an author's information and state it in your own words.

If you use more than three words of an author in a row without quotation marks and a footnote, it is considered plagiarism and a violation of the honor code!

Indirect quotation, because it is not your information, also is footnoted!!!

Example:

It was difficult for 19th-century composers to write symphonies because they felt that Beethoven's symphonies were too great.³

Assignment:

Take two sources (the *New Grove Dictionary* article and one other source on your composer) and write:

1. One paragraph of at least 5 sentences that you paraphrase. Either Xerox the original paragraph or retype it and turn it in with your assignment. Remember, no more than three words in a row.
2. One paragraph of three or four sentences that contains an example of a direct quote that is introduced. If the quote is three lines or less, it can be in the body of the paragraph. If it is four lines or more, it should be a block indent.

³ William Meredith, "Beethoven's Symphonies," *Beethoven Journal* 9 (1994): 27.

Department: School of Music & Dance
Course: Music 110
Instructor(s): William Meredith
Assignment: Footnoting
Incorporates ACRL Standards: 5

Attached is a handout, which is a xerox of some pages from the 1998 edition of *Miriam-Webster's Concise Handbook for Writers*, 2nd ed., which is available in the bookstore for \$9.95. The xerox contains the section on how to write footnotes or endnotes and is the most concise guide possible that I know of at the moment

For your assignment, I would like for you to take the cards from Assignment 1, chose five of them that are for works in the library, pull out one sentence from each source, and paraphrase it as per Assignment 3, and put a footnote number at the end of the sentence and then write out the correct footnote.

Include books & articles.

If you did not find 5 of your sources in the library, speak to me about which ones to use.

These can all be on 1-2 pages.

For example:

Beethoven loved to argue with even his best friends over the theory that the different keys express a particular character.⁴

Department: School of Music & Dance
Course: Music 110
Instructor(s): William Meredith
Assignment: Final Research Paper
Incorporates ACRL Standards: 1, 2, 3, 4, 5

You will turn in a research paper on your composer (five to seven pages long, double-spaced, with either footnotes or endnotes). In the paper you will discuss the composer's life (2 1/2 to 3 pages) and a piece of her or his music (2 1/2 to 3 pages). Paper requirements: Please check and turn in with your paper: 1) 5-7 pages. Content: 25%, 2) endnotes or footnotes in correct format: 20 %, 3) 3 direct quotes, introduced correctly: 15%, 4) an introduction paragraph: 10%, 5) a concluding paragraph: 10%, 6) a thesis sentence in each paragraph, underlined or marked in yellow: 10%, 7) proof-read. Name of proof-reader: (10%)

⁴ Anton Felix Schindler, *Beethoven as I Knew Him*, ed. Donald W. MacArdle (London: Faber and Faber, 1966), 368.