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

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It Isn't "Giving Up" Class Time

Meaningful Library Instruction in Writing and Rhetoric

How can librarians demonstrate that they are partners in the teaching process?

Program-Level Conversations



Build trust

Demonstrate a willingness to listen to Writing and Rhetoric program needs and goals for the partnership

Ask for feedback

Discuss what has been working and what areas need improvement on both sides of the partnership

Discuss shared goals

Identify overlap in each program's goals and discuss strategies for meeting those goals

Writing and Rhetoric

Setting the Stage

Present philosophy

Student-centered pedagogy
Information literacy is more than learning how to navigate databases

Facilitate discussion

Identify areas of overlap between ACRL Framework and the Writing Program Administration Outcomes Statement for First-Year Composition

Provide resources

[Annotated reading list](#)
In-class activities to surface information literacy concepts in the W&R classroom

Instruction Librarians

Creating a Community of Practice

Beginning of the year retreat

- W&R director shared program goals
- Examined Framework and WPA Outcomes
- Discussed importance of empathy and student-centered pedagogy
- Modeled activities that surface rhetorical dimensions of research

Ongoing development

- Modeling lessons and activities
- Strategies for reflective teaching and lesson planning
- Time for Q&A and brainstorming lessons with other librarians
- Book club and discussion

Partners in Planning

Bringing It All Together

Library instruction planning

- Faculty share syllabi and assignment descriptions ahead of time
- Meet with librarian prior to instruction to discuss goals for session(s)

Course consultations

- Connect to information literacy concepts already present in the class
- Discuss assignment design to infuse information literacy where it could be more present

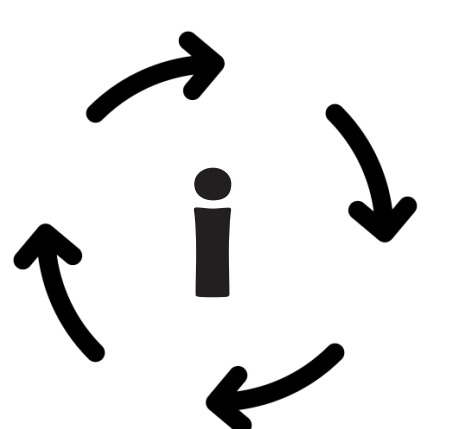
Rhetorical dimensions of research



[Inquiry Worksheet](#)



[Research Telephone](#)



[Information Process Cards](#)

Gathering Feedback

What was most helpful? *"Keeping the class period focused on information that students can use right now, for this project!"*

"Most rhetorically savvy library session I've ever had."

"Your pacing and scope were ideal: you met them where they are right now and helped them see how they could get to our library resources from there."