

Approved by the faculty of the Department of Music, October 2006

## Introduction

Information literacy in the department on music has two main components: acquiring a knowledge of 1) performance-related sources and 2) the scholarly literature of music as an liberal art and a pedagogical science. The following courses selected for the fulfillment of the information literacy requirement are taken by all the music majors in the department: Applied Music (Performance) and Music 284, 285, 286 (three-semester music history survey) and either Music 291W (World Music) [\[ER1\]](#) or 211W (Western Music).

## Music 122 and 222 (semesters 1 through 8)

In the performance classes students will ask questions about how to find scores and recordings of the music they will study. They will work with the instructor and the music librarian and learn to gain access to sources for scores and recordings from traditional (print and records, cassettes, CDs, and videos) and electronic sources. In this way, the students will develop a knowledge base with regard to organizational structure of information resources in this area. Information-literate students will learn about fair use procedures governing the reproduction of scores [\[ER2\]](#) and recordings and with the music library will determine proper and legal reproduction of these sources, demonstrate their knowledge of them and comply with institutional policies on access to information resources. The student will determine the best sources (editions) and critically evaluate performances. The students will produce a product (performance) that communicates the understanding and knowledge of the new information in a formal, discipline-specific format. Along with the faculty instructor and the peer group, the student will critically analyze the performance and the source from which the performance was generated.

## Music History 284, 285, 286 (fourth through sixth semesters)

In the music-history sequence, the information literate student develops a competent understanding of the entire breadth of the western musical tradition. Working with the faculty instructor and the music librarian, the students will determine the kinds of questions music historians ask, how the information gained in these courses broadens the information base about western cultural heritage, and begin to redefine their own self-identity through the critical consideration of the new information. Students will gain access to information sources about scores and recordings (similar to Music 122 and 222 but more broadly defined) and to print and online scholarly literature. Students will develop a knowledge base about musical dictionaries and encyclopedias, historical and contemporary journals, and develop access strategies for these media. Particular attention will be paid to the selection of on-line materials and their value. In writing assignments students will apply information gained and develop skills in proper use of published material, what constitutes plagiarism and copyright infringement, and the proper techniques for citations and attributions.

## Music 210W, 211W, 212W, 213W, and Music 292

In these advanced courses (fifth semester and after) information-literate students will further refine the skills they have developed in Music 122, 222, and 284, 285, and 286. Further emphasis on journal articles and in-class discussion will provide opportunities for students to develop their critical reading skills, evaluate reading material for its assumptions and methodology, appraising its contribution to the area-specific research base. The students will now frame independent research topics in consultation with the faculty instructor. Students will frame questions that are meaningful for their own development and value systems. They will apply research techniques in developing the questions and make informed selections of source material. Students will present their research in in-class presentations that encourage critical

**Comment [ER1]:** As I understand it, students are not required to take 291W; it is one of several upper-level Ws they can take, right? 210 and 211 are the others, I think.

**Comment [ER2]:** Do we want to place the onus on students to inquire? I would say they'll be told about fair use.

discussion. Through the W process for the written paper, students will enter into intense dialogues with the instructor about the research questions asked, the sources accessed (annotated bibliography), the clear and efficient presentation of the information and proper citation and attributions.

**Music Education: Music 273, Seminar in Music Education and Egen 297, Seminar Clinic: Student Teaching Seminar.**

The information-literacy content in these courses is comparable to Music 284, 285, and 286 but it is area specific in music education. In these courses information literate students will acquire information about the objectives and areas of musical education, begin to develop a knowledge base about the primary print and on-line materials in the field, and further develop information-literacy skills and knowledge for application in the primary and secondary school classroom.

These courses will provide information literacy content that fulfills Association of College and Research Libraries (ACRL) Standards I-V at the basic and advanced levels.

**Are all these courses required of your students?** All music majors must enroll in applied music courses in every semester in which they are in residence. Music 284, 285, and 286 are requirements for all the music major degrees. All music majors must take either 210 W or 291W. All music education students must take Music 273 and Egen 297.