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

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Activity:

1. Ask participants to get into groups of 3 to 4 people.
2. Give each group a set cards containing the ACRL Frames and the WPA Outcomes (each printed on a different color paper).
3. Ask the groups to sort the cards in whatever way makes sense to them. What frames connect well with the outcomes? Where are there areas of overlap?
4. Facilitate a group discussion:
 - a. What are your initial thoughts after completing this activity?
 - b. What were some obvious connections for your group?
 - c. Were there any cards that had no connection to cards from the other group? Which card was the most difficult to find a connection?
 - d. How might you use these frame and outcomes to inform your teaching?
 - e. How do you see elements of the framework supporting your program's goals?

*This activity is adapted from the presentation "Intersection of Writing and Information Literacy in the First Year" by Tiffany Hebb at the 36th Annual Conference on The First-Year Experience (2017).

<p style="text-align: center;">Authority is Constructed and Contextual</p> <p>Information resources reflect their creators' expertise and credibility, and are evaluated based on the information need and the context in which the information will be used. Authority is constructed in that various communities may recognize different types of authority. It is contextual in that the information need may help to determine the level of authority required.</p> <ul style="list-style-type: none"> • Define different types of authority • Use research tools/indicators of authority to determine source credibility • Recognize that authoritative content might be packaged formally or informally and may include different media • Acknowledge development of own authority in some areas • Understand social nature of info ecosystem • Develop and maintain an open mind when encountering varied and conflicting perspectives • Understand importance of assessing content with a skeptical stance and with a self-awareness of their own biases and worldview • question traditional notions of granting authority and recognize the value of diverse ideas and worldviews; • are conscious that maintaining these attitudes and actions requires frequent self-evaluation. 	<p style="text-align: center;">Information Creation as a Process</p> <p>Information in any format is produced to convey a message and is shared via a selected delivery method. The iterative processes of researching, creating, revising, and disseminating information vary, and the resulting product reflects these differences.</p> <ul style="list-style-type: none"> • articulate the capabilities and constraints of information developed through various creation processes; • assess the fit between an information product's creation process and a particular information need • recognize that information may be perceived differently based on the format in which it is packaged • recognize the implications of information formats that contain static or dynamic information • develop, in their own creation processes, an understanding that their choices impact the purposes for which the information product will be used and the message it conveys • value the process of matching an information need with an appropriate product • accept the ambiguity surrounding the potential value of information creation expressed in emerging formats or modes • resist the tendency to equate format with the underlying creation process
<p style="text-align: center;">Information has Value</p> <p>Information possesses several dimensions of value, including as a commodity, as a means of education, as a means to influence, and as a means of negotiating and understanding the world. Legal and socioeconomic interests influence information production and dissemination.</p> <ul style="list-style-type: none"> • give credit to the original ideas of others through proper attribution and citation • understand that intellectual property is a legal/social construct that varies by culture • articulate the purpose and characteristics of copyright, fair use, open access, and the public domain • understand how some may be underrepresented or marginalized within the systems that produce and disseminate information • decide where and how their information is published • understand the commodification of information, including personal info • make informed choices regarding their online actions in full awareness of issues related to privacy and the commodification of personal information. • respect the original ideas of others; • see themselves as contributors to the information marketplace rather than only consumers of it; • examine their own information privilege. 	<p style="text-align: center;">Research as Inquiry</p> <p>Research is iterative and depends upon asking increasingly complex or new questions whose answers in turn develop additional questions or lines of inquiry in any field.</p> <ul style="list-style-type: none"> • formulate questions for research based on info gaps or on reexamination of existing, possibly conflicting, information • determine an appropriate scope of investigation • deal with complex research by breaking complex questions into simple ones • monitor gathered information and assess for gaps or weaknesses • synthesize ideas gathered from multiple sources • draw reasonable conclusions based on the analysis and interpretations • consider research as open-ended exploration and engagement with information • appreciate that a question may appear to be simple but still disruptive and important to research • value intellectual curiosity in developing questions and learning new methods • value persistence, adaptability, and flexibility and recognize that ambiguity can benefit the research process • seek multiple perspectives during information gathering and assessment • seek appropriate help when needed; • follow ethical and legal guidelines in gathering and using information; • demonstrate intellectual humility

These statements are drawn from the [ACRL Framework for Information Literacy for Higher Education](#), which is shared under a Creative Commons [Attribution-NonCommercial-ShareAlike 4.0](#) International License.

It Isn't "Giving Up" Class Time: Meaningful Library Instruction in the Writing and Rhetoric Classroom (bit.ly/LibraryPartners), Melissa Harden and Anna Michelle-Martinez Montavon, Personal Librarian and First Year Experience Conference 2018

Scholarship as Conversation

Communities of scholars, researchers, or professionals engage in sustained discourse with new insights and discoveries occurring over time as a result of varied perspectives and interpretations.

- cite the contributing work of others in their own information production
- contribute to scholarly conversation at an appropriate level
- identify barriers to entering scholarly conversation via various venues
- identify the contribution that particular articles, books, and other scholarly pieces make to disciplinary knowledge
- summarize the changes in perspective over time on a topic within a discipline
- recognize that a given scholarly work may not represent the only or even the majority perspective on the issue.
- recognize they are often entering into an ongoing scholarly conversation
- seek out conversations taking place in their research area
- see themselves as contributors to scholarship rather than only consumers of it
- recognize that scholarly conversations take place in various venues
- suspend judgment on the value of a particular piece of scholarship until the larger context for the scholarly conversation is better understood
- understand the responsibility that comes with entering the conversation
- value user-generated content and evaluate contributions made by others
- recognize that systems privilege authorities and that not having a fluency in the language and process of a discipline disempowers their ability to participate and engage

Searching as Strategic Exploration

Searching for information is often nonlinear and iterative, requiring the evaluation of a range of information sources and the mental flexibility to pursue alternate avenues as new understanding develops.

- determine the initial scope of the task required to meet an info need
- identify parties who might produce information about a topic and determine how to access that information
- utilize divergent and convergent thinking when searching
- match information needs and search strategies to appropriate search tools
- design and refine needs and search strategies as necessary, based on search results;
- understand how information systems are organized
- use different types of searching language appropriately
- manage searching processes and results effectively
- exhibit mental flexibility and creativity
- understand that first attempts at searching do not always produce adequate results
- realize that sources vary greatly in content and format and have varying relevance and value, depending on the needs and nature of the search
- seek guidance from experts (e.g., librarians, researchers, professionals)
- recognize the value of browsing and serendipity
- persist in the face of search challenges, and know when they have enough information to complete the information task

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<p style="text-align: center;">Rhetorical Knowledge</p> <p>The ability to analyze contexts and audiences and then to act on that analysis in comprehending and creating texts. Rhetorical knowledge is the basis of composing. Writers develop rhetorical knowledge by negotiating purpose, audience, context, and conventions as they compose a variety of texts for different situations</p> <ul style="list-style-type: none"> • Learn and use key rhetorical concepts through analyzing and composing a variety of texts • Gain experience reading and composing in several genres to understand how genre conventions shape and are shaped by readers' and writers' practices and purposes • Develop facility in responding to a variety of situations and contexts calling for purposeful shifts in voice, tone, level of formality, design, medium, and/or structure • Understand and use a variety of technologies to address a range of audiences • Match the capacities of different environments (e.g., print and electronic) to varying rhetorical situations 	<p style="text-align: center;">Critical Thinking, Reading, and Composing</p> <p>The ability to analyze, synthesize, interpret, and evaluate ideas, information, situations, and texts. When writers think critically about the materials they use--whether print texts, photographs, data sets, videos, or other materials--they separate assertion from evidence, evaluate sources and evidence, recognize and evaluate underlying assumptions, read across texts for connections and patterns, identify and evaluate chains of reasoning, and compose appropriately qualified and developed claims and generalizations. These practices are foundational for advanced academic writing.</p> <ul style="list-style-type: none"> • Use composing and reading for inquiry, learning, critical thinking, and communicating in various rhetorical contexts • Read a diverse range of texts, attending especially to relationships between assertion and evidence, to patterns of organization, to the interplay between verbal and nonverbal elements, and to how these features function for different audiences and situations • Locate and evaluate (for credibility, sufficiency, accuracy, timeliness, bias and so on) primary and secondary research materials • Use strategies--such as interpretation, synthesis, response, critique, and design/redesign--to compose texts that integrate the writer's ideas with those from appropriate sources
<p style="text-align: center;">Processes</p> <p>Writers use multiple strategies to conceptualize, develop, and finalize projects. Composing processes are seldom linear: a writer may research a topic before drafting, then conduct additional research while revising or after consulting a colleague. Composing processes are also flexible: successful writers can adapt their composing processes to different contexts and occasions.</p> <ul style="list-style-type: none"> • Develop a writing project through multiple drafts • Develop flexible strategies for reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing • Use composing processes and tools as a means to discover and reconsider ideas • Experience the collaborative and social aspects of writing processes • Learn to give and to act on productive feedback to works in progress • Adapt composing processes for a variety of technologies and modalities • Reflect on the development of composing practices and how those practices influence their work 	<p style="text-align: center;">Knowledge of Conventions</p> <p>The formal rules and informal guidelines that define genres, and in so doing, shape readers' and writers' perceptions of correctness or appropriateness. Most obviously, conventions govern such things as mechanics, usage, spelling, and citation practices. But they also influence content, style, organization, graphics, and document design. These expectations are not universal; they vary by genre, by discipline, and by occasion. A writer's grasp of conventions in one context does not mean a firm grasp in another. Successful writers understand, analyze, and negotiate conventions for purpose, audience, and genre, understanding that genres evolve in response to changes in material conditions and composing technologies and attending carefully to emergent conventions.</p> <ul style="list-style-type: none"> • Develop knowledge of linguistic structures, including grammar, punctuation, and spelling, through practice in composing and revising • Understand why genre conventions for structure, paragraphing, tone, and mechanics vary • Gain experience negotiating variations in genre conventions • Learn common formats and/or design features for different kinds of texts • Explore the concepts of intellectual property (such as fair use and copyright) that motivate documentation conventions • Practice applying citation conventions systematically in their own work

These statements are drawn from the [WPA Outcomes Statement for First-Year Composition \(3.0\)](#), Approved July 17, 2014

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