**2014 FIG College Connections Faculty Comments – Feedback on Question Below
How did you integrate the library into a class project or assignment?**

**Breaking the Wall**

**Susan C. Anderson**

Students had to find a personal narrative about life in East, West, or united Germany since 1945 and write a book review on it. They had to learn how to search the library's holdings and to find the book on the shelf.

**The Far Side**

**Holly Arrow**

The students organized into groups to create Wikis and prepare an oral presentation based on the information they put together for their Wiki.  During the library visit they learned how to find peer-reviewed articles and found citations and full texts for two promising articles for their topics.  They also learned the basics of APA style for citations, which they used for the reference page of their Wikis.

**Tomato, Tomato**

**Melissa Baese-Berk**

Our students had to use a journal article to help them with their final project. They also met Katy Lenn at the library before a big research assignment was due for LING 201, so that was very helpful.

**World Within Us**

**Diane Baxter**

  I have been doing the same basic library assignment for several years now because it works extremely well and is very much integrated into the Fig curriculum.  So, to repeat (!), students select to be in one of four groups, each group having one topic that can be approached from both cultural and psychological perspectives.  The students in each group work together to create and present about their topic to the class.  Miriam Rigby prepares the library visit to address these four topics so students have a **“**buy in” since they know that the skills she teaches them will be useful as they prepare for their presentation.

**Oregon Outside**

**David Blackwell**

During Week 3 we had a library activity with Dean Walton during which he demonstrated the research capacity of the Science Library. The students used that knowledge in their term research group project on a state or national park/recreation area within Oregon. Several of the groups used Dean's and Emily's help during the research.

**Maps and Apps**

**Christopher Bone**

Students had to obtain aerial photos from the map library, scan them using a specialized photo scanner, and then include the scanned images in their websites that they developed for the FIG project.

**Human Hierarchies**

**Yvonne Braun**

The students had to find a source on a relevant topic for the class and write a short critical summary of it. For their final group project, they had to pick a quote from one of the group member’s articles to integrate into their presentation on a relevant issue or policy related to women and/or gender in Oregon or on campus.

**Justice Matters**

**Steven Brence**

The main class project was for students to create their own Zines on some political topic of their own choosing. We therefore arranged not only for the regular library visit, but also for an additional visit to the Special Collections at the Knight Library so that students could examine the Zines in their holdings. The regular library assignment was to identify and make use of two sources that would inform the topics upon which they were organizing their Zines.

**Modern Families**

**Kathie Carpenter**

 The library assignment was to do some preliminary research on their paper for my class, and then make a presentation about it in the CC class.  This was mostly to keep them from procrastinating on the paper, and to give me a chance to give them feedback if they were on the wrong track before it was too late, but it also forced them to use library resources.

**Social Services**

**Dan Close**

We worked with Education Librarian Katy Lenn to organize a class at the Library. Katy taught the students to use various education search engines. Each student learned how to access scholarly journals and other professional periodicals. The assignment was to identify one refereed journal in the subject of the course term paper for FHS 213. The students then were required to write an abstract. Gianna supervised this assignment for the class.

**International Outlook**

**Jane Cramer**

The FIG students were required to do research on an international issue/problem that they would design an international campaign using social media to help address the problem. The students learned how to use the library to do better research on their projects during our library session, and then they had to share in their groups the research they did, and then present it in the end.

**Vamos lá Brazil!**

**Simone DaSilva**

First and foremost, working with librarian David Woken was a delight. He helped me catering the perfect activity for the group and made informational handouts for the students. Furthermore, students were able to use the knowledge from the library session in their other class projects. I envisioned the library assignment as an important tool to prepare students for their future group assignments and final project. It was a short account about life in one region of Brazil, relatively informal but focused on the living conditions of Brazilian youth -as a way to compare to students' reality. I was very pleased with the projects and they all had a chance to learn a bit with each other.

**Papas o Patatas**

**Robert Davis**

The library project was an advance assignment to help students prepare for their final project in SPAN 298. We had the librarian come in early in the term to talk about research, then the students created an annotated bibliography in advance of writing the final wiki entry for their class project. It was the first time I used the annotated bibliography format, so I look forward to seeing the results.

**Cultural Encounters**

**Michael Dreiling**

The library assignment served their final projects, requiring them to identify a specific quote from the book and articles that they obtained in their library assignment. They all used the library assignments to add an intellectual spin to their video project, presented on screen at the end of the term.

**Forensic Science**

**Deborah Exton**

Students had to complete an assignment the day of the library visit which encouraged them to ask questions of the librarian. They had a follow-up creative writing assignment that required them to incorporate concepts from their summer reading as well as information from the library.

**Thinking About Teaching?**

**Judy Francis**

They wrote a short paper pertaining to one of the issues from one of their classes using information derived from reading a short article and material from a book. The paper needed to cite these references.

**Roots of Civilization**

**Michael Furtado**

Our library visit was both an orientation to library services and an introduction to using the library databases to search for references necessary for completing the course project. Students were required to use at least two references from the library in the completion of a brief history paper dealing with the ancient history of their individual countries of origin.

**Digging Up History**

**Daphne Gallagher**

This was our second year using an amazing race style activity (created and led by Miriam Rigby). The students find a variety of resources (books, articles accessed through databases, etc.) that are all themed around archaeology. The project allows them to see how many diverse places you can find resources on the same topic.

**Connected Characters**

**Andrew Goble**

One class meeting was devoted to a library orientation, given by Kevin McDowell the Japanese Bibliographer in Knight Library.

**Ancient Stories**

**Deborah Green**

The students had a session with Paul Frantz at the library and the FIG Assistant assigned the students a mini-research project using the vaious library resources. They turned in those projects to her just to ensure that they did the assignment. During Paul’s presentation (which he usually tailors a bit for my classes anyway), I interjected a couple of comments on things that I thought would help the students as well.

**Art of Expression**

**Greg Gurley**

Our class assignment was based on the Jane Austen novel “Pride and Prejudice”, which was our summer reading, and it was also the play for the fall season on campus. Our performances and projects of understanding centered on the themes within the novel and/or the time period and social conventions represented by the novel itself. Students could explore how these themes are experienced in our modern time or they could look at the original work in context with the cultural and social norms of its time. The library proved to be a great aid in searches for that time period of the late 18th and early 19th centuries. One student wanted to look at the costumes of that period and created a presentation of the formal and informal clothing for women and men of that period based on images accessed through the library. Works of art inspired others and it helped them to reflect on their own ideas about “pride and prejudices.”

**Social Progress, Social Change**

**Michael Hames-Garcia**

We visit special collections and university archives to show students collections related to race, gender, and Oregon in order to prepare them to researching entries for a "People's Guide to Eugene and Springfield"

**Got Opinions?**

**Melissa Hart**

Students learned to use the library, and specifically, learned to locate magazine and newspaper essays along the lines of those that they wrote for their final project.

**Hidden History**

**Jennifer O’Neal/Kevin Hatfield**

The entirety of this course incorporates and integrates the library into various projects, discussions, and assignments. Over the summer we begin by comparing student life at the UO today as an incoming Freshman to that of Lucile Saunders in 1915 through the lens of her fall term journal and correspondence with family—part of the University Archives collection. We explore the major themes and issues addressed in Lucille’s journal and reflect on how a student’s voice and experience can be reflected and preserved in a variety of formats such as scrapbooks, letters, photographs, artifacts and blogs. During week 2 we introduce the class to the library through an amazing race-type scavenger hunt. As part of this activity student’s work in groups to complete all stages of the event that includes searching the catalog, finding and retrieving a book, searching for an article, finding study spaces, and locating the reference desk. This type of event is effective in introducing Freshman to the various services and resources of the library, especially those that they may not be aware of. This FIG strives to empower Freshmen to become active producers of history rather than passive consumers and further explore how history is created and contemplate what footprints students leave behind tracing their college experience. Thus, as part of an on-going project, each student contributes to the long-term “Documenting Freshman Year Experiences”, which documents their autobiographical experience as a Freshman at the University of Oregon through the creation of weekly blog entries capturing and reflecting upon their experiences and various aspects of student life. Our class concludes with a formal donation ceremony at the University Archives where students archive their creations in an ever‐growing collection of stories, art and memories of FIG students from previous years. During weeks 4 and 5 we present a Hidden History session and discussion in Special Collections and University Archives. During this presentation we reveal the often “hidden history” in the state of Oregon as well as the traditionally underserved and underrepresented students and communities on the UO campus. Students explore and interact with a variety of the University Archive materials on this topic and discuss concepts of causation, agency, memory, authenticity, bias, perspective, voice, subjectivity, and context‐‐ concepts which are simultaneously being explored in both ES 101 and HIST 201. Finally, in week 6 and 7 students engage in a ‘Civil War’ Reconstruction assignment. We have them reconstruct the 1937 “Invasion of Eugene” by the rival Aggies (OSU) using newspaper and photographic evidence. Students work in groups to reconstruct the historical campus event using primary source materials. The group’s account is then fashioned into a narrative using the evidence provided and prepared to be presented to the class the following class session. Each group presents and the class discusses and shares their strategies and approach of the exercise. Overall, we hope that the Hidden History FIG provides not only a better understanding of the subjectivity of historical events, but also more refined skills and tools in acting as the creators of history.

**Science in the News**

**Diane Hawley**

We gave the students an article to read from the popular press about GMOs. They were asked to answer some questions about the information in the article and the way it was sourced. Then in the library they looked up a peer-reviewed paper and, among other things, compared the type of sourcing and format with the article from the popular press.  This idea for the library project was worked out by Lindsey and Annie Zeidman-Karpinski.  Annie, in particular, did a lot of work organizing this exercise.  I thought it was the best use of the library time in the four years I have been teaching this FIG, and it's given me a few ideas that I think might make it even better.

**Startup from the Ground UP
Michael Hennessy**

Annie Zeidman-Karpinski designed a very fun activity in the Science library, which was directly related to the FIG.

**War and Peace
Katya Hokanson**

Our Slavic librarian gave an orientation in the library as one of our class meetings; the library assignment is related to materials she introduced.

**COLLEGE: A Screwball Comedy**

**Leigh Anne Jasheway**

Students met with Elizabeth for their library overview and then were asked to find three academic textbooks on comedy of any genre. From those texts, they chose a quote from each book that addressed one of the concepts we had discussed in the FIG and turned those in as an assignment.

**Hip Hop and the Politics of Race**

**Loren Kajikawa**

We began with the idea that the library visit would lead the students into an assignment where they studied and analyzed a hip hop song and some of the music that was sampled to create it. We planned on sending students into the library to find LPs that contain these original samples and find them on the record. However, once the class decided that it was going to commit to putting on the UO Hip Hop Jam, Desmond and I decided that we should eliminate this project so that the students could devote their time to planning, publicity, etc.

**Speaking in Time**

**Tyler Kendall**

Students gave group presentations based on library research.  They searched out a literary source (some groups used the library more than others for this) and then led a class discussion with a multimedia presentation component about the role of language in that source.

**Vive la France**

**Karen McPherson**

The library assignment was both practical (a kind of scavenger hunt for information and documents and requirements to demonstrate ability to do appropriate bibliographic formatting and documentation) and substantive in that the questions were all related to French culture--specifically art, fairytales and ballet—so that the materials the students were locating had a relationship to the excursion to the ballet. The summer assignment was also related to the ballet in France.

**Students without Borders**

**Jeff Measelle**

Our trip to the library and the library assignment was all part of the larger requirement for students’ “group project” requirement. During the library visit, students conducted a search on potential sources for their group project, which they were required to turn in draft form to indicate what sources they were planning to actually use.

**Rock ‘n’ Physics**

**Stanley Micklavzina**

I had them pick a band they like to listen to and then do some research of music that influenced that band's music.  They were required to have library reference in their bibliography and try and include a reference from the Douglas Listening Room in the Knight Library.  I also had the music librarian give a presentation about the library.

**Shakespeare’s Stage**

**Michael Najjar**

The students were required to go to the library and pull several books that directly impacted their Shakespeare eulogy and that helped them with the associated classes. We also had a session with Barbara Jenkins where she explained how to navigate the library resources. It was our intent that these culminated in a fuller library experience for all FIG students.

**Face to Face**

**Margaret Parker**

My biggest connections assignment was the library assignment – find a news article, a journal article and a video (documentary) or music that focuses on stereotyping or classification and provide a substantiated discussion about each. Reading those papers, for me, was very meaningful. I could tell that it was meaningful for many of the students too. However, they wanted more of that. Also, it is challenging for all humans, I think, to consider the audience (and the classification and stereotyping issues), when speaking. That is a fundamental challenge.

**Modeling Life**

**Raghuveer Parthasarathy**

I designed an assignment that involved taking a biophysical research paper and looking up the papers it cites as well as papers that cite it. Students then analyzed the “landscape” of these past and future references, tabulating such things as the types of departments the papers’ authors are in, their countries, etc. This worked very well; students were surprised by and interested in how very cross-disciplinary sciences is, among other things.

**Art, Culture, and Comics**

**Ben Saunders**

We continued to use an assignment designed by a former FA that requires the students to do independent research on political cartoons.

**Sorting Hat**

**Alison Schmitke**

Taylor arranged for a library visit with Katy Lenn.  We then divided the students into 5 groups representing different aspects of the library – Rooms & Study Spaces, Course Reserves, Special Collections & Archives, Videos & Music, Subject Librarians.  The goal was to familiarize the FIG students with a range of library services.  These groups prepared creative presentations to share their library knowledge with the class.  Skits, poetry, song –  informative fun was strongly encouraged!

**Justice, Beauty and Nature**

**Jason Schreiner**

Our librarian, Dean Walton, provided an excellent introduction to using the library's search tools, particularly databases. He emphasized how to find peer-reviewed articles. Students were required to cite a couple of peer-reviewed articles as part of their research project for ENVS 201. Thus, for the FIG library assignment, all students identified one relevant peer-reviewed article and reflected on their research process of finding it (steps they took, obstacles/frustrations and how overcome, providing correct citation) - this directly pertained to their work in ENVS 201.

**No Impact Experiment**

**Kim Sheehan**

The book we read, “No Impact Man”, was written a few years ago and includes a lot of scientific information (such as the size of the garbage float in the Pacific ocean). Our library assignment was to find two scientific facts in the book and corroborate (or revise) those facts based on two sources that they found from the library. This was a great assignment that worked out well for the students.

**Paging Dr. Darwin**

**Josh Snodgrass**

Same as in previous years--using the NY Times Really? column as the basis for the assignment.
**Stories We Tell**

**Michael Stern**

We had them search for articles on the class materials.

**The Science of Learning**

**Randy Sullivan**

I actually tried something a little different this year. This was my first time through a new curriculum in my College Connections course and I was having a hard time coming up with a meaningful library assignment, so I just asked Brian Westra, my librarian, to come up with an activity. He did a fabulous job! He led the students through a library game that familiarized them with library resources. Now that I've been through the curriculum once, I've got some ideas for relevant assignments for next year, but kudos to Brian for helping me out during my first time through.

**Visualize a Better World**

**David Turner**

Rebecca and I met with Mar Palacios, the new AAA Librarian, and helped plan the Library session.  We went over the Final Project the FIG students had been assigned, creating posters about Visualizing the Food Chain, and she specifically brought up examples in research about how to find images on ArtStor and how to research contemporary artists and art definitions.  Rebecca had reserved the computer lab in the Knight Library, where she works part-time, and it was a perfect setting for the class.

**Chemistry of Sustainability**

**David Tyler**

Brian Westra, the science librarian, gave a talk on library resources. They need this information because they have to do some library research for their project. There were fewer citations to Wikipedia this year in the students' bibliographies so his talk seems to have done some good.

**Silk Road**

**Mark Unno**

We had students identify an art object from the museum and relate library articles or books to the art object as their research project. In addition, we took them to see Special Collections, where they were able to view rare manuscripts and materials.

**Portable Life Museum**

**Julie Voelker-Morris**

We visited Special Collections to learn about past stories of student life at the UO. Students in our FIG then studied and produced individual essays and presentations about something from their life (object or

skill/ability) that has been passed down to them as part of their "portable life". Students engaged with band instruments, book marks, love of animals, lockets, and more.

**Vamps and Vampires**

**Matthias Vogel**

My students had to research online and direct in the library. They had to find articles/books on film and they had to bring it to the meeting with David Woken. David did very well. I like him a lot. No nonsense or gimmicks. After his presentation, the second part of the library project was to find 8 to 10 further articles and write an annotated bibliography for use later in the term (term papers).

**Volcanoes in Your Backyard**

**James Watkins and Amanda Thomas**

The class project was to write a research style paper on a volcano of the students’ choice. The library project introduced them to concepts such as bibliographies, plagiarism, and different types/styles/qualities of scientific resources and how to locate them using the library facilities at UO.

**Culture at the Crossroads**

**Larry Wayte**

 The library assignment fit directly into our class projects, which involved researching recent academic articles related to our African American music and history, and presenting a brief oral summary of those articles to the whole class. I asked the librarian to review techniques for finding scholarly articles on-line and in print, and that information formed the basis for the assignment. I find the library and research component of the FIG to be the most valuable academic experience the FIG offers.

**Value and Values**

**Kay Westerfield**

Kaiping Zhang, the UO Business and Economics librarian, gave a workshop on library resources for our class. We also had a library assignment that introduced them to key resources for their international business and culture related classes and to key features of the Knight Library