Purpose

The Library Research Awards program recognizes Monmouth University undergraduate and graduate students who demonstrate extraordinary skill and creativity in the application of library and information resources to research papers completed in fulfillment of a course requirement. In addition to rewarding successful information literacy achievements by students, these awards will also highlight and promote the Library’s resources and services to the Monmouth community.

The awards, sponsored by the Monmouth University Library Association, will be presented as one winning award for each category – undergraduate, and graduate.

Eligibility

- Individuals currently enrolled as undergraduate and graduate students at Monmouth University. All class levels and disciplines are eligible.
- Projects must fulfill the requirements of a Monmouth University course.
- Projects must be written in spring, summer, or fall 2018.
- Projects must contain an element of library research. The use of primary and/or secondary literature to support a thesis must be present.

Application Procedure & Deadline

When preparing the application package, please include:

- Application cover sheet.
- A 100 word abstract/summary of the research project.
- A 500-750 word essay describing research strategies and application of library tools and resources in completion of the project (see evaluation criteria chart).
- A final version of the research project, including works cited; papers should be approximately 10+ pages long.

Application Period: May 1, 2018 – March 1, 2019
Winner notification: April 1, 2019
Awards Presentation: April, 2019

Submissions can be sent electronically or mailed to: edubicki@monmouth.edu

Eleonora Dubicki
Monmouth University Library
400 Cedar Avenue
West Long Branch, New Jersey 07764

Applications must be complete; incomplete applications or late applications will not be considered.
**Evaluation Criteria**

The **essay** describing research techniques used will be given the most weight in the judging process. The essay should demonstrate the applicant’s: identification of sources consulted, description of searching process, and evidence of learning. Submissions will be judged on a 40 point scale. Up to 10 points will be awarded for each of four categories. Successful projects will:

- Make extensive, creative use of library services, resources, and collections in any format.
- Exhibit the ability to select, evaluate, and synthesize library resources and to successfully use them in the creation of the research paper.
- Show evidence of significant personal learning and development of research skills.

See attached essay evaluation rubric.

**Evaluation Committee**

A three-person panel will judge entries on the evidence of the applicant's research strategy, process, and personal learning, as shown in the paper and summarized in the research essay. Expectations for achievement will be commensurate with the applicant's class year and the requirements of the discipline.

**Award Notification**

Winners will be notified no later than April 1, 2019. The Award recipients will receive a $250 check and a certificate presented at the Awards Reception, and will be publicized on the Library website and Facebook.

**Application Checklist**

- Application Cover Sheet with student signature
- 100 word abstract/summary of the research project
- 500 – 750 word essay describing research strategies and application of library tools and resources in completion of the project
- Final version of the research project, including bibliography/works cited, approximately 10+ pages long
Monmouth University Library Research Award 2019

Application Cover Sheet (to be completed by student applicant)

Student Name: ________________________________________________

Student ID#: __________

Mailing Address: ______________________________________________

E-Mail: ____________________ Phone: _______________________

Major Field (if declared): ______________________________________

Award Category: Undergraduate _____ Graduate _____

Expected date of graduation: ______________________________________

Course number and Title of course for which project was completed:

________________________________________________________________

Professor's Name: ____________________ Department: ________________

E-Mail: ____________________ Phone: _______________________

Title of Project: ________________________________________________

________________________________________________________________

By signing below, I represent that I am the author of the herewith submitted article, research report or other writing (aka, "the work") and that the work in no way infringes upon any copyright or proprietary rights. As author, I retain all copyrights in the work, except that I hereby grant Monmouth University a non-exclusive, perpetual, royalty-free license to publish the work on the University’s website, in public relations/promotional materials, and in other publications of the University.

Signature: ________________________________________________

Date: ________________________________________________

MONMOUTH UNIVERSITY WHERE LEADERS LOOK forward
<table>
<thead>
<tr>
<th></th>
<th>Developing (1-3 pts)</th>
<th>Competent (4-6 pts)</th>
<th>Exemplary (7-10 pts)</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Search Strategies</td>
<td>• No focused research topic or thesis statement is stated</td>
<td>• Research topic or thesis is present, but not focused</td>
<td>• Research topic or thesis is focused and clearly stated</td>
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<tr>
<td></td>
<td>• Does not identify appropriate keywords</td>
<td>• Identifies appropriate keywords</td>
<td>• Identifies appropriate keywords</td>
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<tr>
<td></td>
<td>• Only one search tool is used to locate all resources</td>
<td>• At least four different types of search tools are used to locate resources</td>
<td>• Variety of search tools are used such as library catalog, subject-specific databases, subject directories, government documents, and web search engines</td>
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<tr>
<td></td>
<td>• Search strategies omitted or very general</td>
<td>• Basic and some advanced search techniques used</td>
<td>• Search strategies explicitly described, including challenges, information gaps, and responses to failure</td>
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<td></td>
<td>• Limits search to general tools (e.g. Academic Search Complete or Google searches)</td>
<td>• Identifies basic or general finding aids and library services such as librarians and reference sources, but omits other appropriate aids and services (e.g. Special collections, interlibrary loan or research guides)</td>
<td>• Advanced search techniques are demonstrated</td>
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<tr>
<td></td>
<td>• Does not identify appropriate finding aids and tools for given context</td>
<td>• Displays dynamic knowledge of finding aids and library services</td>
<td>• Displays dynamic knowledge of finding aids and library services</td>
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<tr>
<td>Quality, variety and depth of resources</td>
<td>• Uses a limited number of resources</td>
<td>• Uses a moderate number of resources</td>
<td>• Wide variety of resources are used (print, online, books, magazines, newspapers, websites, primary sources, popular, scholarly)</td>
<td></td>
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<tr>
<td></td>
<td>• Does not use library resources</td>
<td>• At least one library resource is used</td>
<td>• Multiple library resources are used</td>
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<tr>
<td></td>
<td>• Coverage of the subject matter in sources is insufficient</td>
<td>• Some sources present in-depth coverage of the subject matter</td>
<td>• sources present in-depth coverage of subject matter</td>
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<tr>
<td></td>
<td>• Sources are not considered scholarly</td>
<td>• Some scholarly articles are used</td>
<td>• sources present in-depth coverage of subject matter</td>
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<tr>
<td></td>
<td>• Does not use subject-specific resources (e.g. specialized encyclopedias, subject-</td>
<td>• Only one subject specific resource is used (e.g., specialized encyclopedias, subject specific databases, etc.)</td>
<td>• sources present in-depth coverage of subject matter</td>
<td></td>
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</tbody>
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MONMOUTH UNIVERSITY  WHERE LEADERS LOOK forward
<table>
<thead>
<tr>
<th>Source evaluation &amp; Citation</th>
<th>Growth in the research process</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Sources do not present information that supports the thesis</td>
<td>- Student’s research process shows no growth</td>
</tr>
<tr>
<td>- Does not identify criteria for evaluating sources</td>
<td>- Solid understanding of library research and student’s research process shows some growth</td>
</tr>
<tr>
<td>- Utilizes only sources that are consistent with original thesis, no discussion of conflicting information</td>
<td>- Reflections on learning are mentioned</td>
</tr>
<tr>
<td>- Sources are not adequately given attribution</td>
<td>- Student’s research process shows a solid understanding of library research and indicates significant growth</td>
</tr>
<tr>
<td>- Sources not cited in standard and consistent way.</td>
<td>- Reflections on personal learning are defined and effect on future research is noted</td>
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<tr>
<td>- Most sources present information that supports the thesis</td>
<td>- Explanation of evaluation techniques is given</td>
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<tr>
<td>- Criteria for evaluation of sources is incomplete or unclear</td>
<td>- Describes efforts to incorporate differing positions</td>
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<tr>
<td>- Discusses differing positions on topic</td>
<td>- Sources are ethically and effectively used to support thesis</td>
</tr>
<tr>
<td>- Sources are used ethically</td>
<td>- Consistently provides accurate, complete citations to sources in format/style appropriate to the discipline</td>
</tr>
<tr>
<td>- Sources cited in standard format but contain errors or some missing elements</td>
<td></td>
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</tbody>
</table>