Closing the Loop: Rhetorical Usage as Part of Source Evaluation

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FRANCES WILLSON THOMPSON LIBRARY
UNIVERSITY OF MICHIGAN-FLINT

AGENDA

Issues

Rhetorical usage of sources through I-BEAM schema

Looping I-BEAM into the library world

One-shot demonstration

Examples of possible lessons

Drawbacks

ISSUES

Well known source evaluation tools focus on credibility of source as external to the writing process.

Students choose sources based on format requirement, rather than value added to their writing.

Students often search for "perfect sources."

Students often "patchwrite" instead of critically engaging with information.

We focus on what a source *is* rather than what it *does*.

BEAM

"Rhetorical vocabulary" proposed by Bizup (2008)

Complicate traditional primary, secondary, tertiary classification, format neutral

"...adopt terms that allow up to name, describe, and analyze the different ways writers *use* their materials on the page or… the various postures toward their materials that writers adopt."

Writers take ownership of source utility, don't rely solely on external judgement of credibility

"...materials whose claims a writer accepts as facts, whether these " facts" are taken as general information or deployed as evidence to support the writer's own assertions."

Considered authoritative or credible

Loose correlation to tertiary sources

EXHIBIT

"...materials a writer offers for explication, analysis, or interpretation."

Can be a concrete example, but "…rich exhibits may be subjected to multiple and perhaps even conflicting 'readings.'"

Writers work to establish exhibits' meanings

Loose correlation to primary sources

ARGUMENT

"...materials whose claims a writer affirms, disputes, refines, or extends in some way."

Connected to academic discipline genres

Can be confused with persuasion

Loose correlation to secondary sources

METHOD

"...materials from which writer derives a governing concept or a manner of working."

Strong connection to academic disciplines' theories and best practices

Loose correlation to primary or tertiary sources

INSTANCE

"I-BEAM" by Troutman & Mullen (2015) introduces additional source use - INSTANCE

"...sources [that] constitute the writing moment"

Establish territory or niche in conversation

Often seen in introductions

Why is my work important or relevant?

Why am I writing, creating, or presenting?

WRITERS

Situate instances
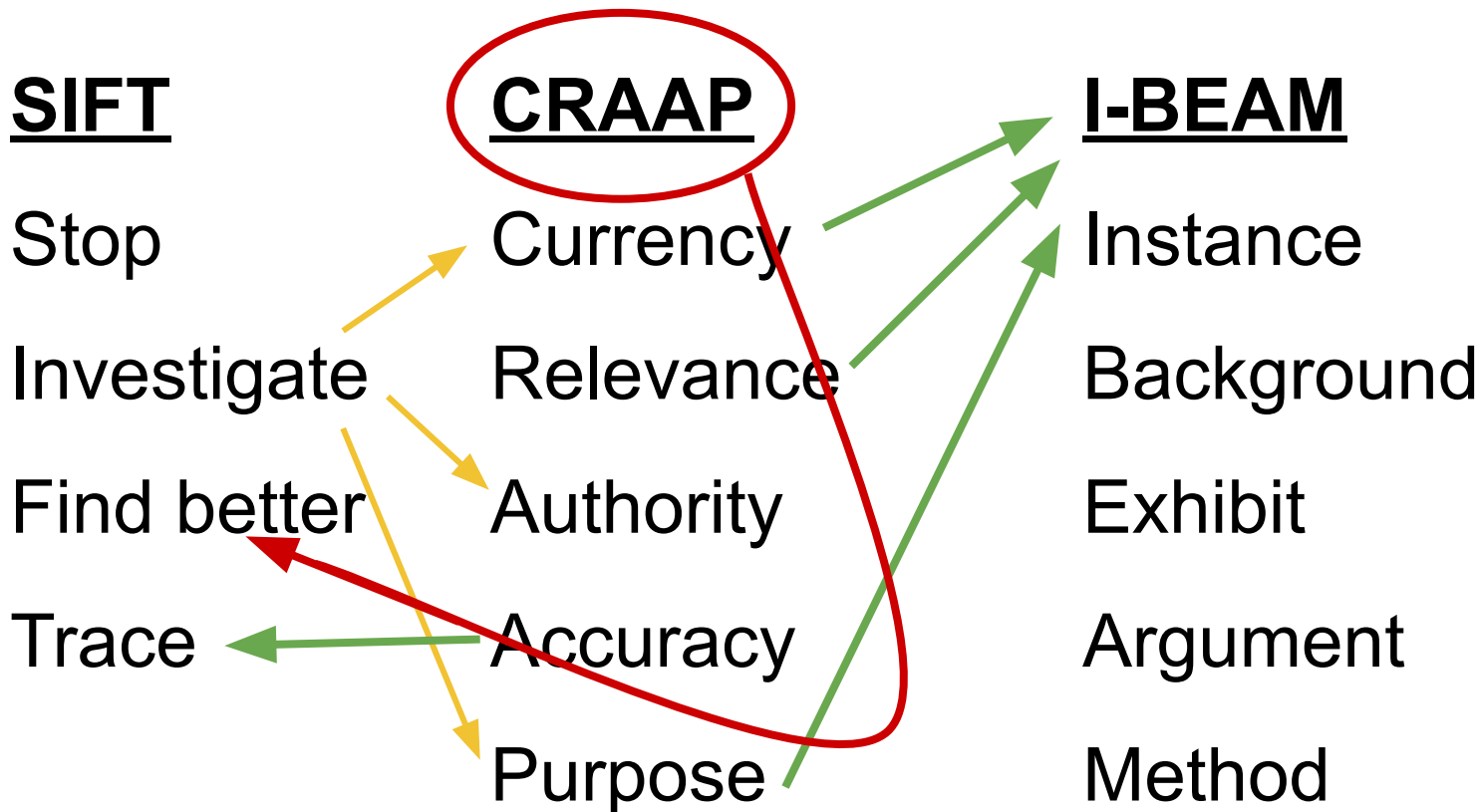
Rely on background sources

Interpret or analyze exhibits

Engage arguments

Follow methods

It's ALL Contextual

10 min. Break

Critical reading is related to critical researching

Rubick (2014) reviews usage of BEAM in library setting, mirrors BEAM to ACRL Framework creation

Bizup, 2008 describes lesson that was adapted by Rubick (2014), Mills et al. (2021), & the presenter

Scale I-BEAM by student level

ACRL FRAMES

Authority Is Constructed and Contextual

Information Creation as a Process

Information Has Value

Research as Inquiry

Scholarship as Conversation

Searching as Strategic Exploration

I-BEAM Classification in Action

Instance
Background
Exhibit
Argument
Method

YOUR TURN

- Read/skim your article.
- Identify at least three sources and designate them as an instance, background, exhibit, argument, or method source.
- Share your analysis with your seat partner.
- Share with the larger group.

BEAM Me Up (Roach-Freiman, 2021)

Annotated bibliography

Add to "Relevance" or "Why" evaluation

Paraphrasing practice

DRAWBACKS

Less well known among students or instructors than other source evaluation strategies

Categories "shade into one another"

Best used in series of sessions or assignments

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