

Presentation Guidelines: Library Resources and Journals

At two points during the quarter, you will be assigned library items and journals to evaluate and compare. You will present the results of your evaluation to the class on an assigned day, supporting your five-minute presentation with a handout and a well-planned outline.

LIBRARY RESOURCE PRESENTATION -- For **library resources**, consider the following points (other questions may occur to you as well!)—you can't include ALL this information, however.

Did you look at the complete Polycat record for the item? What information can you glean there?

Could you find any **reviews** of the item? (Check the *Music Index*; check *RILM* as well.) What did you learn from the review? Does it help you understand your item better?

What is the purpose of this item?

What do all the words in the title *mean*? (I.e., if it's an index to Festschriften, what's a Festschrift?)

Who would find this item most useful?

Does it have a Duckles number? What does Duckles have to say about the item's value?

When was (or is) it published?

Who is its author or editor?

If it is still in print (check *Books in Print*), how much does it cost?

What features does it offer?

Are musical examples, plates, illustrations, tables, or graphs included?

How is it organized? How easy is it to use this item?

How comprehensive is the coverage?

Is the item indexed?

Where will we find this item?

What are the best things about this item?

Are there any warnings you would give someone wanting to use this item?

Include, as a part of your **handout**, at least three aspects of the item that you think your peers would find interesting or valuable.

Include on your handout a correct **bibliographic citation** for the item.

For the day you present your findings, you need to prepare:

1. A **five-minute** class presentation (you will be asked to give me a copy of your **outline** before you speak). Think carefully about what is important to know about your item, and don't waste time with non-essential information. Part of your grade is determined by the wisdom of your choices about what to include and what to exclude. Remember that your handout *could* include information you don't have time to cover orally. Your presentation CANNOT exceed five minutes—so rehearse what you want to say to make sure your outline is realistic.
2. A **hole-punched handout** for the class (I will tell you how many copies), outlining your name, your presentation's main points, any information that would help your peers to use the item, and a proper bibliographic citation for the item you're discussing. Does it have a Duckles number? Don't forget your name on the handout! If it is more than one page, please double-side it to save paper. If it is more than one sheet, staple it before your presentation. Consider your graphic design to make it easy to follow during your presentation and interesting to read.

JOURNAL PRESENTATION – You will need to examine at least 3 print issues to understand how your journal is assembled. For each **journal**, consider the following points (other questions may occur to you as well!):

- What is the purpose of this journal? Who would read it?
- How long has this journal been published? How often does it appear?
- Who currently edits it? Who publishes it? How much does it cost?
- Did you look at the complete Polycat record for this journal? What information can you glean there? (how long has/did Cal Poly subscribe? Are older issues in the stacks, or on microfilm?)
- Does it appear in any full-text databases? (See Serials Solutions.) If so, which ones, and for what span of years?
- Does it have a Duckles number? What does Duckles have to say about the journal?
- How long are the articles? How 'deep' is the coverage?
- Are musical examples, plates, illustrations, tables, or graphs included?
- Besides articles, what other features does the journal offer?
- Do the articles include footnotes/endnotes or bibliographies?
- Does the journal tell you anything about the articles' authors?
- Where is this journal indexed? (*Music Index*? Online databases? Within the journal itself?)
- What are the best things about this journal?
- Are there any warnings you would give someone wanting to use this journal?
- Include, as a part of your **handout**, complete (and correct!) **bibliographic citations** for at least **three articles from the journal that you think your peers would find interesting or valuable.**

For the day you present your findings, you need to prepare:

1. A **five-minute** class presentation (you will be asked to give me a copy of your **outline** before you speak). Think carefully about what is important to know about your journal, and don't waste time with non-essential information. Part of your grade is determined by the wisdom of your choice about what to include and what to exclude. Remember that your handout could include information you don't have time to cover orally. Your presentation CANNOT exceed five minutes—so rehearse what you want to say to make sure your outline is realistic.
2. A **hole-punched handout** for the class, outlining your name, your presentation's main points, any information that would help your peers to use the journal, and proper bibliographic citations for three valuable articles. Don't forget your name on the handout! If it is more than one page, please double-side it to save paper. If it is more than one sheet, staple it before your presentation. Consider your graphic design to make it easy to follow during your presentation and interesting to read.

Grading

The point distribution for each presentations is:

Presentation (14)	Point Scale:	A 18-20 points	C 14-15
Content (5)		B 16-17	D 12-13
Organization (4)			
Delivery (5)			
	Score Busters		
		Errors in grammar, punctuation, proofreading = -.10 pt. each	
		Errors in citation format = -.5 each	
Handout (6)		No outline = -5 pts	
Content (3)		Not ready to give presentation when assigned (unless excused) =	
Clarity (1)		failure of course	
Appearance (2)			