

## It Isn't "Giving Up" Class Time: Meaningful Library Instruction in Writing and Rhetoric

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Association of College & Research Libraries (2016). <a href="http://www.ala.org/acrl/standards/ilframework">Framework for information literacy for higher education</a> . Retrieved from <a href="http://www.ala.org/acrl/standards/ilframework">http://www.ala.org/acrl/standards/ilframework</a>	The Framework, organized into six overarching frames, describes the major concepts at the core of information literacy instruction, according to the Association of College & Research Libraries. It is a guiding document for information literacy professionals in academic libraries.
Bizup, J. (2008). <a href="#">BEAM: A rhetorical vocabulary for teaching research-based writing</a> . <i>Rhetoric Review</i> , 27(1), 72-86.	Abstract: This article argues that writing teachers can encourage students to adopt a rhetorical perspective toward research-based writing by characterizing products of research in terms of how writers use them in their texts. It maintains that the standard nomenclature for treating sources (primary, secondary, tertiary) is antirhetorical and proposes an alternative: Background for materials a writer relies on for general information or for factual evidence; Exhibit for materials a writer analyzes or interprets; Argument for materials whose claims a writer engages; and Method for materials from which a writer takes a governing concept or derives a manner of working.
Broussard, M. S. (2017). <a href="#">Reading, research, and writing : Teaching information literacy with process-based research assignments</a> Chicago: Association of College and Research Libraries, a division of the American Library Association.	The author explore the difficulties college students face when completing research assignments. Suggestions for activities and teaching strategies to improve the learning experience are grounded in the literature from several different areas, including rhetoric and composition studies, cognitive psychology, education theory, and library and information science.
Benjes-Small, C., Archer, A., Tucker, K., Vassady, L., & Resor, J. (2013). <a href="#">Teaching web evaluation: A cognitive development approach</a> . <i>Communications in Information Literacy</i> , 7(1), 39.	Describes an approach for successfully teaching web evaluation. From the librarian point of view, but can be taught outside the library classroom.
Booth, W., Colomb, Gregory G, & Williams, Joseph M. (2003). <i>The Craft of Research</i> (2nd ed). Chicago: University of Chicago Press.	Guide for conducting research and writing effectively about that research.
Caulfield, M. A. (2017). <a href="#">Web literacy for student fact-checkers</a> .	This online textbook is an excellent source for strategies and activities for teaching specifically about viral content, including fake news. Because it is an open textbook, the author updates it regularly. For an example of how these strategies look in action, see: <a href="https://hapgood.us/2017/07/20/60-second-check-aircraft-waste-hits-cruise-ship/">https://hapgood.us/2017/07/20/60-second-check-aircraft-waste-hits-cruise-ship/</a> .
Caulfield, M (2016). <a href="#">Yes, digital literacy. But which one?</a> (blog post)	Caulfield discusses why previous approaches to web literacy have failed. He proposes a different kind of info/digital literacy where students are taught to read the web like fact-checkers.

<p>Cook, D. B., &amp; Klipfel, K. M. (2015). <a href="#">How do our students learn? an outline of a cognitive psychological model for information literacy instruction</a>. <i>Reference &amp; User Services Quarterly</i>, 55(1), 34.</p>	<p>This article explains several key strategies for effective, student-centered information literacy instruction. Written from the librarian point of view.</p>
<p>Council of Writing Program Administrators (2014). <a href="#">WPA outcomes statement for first-year composition (3.0)</a></p>	<p>Identifies outcomes for first-year writing programs at the college level.</p>
<p>Deitering, A., &amp; Rempel, H. G. (2017). <a href="#">Sparkling curiosity—librarians' role in encouraging exploration</a>. <i>In the Library with the Lead Pipe</i>.</p>	<p>Abstract: Students often struggle to approach research in an open-minded, exploratory way and instead rely on safe topics and strategies. Traditional research assignments often emphasize and reward information-seeking behaviors that are highly prescribed and grounded in disciplinary practices new college students don't yet have the skills to navigate. Librarians understand that the barriers to research are multidimensional and usually involve affective, cognitive, and technical concerns. In this article we discuss how a deeper understanding of curiosity can inspire instructional strategies and classroom-based activities that provide learners with a new view of the research process. We share strategies we have implemented at Oregon State University, and we propose that working with teaching faculty and instructors to advocate for different approaches to helping students solve information problems is a crucial role for librarians to embrace.</p>
<p>Fister, B. (1993). <a href="#">Teaching the rhetorical dimensions of research</a>. <i>Research Strategies</i>, 11(4), 211-219.</p>	<p>The author proposes thinking about bibliographic instruction (now known as information literacy instruction), specifically the research process, in rhetorical terms. This helps students think about research as more than just gathering and quoting from sources.</p>
<p>Klipfel, K. M., &amp; Cook, D. B. (2017). <a href="#">Learner-centered pedagogy: Principles and practice</a> Chicago: ALA Editions, an imprint of the American Library Association.</p>	<p>The authors argue for a student-centered approach to library instruction. They provide examples of ways to connect with learners and assist them in viewing research as a way to learn more about something that matters to them.</p>
<p>Mackey, T. P., &amp; Jacobson, T. E. (2014). <a href="#">Metaliteracy: Reinventing information literacy to empower learners</a>. Chicago: Neal-Schuman, an imprint of the American Library Association.</p>	<p>The authors present a different perspective on information literacy, including demonstrating why media literacy, visual literacy, and digital literacy are essential in today's information environment. They describe the importance of these skills as learners transition from being mere consumers of information to being creators of information. Additionally, they recommend strategies for developing the skills students need to be successful in this day in age.</p>

<p>Mackey, T. P., &amp; Jacobson, T. E. <a href="#">Metaliteracy: Goals and Learning Objectives</a></p>	<p>Describes specific goals and learning objectives for metaliterate learners.</p>
<p>Norgaard, R. (2003). <a href="#">Writing information literacy: Contributions to a concept</a>. <i>Reference &amp; User Services Quarterly</i>, 43(2), 124-130.</p> <p>Norgaard, R. (2003). <a href="#">Writing information literacy in the classroom: Pedagogical enactments and implications</a>. <i>Reference &amp; User Services Quarterly</i>, 43(3), 220-226.</p>	<p>This author explores the potential for the relationship between rhetoric and composition and information literacy.</p>
<p>Pagowsky, N., &amp; In McElroy, K. (2016). <a href="#">Critical library pedagogy handbook</a>. Chicago, Illinois: Association of College and Research Libraries, a division of the American Library Association</p>	<p>A two-volume set that explores the importance of teaching information literacy through a social justice lens.</p>
<p>Seeber, Kevin. "<a href="#">Teaching 'information creation as a process' in an era of web-scale discovery</a>." Presentation at the College Librarians and Media Specialists of Washington State Spring Conference, Everett, WA, May 21-22, 2015.</p> <p>Seeber, K. P. (2015). <a href="#">Teaching "format as a process" in an era of web-scale discovery</a>. <i>Reference Services Review</i>, 43(1), 19-30.</p>	<p>This librarian makes the case for having students explore the information creation process—and using this as a basis for evaluating information—rather than solely focusing on format when selecting sources for a research project.</p>
<p>Stebbins, L. F. (2015). <a href="#">Finding reliable information online: Adventures of an information sleuth</a>. Lanham: Rowman &amp; Littlefield. (<a href="#">Chapter 3 freely available online</a>)</p>	<p>The author describes many strategies for finding reliable, quality information in a web environment that can often be filled with muck. This book is entertaining and a quick read.</p>
<p>Swanson, T, &amp; Jagman, H. (2014). <a href="#">Not just where to click: Teaching students how to think about information</a> (ACRL publications in librarianship #68). Chicago: Association of College and Research Libraries, a division of the American Library Association</p>	<p><i>"Not Just Where to Click: Teaching Students How to Think about Information"</i> explores how librarians and faculty work together to teach students about the nature of expertise, authority, and credibility. It provides practical approaches for motivating students to explore their beliefs, biases, and ways of interpreting the world. This book also includes chapters that bridge the gap between the epistemological stances and threshold concepts held by librarians and faculty, and those held by students, focusing on pedagogies that challenge students to evaluate authority, connect to prior knowledge and construct new knowledge in a world of information abundance.</p>

	Authors draw from a deep pool of perspectives including social psychology, critical theory, and various philosophical traditions.” ( <a href="#">source</a> )
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