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# **SUSTAINING PARTNERSHIPS: WHAT LIBRARIANS CAN LEARN FROM (AND WITH!) WRITING FACULTY PARTNERS**

**Sarah Kolk, Calvin College**

**Hazel McClure, Grand Valley State University**

**Beth Wallis, Oakland University**

**MiALA Annual Conference**

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# THEORY AND RESEARCH

**Sarah Kolk, Calvin College**

# HISTORY OF WRITING STUDIES AND WAC



“Whether WAC is a partner, a model, or simply an institutional friend, it can teach information literacy a great deal about being successful in working in the disciplines” (Elmborg).

# WPA OUTCOMES STATEMENT AND FRAMEWORK

**WPA *Outcomes Statement for First-Year Composition*** – first approved in 2000

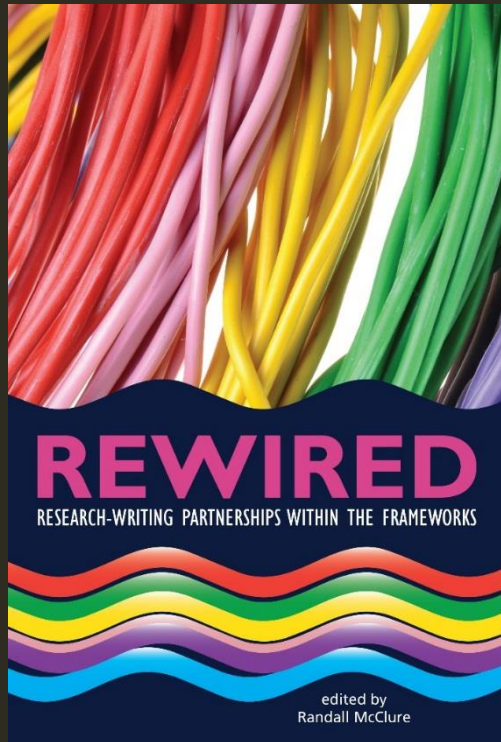
- Four categories: Rhetorical Knowledge; Critical Thinking, Reading, and Writing; Processes; and Knowledge of Conventions

***Framework for Success in Postsecondary Writing*** (Council of Writing Program Administrators, NCTE, National Writing Project) – 2011

- Highlights eight habits of mind: curiosity, openness, engagement, creativity, persistence, responsibility, flexibility, and metacognition



# CONNECTING THE FRAMEWORKS



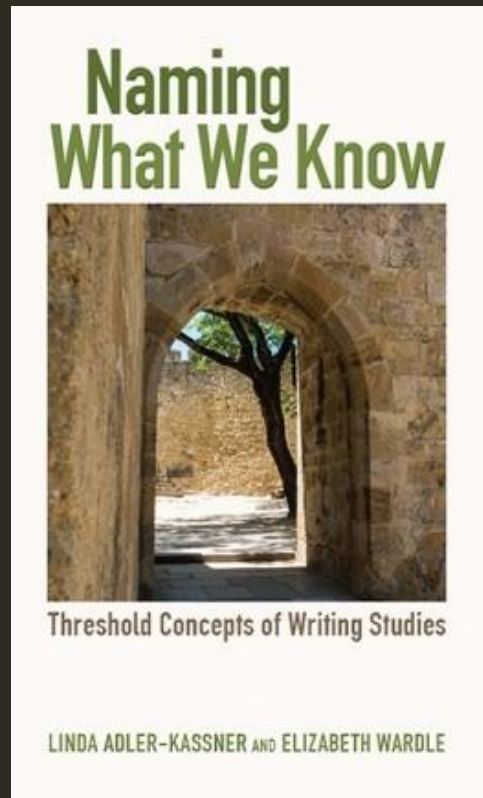
D'Angelo, Barbara J., et al., editors. *Information Literacy: Research and Collaboration across Disciplines*. The WAC Clearinghouse and University Press of Colorado, 2016.

McClure, Randall, and James P. Purdy, editors. *The Future Scholar: Researching and Teaching the Frameworks for Writing and Information Literacy*. Information Today, 2016.

McClure, Randall, editor. *Rewired: Research-Writing Partnerships within the Frameworks*. ACRL, 2016.

# THRESHOLD CONCEPTS OF WRITING STUDIES

(ADLER-KASNER AND WARDLE - 2015)



- Writing is a Social and Rhetorical Activity
- Writing Speaks to Situations Through Recognizable Forms
- Writing Enacts and Creates Identities and Ideologies
- All Writers Have More to Learn
- Writing Is (Also Always) a Cognitive Activity

# OTHER THEORY AND RESEARCH CONNECTIONS?

## Knowledge Transfer (Anson and Moore 2016)

- Near / far, low road / high road
- Consequential transition

## Pedagogy / curriculum

- “Teaching for Transfer”
- Writing About Writing

## And others...

- Metacognition, reflection
- Assessment (ethics, habits of mind / outcomes)



# FURTHER READING

Adler-Kassner, Linda, and Elizabeth Wardle, editors. *Naming What We Know: Threshold Concepts of Writing Studies*. Utah State UP, 2015.

Anson, Chris M., and Jesse L. Moore, editors. *Critical Transitions: Writing and the Question of Transfer*. The WAC Clearinghouse and University Press of Colorado, 2016.

Broussard, Mary Snyder. *Reading, Research, and Writing: Teaching Information Literacy with Process-Based Research Assignments*. ACRL, 2017.

Elmborg, James K. "Information Literacy and Writing across the Curriculum: Sharing the Vision." *Reference Services Review*, vol. 31, no. 1, 2003, pp. 68–80.

Norgaard, Rolf. "Writing Information Literacy: Contributions to a Concept." *Reference & User Services Quarterly*, vol. 43, no. 2, Dec. 2003, pp. 124–30.

---. "Writing Information Literacy in the Classroom: Pedagogical Enactments and Implications." *Reference & User Services Quarterly*, vol. 43, no. 3, Apr. 2004, pp. 220–26.

# CURRICULAR DEVELOPMENT AND ASSESSMENT

**Beth Wallis, Oakland University**

# BACKGROUND

- Partnership between Library and Department of Writing and Rhetoric
- Integrated library instruction for every section of WRT 1060 – Composition II
- Ideally, session is scheduled at a point in the semester when the WRT class is beginning a research project
- Librarian has ~1 hour of F2F time with each on-campus section
- ~35 sections in fall, ~90 sections in winter
- Must evaluate library instruction effectiveness without grading power

# DEVELOPMENT OF STANDARDIZED CURRICULUM

- 2011-2012 Academic Year
- Sought input from WRT faculty
- Developed gradually with all librarians to build buy-in
- Conceptualized around *ACRL Information Literacy Competency Standards for Higher Education*
- Assessment completed every year by COI to evaluate effectiveness

# STUDENT LEARNING OUTCOMES (2012)

## GOAL 1:

Students will learn the importance of using an effective search strategy. At the end of the IL modules, students will be able to . . .

- apply effective keyword search skills to find results in an online database.
- identify at least two methods for finding resources related to a specific database record.
- demonstrate at least two strategies for broadening or narrowing a research topic based on search results.

## GOAL 2:

Students will gain an understanding of the value of resource evaluation. At the end of the IL modules, students will be able to . . .

- identify the main uses of, and reasons to use, at least two types of information sources that are available via the library.
- evaluate any source—print or digital—for authority, currency, relevancy, accuracy, objectivity, and appropriateness to their level of research.
- read and interpret a database record to determine an item's publication date, publication type, and general topic.
- evaluate database search results for relevancy to their research topics.

# CURRICULUM RE-DEVELOPMENT

- 2017-2018 Academic Year
- Sought input from WRT faculty
- Developed with all librarians to build buy-in
- Conceptualized around *ACRL Framework for Information Literacy for Higher Education*
- Assessment will be completed every year to evaluate effectiveness

# STUDENT LEARNING OUTCOMES (2018)

## GOAL ONE: SEARCHING

Students will learn the importance of an inquiry-based approach through which they will build, refine, and engage with iterative search strategies informed by their research process. At the end of the IL modules, students will be able to . . .

- build and apply an initial search strategy based on their topic.
- demonstrate at least two strategies for refining search results.
- read a database record to determine an item's publication date, publication type, and general topic.
- identify at least two additional avenues of inquiry for their topic based on analysis of relevant records.

## GOAL TWO: EVALUATION

As part of an iterative search process, students will begin to understand the importance of authority, information format, and scholarly conversation in evaluating the information they find for their research needs. At the end of the IL modules, students will be able to . . .

- determine the authority of a source in the context of their research needs.
- distinguish between types of content found in different information formats.
- evaluate the usefulness of sources in the context of their topics.
- recognize that every scholar brings a different perspective to the same issue/topic.
- collect resources that represent different scholarly perspectives on their topics.

# FURTHER READING

Kraemer, E.W., Lombardo, S.V., and Lepkowski, F. (2007). The librarian, the machine, or a little of both: A comparative study of three information literacy pedagogies at Oakland University. *College & Research Libraries* 68 (4), 330-42.

Greer, K., Hess, A.N., and Kraemer, E.W. (2016). The Librarian Leading the Machine: A Reassessment of Library Instruction Methods. *College & Research Libraries* 77 (3), 286-301.



# CLASSROOM COLLABORATIONS

**Hazel McClure, Grand Valley State University**

# WRITING AT GVSU

- Department is separate from English
- Includes Composition, Creative Writing, and Business Writing
- Composition mostly taught by affiliate faculty
- First year writing program

# FACULTY LEARNING COMMUNITY

- Focus was “fake” news and misinformation
- Participants happened to be largely from first year writing program
- Discussed practical approaches to teaching

# INFOGRAPHICS UNIT IN DOCUMENT DESIGN

- Started with discussion of parallel problems/challenges -- Visual ethics and information ethics
- Designed a unit to teach students to be responsible creators of information

# CREATIVE NONFICTION CLASS

- Have used Eula Biss's "The Pain Scale" and Annie Dillard's "Total Eclipse"
- ID "outside knowledge"
- Discuss effect on the writing & experience of reader
- Apply to their own pieces

# **BUSINESS COMMUNICATION FOR SUCCESS: AN OPEN ACCESS TEXTBOOK**

University of Minnesota edition

<http://open.lib.umn.edu/businesscommunication/>

GVSU edition

<https://scholarworks.gvsu.edu/books/13/>

# WHAT WORKS?

- Entrepreneurial approach
- Building on connections, formal and serendipitous
- Talking about shared/parallel challenges and possible solutions

## FURTHER READING

Toth, C., & McClure H. (2016). Ethics, Distribution, and Credibility: Using an Emerging Genre to Teach Information Literacy Concepts. In B.J. D'Angelo, S. Jamieson, B. Maid & J.R. Walker (Eds.), *Information Literacy: Research and Collaboration across Disciplines* (267-282). Eds. WAC Clearinghouse.



# THANK YOU!

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