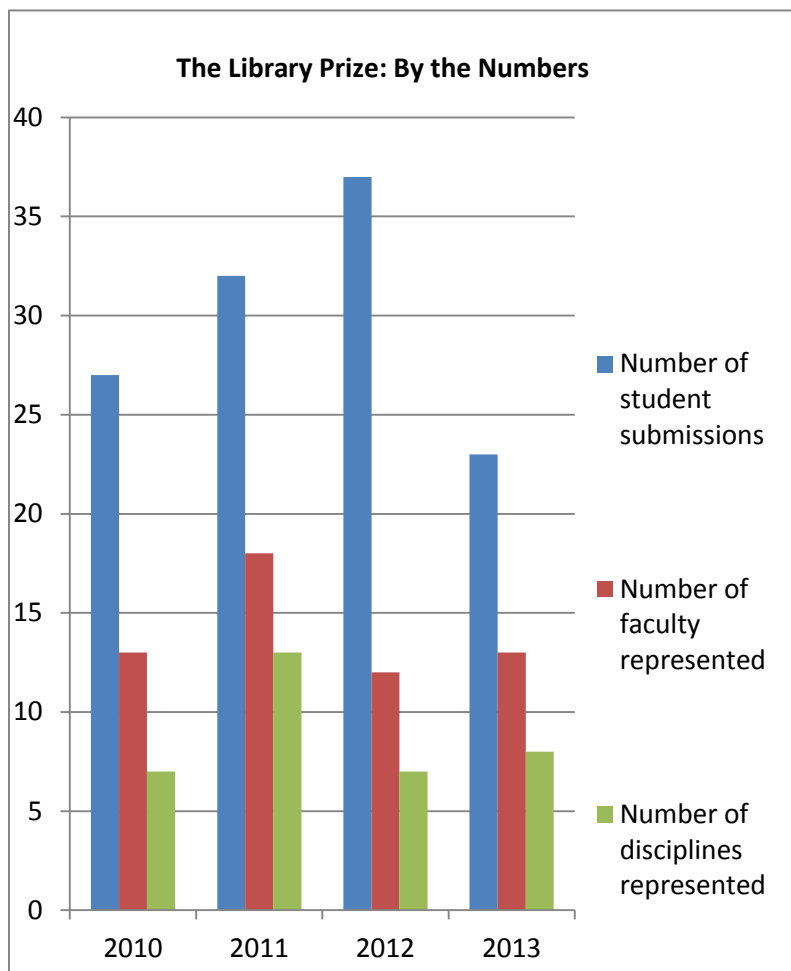


Good Research (Literally) Pays: The Library Prize for First-Year Research

The Tredway Library Prize for First-Year Research recognizes an outstanding research paper written by a first-year Augustana College student for a class in the Liberal Studies or Honors sequence. The award **promotes students' active engagement** in the processes of library research and encourages them to **synthesize library research skills** with the reading, writing, and critical thinking skills developed in the Liberal Studies First Year (LSFY) sequence.

In order to recognize and celebrate outstanding research writing by first-year students in the LSFY sequence, a team of librarians established a \$400 award – the “Library Prize for First-Year Research” – in 2010. Submitted papers must display evidence of substantial library research and include:

- a short essay in which the student reflects on his or her research experience, including research skills s/he learned and problems s/he encountered and addressed
- a brief statement of support from the faculty member for whom the paper was written
- a copy of the course description and assignment guidelines



Library Prize Winners:

2013: Aaron Volk

“The Cultural Expression of Anorexia Nervosa” for “Ill Communication” (English)

2012: Natali Bode

“A Spoonful of Sugar” for “Power and Privilege in American Drama” (Theatre)

2011: Maureen Zach

“Why the Greater Good Is Good: Lessons from Harry Potter” for “The Soul of Harry Potter” (Religion)

2010: Scott Fick

“Household Compost in Rock Island” for “Examining the Human Impact upon the Natural Environment” (Geography)

The Library Prize for First-Year Research . . .

- ✓ Celebrates excellence in first-year students' research and rewards intellectual curiosity
- ✓ Promotes first-year students' active engagement in the processes of library research
- ✓ Encourages students to synthesize library research skills with reading, writing, and critical thinking skills developed in the first-year sequence
- ✓ Asks students to be reflective learners, exploring what they learned about the research process and might do differently in their next research enterprise
- ✓ Strengthens collaborations between librarians and faculty members teaching research skills to first-year students
- ✓ Increases the visibility of the library on campus and highlights its foundational role in student learning
- ✓ Sets the stage for more advanced research endeavors in upper-level coursework
- ✓ Promotes students' ability to conduct high-quality research as an institutional priority
- ✓ Generates greater awareness – on the part of librarians and faculty – of the components of research that students find most difficult, resulting in improvements to the way research and writing with sources are taught to future students



“Winning the Library Prize is an incredible inspiration for me because it’s the first time that I was acknowledged as an academic writer. This inspiration will be crucial in propelling me through my remaining years as a student.”
-- 2013 winner **Aaron Volk**
(pictured with the judges)

“I applaud the library’s recognition of first-year students who are excellent writers. We have a variety of prizes for upper-class students but not many for first-year students.”

-- Instructor and College Chaplain **Richard Priggie**, who nominated 2011 winner **Maureen Zach** (shown at right)



Works Consulted:

Bluemle, Stefanie R., Sarah M. Horowitz and Margaret W. Rogal. “Epiphany in the Stacks: Library Research and the First-Year Experience.” Augustana College. Rock Island, IL. 6 Apr. 2013. Presentation.

Jones, Lynn. “The Rewards of Research: Library Prizes for Undergraduate Research,” *College & Research Libraries News* 70, no. 6 (2009): 338-341.