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Tracing Boundaries, Effacing Boundaries: Information Literacy as an Academic Discipline

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Tracing Boundaries, Effacing Boundaries:
Information Literacy as an Academic Discipline

by

Grace Veach

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy
Department of English
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Dedication

Dedicated to Steve and Vincent, and to my mom and dad.

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Abstract

Both librarianship and composition have been shaken by recent developments in higher education. In libraries ebooks and online databases threaten the traditional “library as warehouse model,” while in composition, studies like The Citation Project show that students are not learning how to incorporate sources into their own writing effectively. This dissertation examines the disciplinary origins and current status of information literacy and makes a case for increased collaboration between Writing Studies and librarians and the eventual emergence of information literacy as a discipline in its own right. Chapter One introduces the near-total failure of information literacy pedagogy and the lack of communication between the two disciplines. Chapter Two traces the disciplinary evolution of information literacy from a new concept in the 1970s to its current status. Chapter Three examines the current state of affairs in information literacy by analyzing library and writing program websites to see if and how each addresses information literacy. Chapter Four provides the results of surveys of librarians and writing instructors wherein they describe information literacy teaching and assessment at their own institutions and lay out their visions for the future of information literacy. Chapter Five studies a librarian and a writing instructor who put some of these ideas into action over the course of the 2011-2012 school year. Chapter Six surveys the relationship of accrediting bodies to information literacy and provides recommendations for the future of information literacy instruction that will cross disciplinary lines and allow for both

librarians and compositionists to play to their strengths as they establish the new discipline of information literacy.

Chapter 1

On April 11, 2011, reporter Dan Berrett published an article entitled “Skimming the Surface” in *Inside Higher Ed*, reporting on a CCCC’s panel that presented the findings to date of The Citation Project. Berrett reported that Rebecca Moore Howard and Sandra Jamieson “shocked” a standing room only audience with their findings that only 9% of research citations summarize the source material; the other 91% quotes, paraphrases, or “patchwrites” (patchwriting is a sort of hybrid between quotation and paraphrase) very small portions of the source, indicating that the student has probably not read and absorbed the source material, but has located the first likely-looking passage (since more than 75% of the cited material appeared in the first three pages of the article) and generated a source from it (Berrett).

The audience may not have been as stunned as Berrett might have us believe. Those who teach first-year composition and other writing classes, especially to undergraduates, have long realized that students’ interaction with sources is problematic. It is no secret that students value the speed and efficiency of the Internet in finding sources at the same time that they are confused by the multitude of possibilities available. At many, if not most, universities, the task of teaching students to interact with sources has fallen to librarians, most recently as a part of information literacy, the portion of the curriculum that librarians have claimed. The article mentions libraries only in the last paragraph, and then only to quote an unnamed audience member: “What we’ve forgotten

is that libraries were the repositories where people made judicious claims about what sources are worth reading” (Berrett).

Meanwhile, at library conferences and in the library literature, librarians, who have frequently been called upon to teach students the skills related to finding and using sources are undergoing their own crisis, as librarians and observers alike question the survival of the academic library and library profession (Marcum; Sullivan; Annoyed Librarian; *LJ/McMaster Future of the Academic Library*; Bourg). Ever since the advent of computer technology, and especially the Internet, with its capacity for storage and access of unlimited amounts of information, librarians have been theorizing the future of their profession, with mixed expectations. While many faculty and academic researchers who use the library recognize that librarians are perhaps even more necessary than ever when it comes to guiding users to information lost in cyberspace, others think of the library as a now-useless warehouse of outdated piles of paper, and of librarians as their unnecessary guardians. The recent rise in popularity of e-books and e-readers, accompanied by dire predictions about the fate of the printed book, is only the latest crisis that librarians are weathering.

This very situation that perplexes the *Inside Higher Ed* reporter, vexes the researchers and audience members of the CCCC’s panel, and panics the librarians, sets the stage for this dissertation. Although The Citation Project scholars presented the most current research, they left a large gap that was filled only by an audience member’s quote; the entire discipline of library science and the subdiscipline of information literacy were missing from the discussion. This lacuna works in two directions; librarians publish in library journals and present at library conferences, usually with very little reference to

work on the topic done by writing professionals. True conversation between the two disciplines about the mutual concerns regarding plagiarism and the discovery and successful utilization of sources, while not unheard of, is rare.¹

As a practitioner of two disciplines, librarianship and rhetoric and composition, I have observed with interest the intersections and common-places between the two disciplines. I have believed that more intentional collaboration between the two disciplines might strengthen both disciplines in their ongoing struggles for institutional recognition, funding, and respect. One of the most provocative of these intersections is information literacy. In an introduction to a special issue of *Library Trends* featuring information literacy, Hannelore Rader defines information literacy as:

- The ability to determine the nature and extent of the information needed;
- The ability to access needed information effectively and efficiently;
- The ability to evaluate information and its sources critically and to incorporate selected information into one's knowledge base;
- The ability to use information effectively to accomplish a specific purpose;
- The ability to understand many of the economic, legal, and social issues surrounding the use of information;
- The ability to access and use information ethically and

¹ Notable instances of productive conversation include conferences such as the Georgia Conference on Information Literacy and the annual Information Fluency Conference at University of Central Florida. Because of disciplinary boundaries, the format must almost always be interdisciplinary.

legally (Rader 141).

The Association of College and Research Libraries has codified information literacy into five standards, to which I refer throughout this document. Briefly, the standards are:

Standard One: The information literate student determines the nature and extent of the information needed; Standard Two: The information literate student accesses needed information effectively and efficiently; Standard Three: The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system; Standard Four: The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose; Standard Five: The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally (“Information Literacy Competency Standards for Higher Education”).

Each standard is further developed by the inclusion of performance indicators and outcomes.

My position relating to these two disciplines invites a bit more elaboration. I have been working in libraries since 1976 and received my Master’s Degree in Library Science (considered the terminal degree) in 1987. I earned a second Master’s, in Rhetoric and Composition, in 2007. While this dissertation is for a Ph.D. in Rhetoric and Composition, the discipline I have been immersed in studying since 2003, virtually all of my

professional experience has been as a librarian. I am currently Dean of Library Services at a small (2700 FTE) private, denominational liberal arts college. Thus I have experience as an administrator and have familiarity with some of the institutional issues that can interfere with interdisciplinary collaboration, as well as with the pressing issues in both librarianship and rhetoric and composition.

Since my very first job as a degreed librarian, in 1987, I have been hearing reports of books being replaced by the vague “computers.” At first, this was more of a shot-in-the-dark prediction, but as time has passed, these rumblings have continued and increased. My library colleagues and I have been blessed by the wonderful new world of access that the Internet has opened to us; the college library that had 600 journals when I arrived in 2001 now has electronic access to over 25,000 journals. We can get virtually any book in the country for our students within a week.

Administrators, however, always on the lookout for cost savings have heard these same rumors; some have made the flawed deduction that because Google is free and “searches everything” that wasting money on expensive library resources is one area where costs can be cut. Processes should be automated; storage should be moved off-campus; and materials budgets should be slashed, since in their views, all information is now available for free in the Internet. The trend toward bookless libraries noted in *Time Magazine* in June, 2011 (Newcomb) is frightening enough for many librarians, who fear that the next trend will be to have librarian-less libraries, or even library-less universities. Statements on my part that seem to indicate fear of the digital age, resentment or reluctance toward adopting e-books and other new media, or a general luddite nature probably result in large part from this profession-wide fear that we librarians will soon go

the way of the typewriter manufacturer. Thus librarians are in the predicament, shared by other professions such as the newspaper journalist, of loving the way that technology has made us so much better at what we do, yet fearing that it could make what we do so easy that no one will need us to do it anymore.

From these generally defensive positions, librarians can exhibit an unfortunate tendency toward territory-guarding and bureaucratic obstructiveness. Whether it is because of their low position in relation to the rest of the faculty or their fear for their professions, they sometimes seem to be nearly hostile to faculty members who should be their allies (Julien and Given). This dissertation helps to map communication avenues between Rhetoric and Composition faculty and librarians in order to form new partnerships and strengthen existing ones.

Librarians reading this dissertation will perhaps not be struck by this anti-technology bias so much as by my insistence on using the terms “writing instructor” or “compositionists” rather than “English professor” as I discuss how our two disciplines might work together. I believe that most people outside of the discipline of English, including librarians, see everyone in the English Department, where writing is most often housed in small colleges, as being in the same discipline. They might be surprised to know that it is possible that some literature professors who teach composition have as much formal training in teaching writing as historians or accounting professors—that is, none. While experience in the classroom can produce very good writing professors out of literature specialists, I will admit to a bias toward having writing classes taught by a professor in the discipline of rhetoric and composition.

Finally, I admit a bias toward the results of this research that proceeds from my professional identity as a librarian. I worry that without information literacy as their own part of the curriculum, librarians will have difficulty filling that absence, along with the concurrent absence caused by the potential disappearance of print media. In other words, as I headed into this project, I hoped that the results would be beneficial to the library profession, rather than to hasten it towards oblivion. Here I feel that the results have been mixed; my research indicates that in all probability, information literacy will never be successfully taught by continuing its current predominant model of librarian visiting composition class. My argument for information literacy as its own field of study may well cause dismay among some librarians; here is their opportunity, then, to make something new of their profession.

As a project centered within rhetoric and composition, however, this dissertation is at heart primarily directed towards those in the rhetoric and composition field. There are at least four options for Rhetoric and Composition's relationship with information literacy in the future: librarians can and should teach all of information literacy; compositionists can and should teach all of information literacy; librarians and compositionists can and should work together; or information literacy encompasses more than either Rhetoric and Composition or libraries and should become a discipline in its own right. A moment of thought will reveal that the first possibility is unrealistic for a couple of reasons. First, in the most common setting (i.e. one-shot instruction), there is just not enough time. Second, several of the standards—namely Standards One, Three, Four, and Five—require rhetorical instruction in order to be taught well; while librarians

are not incapable of this, they are rarely taught to include it in information literacy sessions.

Nor can compositionists be expected to bear the burden of information literacy. Whether or not information literacy is a core competency of a college or university, it is too much to expect a composition professor, in one or two semesters, to both successfully introduce students to academic writing and to render them information literate. This leaves the other two possibilities; this dissertation argues that at the very least, composition instructors and librarians need to collaborate more fully and intentionally and offers several suggestions for advancing that collaboration. At most, the two groups need to work together to encourage the birth of the new discipline of information literacy. Information literacy will always be a part of the writing process, and it may always be practiced in the library, but it is time for it to emerge as a discipline much as Rhetoric and Composition did fifty years ago.

The institutionalized world of higher education has been notoriously slow to react to change, and the explosive change of the Internet age has been no exception. Carmen Luke surmises that “this is in part because curriculum and teaching tend to be defined in terms of mastery of and engagement with dominant modes of information” (Luke 397). In order for information literacy to emerge as a discipline, institutions and individuals must be willing to admit that the new availability of information has changed the way that students—and faculty—approach learning.

This dissertation suggests that the future of libraries and of composition studies is bound up in this relationship that the two disciplines share with information literacy. The separate efforts of the two disciplines to successfully teach information literacy have

largely floundered; students continue to have extreme difficulties when it comes to finding appropriate sources and using them skillfully. I argue that combining the strengths of librarianship and composition is the best and perhaps the only way to negotiate this crucial time in our disciplines, when the future of libraries and of composition studies hangs in the balance. This combination can start as collaboration between Writing Studies and the library, but it should come to fruition in a new department and a new discipline, the discipline of Information Literacy.

While information literacy has frequently been considered the purview of the library, the library often has no official curriculum in which to teach information literacy; this basic teaching is most frequently done in introductory composition courses (Holliday and Fagerheim). Usually, in the middle of a composition course, a librarian visits the class, or the class visits the library, and “interrupts” for a class session or two to teach information literacy skills.² As I show in the literature reviews, this is not a particularly effective method of teaching information literacy, nor is it the best use of either the librarian’s or the composition instructor’s time. The literature also indicates that the introduction of an outside lecturer fails to engage students. The question is, within institutional constraints, what is the best way for these two groups to collaborate to maximize their impact on teaching information literacy?

Some librarians, such as Barbara Fister, have already advocated bringing rhetorical methods into librarians’ information literacy pedagogy since as early as the 1990s; are compositionists likewise borrowing from librarianship when they teach on the subject? Conferences like the Georgia International Conference on Information Literacy and the University of Central Florida’s Information Fluency Conference evidence a fairly

² I often refer to the one class session during which the librarian visits a Composition class as a “one-shot.”

new movement to cross disciplinary lines in discussing information literacy learning, but how this is filtering down to the individual campus (especially the small liberal arts college) and how the collaboration might look locally is less clear, and it is this local relationship, especially in the small to medium-sized liberal arts colleges, that I examine.

This dissertation turns to the disciplinary questions at the foundation of information literacy, focusing specifically on disciplinary relationships between librarians and writing instructors and the position of information literacy in these relationships, as evidenced through a mixed methodology of literature review, surveys, case study/interviews, and textual analysis. Specific research questions include:

- How is information literacy taught on library websites? On writing center or composition websites?
- Who currently teaches information literacy in composition classes? (Professors? Librarians? A combination?)
- Which pedagogical methods for teaching information literacy are most successful? How has “success” been defined in information literacy instruction?
- What can compositionists learn from librarians about teaching and assessing information literacy?
- How can composition instructors (and librarians) strengthen the information literacy programs at their institutions?

Methodology

In this dissertation, I look at the history and current status of information literacy through several lenses. Chapter Two examines the publishing history of information literacy as it first emerged from various disciplines in the 1970s, emphasizing its evolution and eventual residence within librarianship and composition studies. The balance of the dissertation focuses on the current status of information literacy in these two disciplines by looking at it in several forms: teaching on the web, teaching in the classroom, and hearing from those who are involved in the day-to-day teaching of information literacy. In Chapter Three, I study the websites of libraries and writing programs from selected institutions to see if and how they give online information literacy instruction, and which elements of information literacy receive the most emphasis. In Chapter Four, I share the results of a survey of librarians and writing instructors, and in Chapter Five, I feature a specific case study of librarian/faculty collaboration. Finally, Chapter Six discusses information literacy from the macro institutional and accreditation level and makes recommendations based on the findings of the other chapters.

In his book on qualitative research, Robert E. Stake maintains that the use of mixed methods gives an added element of triangulation (126). As the research acquired by the various methodologies accumulates, it should begin to form a more three-dimensional picture of a given topic of study, in this case, information literacy. Thus many of the problems mentioned by faculty and librarians in the survey also appear in the local environment I observe in the case study; at the very least, the difficulties caused

by lack of communication between the two disciplines appear to some extent in every chapter.

This dissertation encourages compositionists and librarians to familiarize themselves with James Porter et al's work on institutional critique to rhetorically effect local institutional changes. Porter's familiar call for the interconnection of theory and practice invites those interested in invoking institutional change to be rhetorically aware of the implications of space on the campus (Porter et al.). After taking the existing institutional boundaries into account, the practitioner of institutional critique seeks to affect institutional policy through rhetorical means. The goal of this dissertation is not to function as institutional critique, but to use that concept as a model for the type of local work that compositionists and librarians should be doing in order to strengthen information literacy programs on their campuses.

In addition to Porter's concept of institutional critique, this project is theoretically informed by positioning theory as developed by Rom Harré and others. Harré is a philosopher-psychologist who advocates replacing the metaphor of "role" with "position" (Luberda; Davies and Harré). Thus subjects become active participants in the construction and maintenance of their own social identities; rather than being cast in the role of "librarian," then, if a person chooses to adopt the position of information literacy specialist, the discourse centering around that person, and that position, has now already been changed.

Chapter 2

Most people over the age of forty probably remember old-fashioned chain letters that threatened death and dire consequences if the recipient did not follow instructions in the letter, usually reproducing the letter and mailing the threat to multiple “friends” of the recipient and sending something nice to a previous sender. I myself received several of these as a youngster. Frightened of the consequences, I quickly bought the required postage and sent the letter along. The relatively harmless paper chain letter of the past has largely disappeared; in its place now are countless scams, from the too-good-to-be-true windfall from the Nigerian minister to the phishing emails I see regularly in my inbox to invalid claims of “groundbreaking research” fabricated to promote the website owner’s point of view. This common example is an easy way to demonstrate the newly emerging need for information literacy education. As information became more and more available to the end user, it became more overwhelming at the same time. This chapter examines the way that the concept of information literacy was born from the need to “wrangle” ever-increasing piles of information.

Information literacy has been the topic of discussion in multiple disciplines, but only in librarianship is information literacy crucial to the life or death of the discipline. I may be exaggerating a bit here, but the situation in librarianship in the early twenty-first century is such that the existence of libraries is being questioned and librarians have felt a pressing need to prove their worth. Since the 1980s, information literacy has borne a large portion of the burden of this proof in academic librarianship. With the increasing pressure from accrediting bodies to assess outcomes, librarians, with their traditional

emphasis on storage and retrieval of physical items, have been hard pressed to prove their worth through the traditional numbers of items held or books checked out. Even the traditional librarian function of indexing and cataloging data is increasingly centralized; services such as OCLC provide more and more of the cataloging before physical items reach the library,³ and database providers have already indexed and cataloged their information.⁴ The traditional “how to use the databases” function of the librarian is also being eroded by the rapidly growing adoption of discovery services which pre-index all of a library’s database content into one searchable database. The emphasis on learning outcomes, coupled with the growing availability of materials in electronic formats, has made the traditional means of assessing the library (i.e. collection size) nearly irrelevant. Information literacy, then, not only provides student learning outcomes that can be assessed, but it has been an area of the curriculum not already staked out as the possession of another discipline.

Information literacy also plays a key role in the health of Rhetoric and Composition. A perpetual underdog discipline, Rhetoric and Composition has struggled to gain a foothold in English departments where it has been placed. Other academic departments often see it as only a stepping stone to “real” writing, defined by them as writing in their academic discipline. By forming and strengthening partnerships with library faculty, compositionists will gain valuable allies in the constant fight for institutional capital. Even more important, the coordinated efforts of two disciplines with overlapping masteries of the Information Literacy Standards should have a positive effect

³ Steelman Library will be migrating to OCLC’s WMS system in 2013; this system no longer requires the library to even have a catalog record. The library’s holdings are attached to the OCLC record which cannot be customized by individual libraries.

⁴ Often this process is automated, or at best provided by non-librarians who are not as expensive to employ.

on student learning. Students who learn to skillfully incorporate high quality sources into their academic writing will make both the librarians and the writing instructors valuable colleagues to their peers in the other disciplines.

Computer indexing now allows for access to lists of published articles that the old *Reader's Guide* could not begin to compile. How did information literacy come to be important in the disciplines of libraries and composition? I use Google Scholar, CompPile, and other databases of scholarly literature to answer questions such as:

- What is the disciplinary origin of information literacy?
- How did information literacy spread through the disciplines?
- What is the current state of publishing on information literacy in the disciplines of librarianship and rhetoric and composition?

A brief literature review of the history of information literacy as it has appeared in the library literature and in the literature of rhetoric and composition opens the chapter. The major purpose of the chapter, however, is to set the stage for my examination of the current state of information literacy instruction by analyzing the history of publication in the field. A literature survey shows the occurrence of articles and published materials on information literacy in library journals and in rhetoric and composition journals over time. I examine the disciplinary origins of information literacy and the spread from the disciplines of origin—primarily education and computer science—to other disciplines, with a focus on library science and Writing Studies. I also investigate how topics now included under the heading of information literacy, such as plagiarism avoidance, have been discussed both before and after information literacy becomes a subdiscipline. Finally, I scrutinize the usage of terminology: is “information literacy” and its vocabulary

used less frequently outside of the discipline of library science, even if the discourse covers topics which fall within the information literacy purview?

In this chapter I perform Google scholar and CompPile searches on the terms “information literacy,” “plagiarism,” “students” and “citations,” and “sources” in order to trace the disciplinary publishing history of articles on information literacy from the time that it appeared as a discrete term in the early 1970s. For each search, I counted the number of citations per year and also the number within library publications, rhetoric and composition publications, and other disciplines.

Review of Literature

Information literacy, with its roots in librarianship and its tendrils reaching across disciplines, is a body of knowledge that, while essential in developing lifelong learning (Mackey and Jacobson), has no well-defined curricular home (Williams and Zald). The literature review covers the history of information literacy, information literacy in the discipline of librarianship, information literacy in the discipline of rhetoric and composition, collaborative efforts between the two disciplines, and information literacy pedagogy and assessment.

Two major studies of information literacy are currently in progress. Project Information Literacy is a longitudinal study based at the University of Washington but collecting data from colleges and universities across the United States. Project Information Literacy has been actively researching since 2008, with nine publications so far detailing its results (“Project Information Literacy”). Its goal is to “understand how early adults conceptualize and operationalize research activities for course work and

‘everyday life’ use and especially how they resolve issues of credibility, authority, relevance, and currency in the digital age” (“Project Information Literacy”).

The Citation Project is a multi-school, large-scale project headed by Rebecca Moore Howard and Sandra Jamieson. Students’ papers are analyzed for citation usage, specifically for the relationship between the original source and the nature of the citation within the student’s paper (Howard and Jamieson). While Project Information Literacy is based in the Information School (i.e. library school) of the University of Washington, the Citation Project is written from the Rhetoric and Composition perspective. According to the project website, “the Citation Project research suggests that students’ knowing how to understand and synthesize complex, lengthy sources is essential to effective plagiarism prevention. If instructors know how shallowly students are engaging with their research source—and that is what the Citation Project research reveals—then they know what responsible pedagogy needs to address” (Howard and Jamieson).

Project Information Literacy is primarily centered upon studying students’ research behaviors, while The Citation Project studies citations within papers. This dissertation draws upon both studies, but attempts to bridge the disciplinary divide more solidly, so that both librarians and compositionists will find a familiar vocabulary, will be acquainted with at least some of the authorities cited, and will find information that will be of use in their everyday tasks, as well as in their planning for the future approach their disciplines will take toward information literacy.

The History of Information Literacy

Paul G. Zurkowski was the first to use the term “information literacy,” in 1974 (National Forum on Information Literacy). Between then and 1987, when the ALA

(American Library Association) Presidential Committee on Information Literacy was formed, the term caught on, especially within libraries, and gained currency and momentum. Margaret Chisholm, the president of ALA at that time, recognized the importance of codifying the term and its components when she commissioned the Committee. The report recognizes the following activities as being information literate: “knowing when they have a need for information; identifying information needed to address a given problem or issue; finding needed information and evaluation the information; organizing the information; using the information effectively to address the problem or issue at hand” (“Presidential Committee on Information Literacy: Final Report”). These skills became the core of the ACRL’s Information Literacy Standards, first published in 2000. Beginning in the 1980s and gaining in strength through the 1990s, information literacy gained a foothold in libraries as a uniform curriculum that would often replace the “library tour” type of instruction that had traditionally dominated until that point.⁵ By the turn of the century, information literacy was fairly established within libraries as the subject of the library instruction session.

There have been scattered attempts to move away from the term “information literacy.” James Marcum, for example, writing in 2002, disparages the term “information,” preferring to use “learning” or “knowledge,” and suggests “fluency” in place of “literacy” (“Rethinking Information Literacy” 1). For now, however, the term seems to have gained the amount of traction needed to establish itself as a core competency for both library/research skills and for capable academic writing. This suggestion to abandon the term may spring from distaste on the part of a few to imagine

⁵ The “one-shot” library instruction session was already causing some discontent as early as 1970, when James Kennedy of Earlham College published an article advocating for library instruction integrated throughout the curriculum (J. R. Kennedy).

that they are not “literate” in some area, or it may be that those behind these suggestions believe that a “catchier” term for this concept would bring it more positive attention.

A 2003 article by Sandra Marcus and Sheila Beck provides a good example of the traditional library orientation program, a holdover from the “bibliographic instruction” days before the advent of information literacy. The article compares traditional library tours and a mystery-solving treasure hunt as two alternative methods of orienting students to the library. The authors show that students who solved the mystery rated the library higher in terms of their attitudes toward the space, the staff, and the resources (Marcus and Beck). The article does not compare information literacy or library use skills, though, so the reader really does not know if the students in either type of orientation learned anything about doing research in the library. More importantly, the article does not relate the orientation to any type of scholarly work. Basically, this research demonstrates that students had more fun solving a mystery than they did hearing a librarian give them an introduction to the library, but whether they learned anything from either experience is not a focus of the article. My project questions the value of this type of information literacy teaching as anything other than a library marketing tool.

Perhaps the most-cited author on information literacy within the library discipline is Carol Kuhlthau, who invites librarians to view information seeking as a process not long after the process movement began in the field of rhetoric and composition. In the library, the early focus of information literacy was on providing the “right” answer for patrons, or helping them to find the right answer; this could be called the “product” that the library produced, similar to the paper that was produced in the composition class.

The emphasis on learning and outcomes in the academy led to the realignment of thinking toward the student and the learning process, rather than toward the librarian and the search results. Kuhlthau's process model involves six stages: task initiation, topic selection, prefocus exploration, focus formulation, information collection, search closure, and starting writing (45). Kuhlthau is also the first significant researcher to include affective aspects of the information literacy process in her discussion, inviting readers to imagine student researchers experiencing feelings of frustration, confusion, bewilderment, or exhilaration. Although authors have revised and added to Kuhlthau's process model, most notably in combining the writing process with the information process and in adding recursion, this model remains influential among library scholars.

In January, 2011, authors Thomas P. Mackey and Trudi E. Jacobson invited librarians to reframe information literacy as a "metaliteracy." Web 2.0 and social networking have interacted with literacies to the extent that the standard definition of information literacy, which omits sharing and making information, is no longer adequate. Additionally, many other new "literacies" are being mentioned: media literacy, digital literacy, and visual literacy, to name a few (62). Mackey and Jacobson call for a "metaliteracy," which they define as "an overarching, self-referential, and comprehensive framework that informs other literacy types" (70). While this approach is valuable, both for its unification of multiple, often confusing literacies, and for its rejuvenation of the term "information literacy," the practicality of teaching even more content to students in the standard 50-minute information literacy session is questionable.

Mandy Lupton problematizes the view of information literacy as a generic skill in "Evidence, Argument and Social Responsibility." Because information literacy has

traditionally been taught separately from disciplinary content (i.e. by librarians and/or by compositionists), it has been viewed as separate as well, by administrators, faculty, and students. Even the two models that Lupton identifies as the primary models of teaching information literacy, the standards model and the process model, maintain the idea of information literacy as discrete (400). Of course, this has worked in librarians' favor, since if the skills are independent of disciplinary content, librarians can visit a class in a discipline which they know nothing about and still effectively teach information literacy.

Lupton argues against this independence, writing, "There can be no information literacy without a content, and thus no phenomenon of information literacy per se" (400). This begs the question, then, of who exactly will teach information literacy. If the librarians, then they will need to develop more disciplinary content knowledge; if not the librarians, then the faculty in the disciplines will need to begin teaching information literacy, and librarians will need to reinvent themselves and their mission. Composition sometimes finds itself in a similar quandary, as many professors in other disciplines see the task of the writing instructor as teaching a skill that can be "laid over" any type of content knowledge. Perhaps Lupton suggests too facile a binary. I believe that both of these disciplines share both content and skill-type learning; when taught under optimum conditions, both sides of this coin will be shared with the students.

Information Literacy and the Discipline of Rhetoric and Composition

In recent years, composition faculty members have picked up on information literacy as a key outcome for writing classes. This literature can be divided into two basic types: that which is written by those in the discipline, which often shows unfamiliarity

with the research librarians have been doing on the topic, and that which is written by those within the library profession to introduce concepts from rhetoric and composition to librarians. Typical of this latter approach is James K. Elmborg's article "Information Literacy and Writing Across the Curriculum." Elmborg, a library school faculty member, introduces Writing Across the Curriculum to librarians in order to suggest similarities that might give librarians political and pedagogical gains as they promote information literacy. In spite of surface similarities between WAC and information literacy (both originated in the 1980s and have been greatly affected by the growth of writing technologies and the Internet as a communication network; both are at their best when integrated with disciplinary knowledge), Elmborg asserts that WAC has made more progress in gaining an institutional foothold and highlights areas of possible improvement for librarians.

Elmborg claims that although Writing Across the Curriculum has a strong theoretical foundation, information literacy lacks one; practicality has occupied librarians' thinking to the detriment of the discipline. Librarians must imitate writing specialists in moving their emphasis from product to process. Librarianship has also neglected to address research epistemologically; students need to be taught both how researchers make and validate their claims to new knowledge, and how they will begin to do the same thing in their university careers. Finally, Writing Across the Curriculum takes the approach of teaching faculty to teach writing in their own disciplines through workshops. To maximize the impact of information literacy pedagogy for current students, librarians need to take the same approach and promote information literacy

education in upper-division majors courses as well as in general education (Elmborg, “Information Literacy and Writing Across the Curriculum”).

Although Carol Kuhlthau has theorized information literacy as a process, the relative lack of time that librarians have with students makes it all but impossible to demonstrate this for them, or to provide scaffolding for the process as writing instructors do for the writing process, with class sessions devoted to peer review, individual conferences with the professor, and so on. In order to attack the problem I am posing here, writing instructors will need to be willing to spend some time in class on working through the research process as well as the writing process, if there is no separate class which teaches the research process. Likewise, Elmborg’s contention that students are not introduced to the epistemological ramifications of library research may again trace back to the lack of time that librarians have with a class.

Many undergraduate students, even at the junior and senior level, are unaware of the epistemological foundations of their major disciplines. An earlier introduction to general academic epistemology would assist students in their search for sources and in formulating the claims that they make in their writing about those sources. The ideal setting for such an introduction would be in a semester-long information literacy class, perhaps a capstone to the general education that would provide materials for students’ portfolios. This would be elaborated upon in the students’ major fields if information literacy were mapped throughout the curriculum. In Chapter Five, I describe my own experience with mapping the curriculum and with designing a semester-long class.

Another advocate of the Writing Across the Curriculum model is Jean Sheridan. She emphasizes the two types of writing often mandated in writing-intensive courses,

expository (i.e. transactional) and expressive. Encouraging librarians to take the initiative to work with professors in the disciplines who teach writing-intensive courses, she stresses the need for discipline-specific writing skills to prepare college graduates for the workplace. Although she accuses librarians of mostly speaking to themselves (90), she essentially falls into this same trap by placing the entire responsibility of collaboration within the library, yet offering very few practical suggestions for implementing collaborative efforts. Basically, she includes three proposed actions: suggesting books on topic choice to instructors, asking instructors for syllabi, and encouraging instructors to include research in assignments (93). In this dissertation, I make a case for instructors, especially those in first-year composition, to seek out librarians for collaboration, although eventually both groups will need to first assist, then yield the main field of information literacy to colleagues in the new discipline.

Those outside of the library discipline have tended to write about information literacy without naming it as such: Spivey and King describe “Readers as Writers Composing from Sources” (Spivey and King). Shirley Rose and Joseph Bizup have both written about the rhetorical use of sources and research (Rose; Bizup). Common to each of these accounts is the lack of reference to the information literacy work of librarians; while the rhetorical theory in these articles could be quite useful, the lack of library input renders them incomplete. In fact, Bizup does not even refer to the term “information literacy.” Bizup’s essay is notable, however, in that it offers four common rhetorical uses of sources and an acronym that students can use to remember them. “BEAM” stands for “Background,” “Exhibits,” “Argument,” and “Method,” and begins to offer students a heuristic model for expanding their use of sources (Bizup).

Compositionists writing about the rhetorical use of sources often call upon Kenneth Burke's ideas of identification, as Bizup does. As they choose sources and how to use them, students—whether they realize it or not—are identifying with some authors and separating themselves from others. The literature of identification as it relates to choosing authors to cite is clustered fairly heavily in the rhetoric and composition disciplinary literature, since Burke “belongs” to rhetoric and composition. Librarians would do well to adopt more of this type of terminology which emphasizes the personal in working with sources, rather than the more scientific approach of Boolean searching, especially as searching via the Google model has become more and more natural language-based.

As far back as 1982, Richard L. Larson argued that the assignment known as “the research paper” should no longer have a place in the composition class. He asserts that disciplines view “research” so differently that teaching students a single genre known as the research paper serves no useful purpose and may actually confuse them when they prepare to do research as their discipline knows it (R. L. Larson). This proposal, had librarians known of it, would have scared them to death, since a good part of their disciplinary identity derives from teaching information literacy as it relates to the research paper in composition classes. Since so little cross-disciplinary conversation goes on, however, librarians continued to visit composition classes in blissful unawareness.

Rolf Norgaard is especially important in paving the way for collaboration in both teaching and research between librarians and faculty. He writes:

A rhetoricized view of libraries and information literacy becomes, then, a means for recuperating and making relevant the full social

and cultural range of rhetorical practice. In turn, a robust appreciation for rhetorical theory and practice can help ensure information literacy's broader intellectual relevance (129).

My research falls squarely within his challenge to blend the disciplines in order to allow for the maximum possible light to be shed on the key issue of teaching students to work with sources.

Information Literacy and the Discipline of Library Science

The "traditional" librarians' approach to information literacy typifies research such as Marcus' "A Library Adventure," and Twait's "Undergraduate Students' Source Selection Criteria" (Lupton; Marcus and Beck; Twait). These articles generally deal only with students' library use and study students' efficiency and/or effectiveness in searching out library resources. The emphasis is on finding one's way around the library and locating possible citations for assignments, not on incorporating the citations or on using the sources rhetorically. This type of study, which focuses solely on library activity isolated from academic work, unintentionally cordons the library off from other academic disciplines, and, I believe, degrades the role of the librarian in the student learning effort.

Amy Kautzman of Harvard University writes about teaching students critical thinking through information literacy in "a single, one-hour session for students" (61). Her method is to teach students to approach resources, especially those found online, with skepticism. She writes, "By questioning a book's right to be read, students will shed their innate respect for the printed word and hopefully acquire insight in research methodology. They will realize that not all sources are created equally, and hopefully

become critical researchers and thinkers” (64). Unfortunately, this article makes assertions that cannot be verified. For example, she claims that “the librarian’s specialty is ... helping the student learn to make the leap from simple information literacy to critical thinking” (62) and that “if writing programs integrated a library component into each composition class, a student would see the direct connection between writing and research” (63). Most composition classes now do invite the librarian in to discuss research, but the “direct connection between writing and research” that the students are supposed to see remains elusive to them. Librarians rarely have enough time with a class to touch upon each of the five standards of information literacy, much less to confirm the students’ competence in “simple information literacy” and take them to the next level of critical thinking. It is only by strengthening the partnership in the information literacy effort that writing instructors and librarians share that we will actually be able to teach students how to think critically about sources.

Collaborative Efforts

As early as 1952, an article was published in *College English*, co-written by an English instructor and a librarian, advocating teamwork in teaching students about research skills. Haskell Block and Sidney Mattis suggest bringing the whole team of librarians into the collaborative effort; those who are more comfortable in speaking roles would address the class on research (i.e. the typical BI session), while those (admittedly few) librarians whose severe social handicaps make them less capable than the typical faculty member of addressing undergraduates would respond to drafts of student work; even this early, the research process was being seen as recursive, with drafts, responses,

and more drafts (Block and Mattis). In addition to this embrace of process, this approach has other advantages: it allows the library to put its best foot forward in terms of facing the public, and it allows librarians to actually see and respond to student work. Despite its advantages, though, the impediment of the additional work involved for librarians would make this model impractical for many libraries, especially those that are already short-staffed.

Quite a bit of recent research has been performed by interdisciplinary teams consisting of at least one librarian and at least one faculty member. Much of the research involves experimenting with a particular class to see if information literacy can be taught in a more effective way. For example, scholars at the University of New Mexico redesigned a first-year composition assignment to yield a better grasp of the rhetorical foundation of information literacy, but found no significant difference in students' use of sources (Emmons and Martin), although they were not certain why this was the case. A team from Gonzaga University also experimented with assignments in first-year classes. While they describe the assignments and general results, they did not complete an actual study of the results of the revised assignments (Alfino et al.).

At the University of Oregon, librarians and composition instructors adapted the "They Say, I Say" model (Graff, Birkenstein, and Durst) to structure a four-week information literacy module for first-year composition. Again, they did not do a formal study; their results include making sure that all students did the same information literacy-related activities and "integrat[ing] the research and writing activities more closely together" (Deitering and Jameson 72). This dissertation also includes a case study featuring librarian/instructor collaboration. I do not claim that it produces generalizable

results; its purpose is to describe the current approach to information literacy by specific members of the two disciplines and to hear from them their own visions of how this specific relationship could be improved for the benefit of both departments and of the students.

Jennifer Nutefall and Phyllis Mentzell Ryder were interested in doing the same kind of cross-disciplinary study that this section has outlined so far. They begin their investigations by examining the use of terms by librarians and compositionists. For example, they describe a situation in which the two disciplines use the term “keyword” differently. As they analyze data, however, their focus shifts to differences in the conceptualization of the formulation of the research question. Although faculty may envision students performing research in the same way they themselves did in graduate school, the reality is that most undergraduate students’ research process is nothing like that of the advanced graduate student. Expecting them to do research on this level without providing the background and scaffolding to enable them to learn to research may actually be detrimental to student research (“Timing of the Research Question” 439). The research Nutefall and Ryder conducted showed that there was a significant difference in opinion between librarians, who thought that students should begin their research by narrowing their topic so as not to be overwhelmed by search results, and composition professors, who preferred that students do some exploring within sources before they narrow their topics (“Timing of the Research Question” 446). Of course, if a student begins writing a week or less before the assignment is due, there will be no time for the luxury of exploration.

Nutefall and Ryder have also written together describing the collaborative FYC program at George Washington. Librarians work with first-year composition instructors to develop similar understandings of research and research-intensive assignments during summer workshops. Their understanding of research and writing is that both are recursive and knowledge-producing (“Teaching Research Rhetorically” 308). They see the rhetorical positioning of research as key:

When students learn to identify the rhetorical situation that shapes their writing and research, they come to see writing and research processes as a repertoire of strategies that can be employed as necessary in response to particular demands of the rhetorical situation (“Teaching Research Rhetorically” 309).

This is just the kind of collaboration that appears to be so promising, especially for the discipline of librarianship, which is currently going through an identity reassessment. Nutefall and Ryder’s “repertoire of strategies” is similar to my own envisioning of information literacy skills as rhetorical *topoi* (Veach) and Bizup’s BEAM strategy. By teaching students that sources have distinct uses above and beyond forming an eight-entry bibliography, we—that is, librarians and compositionists—will be both strengthening their capabilities to interact with sources and giving them more rhetorical tools to call upon as they write.

James K. Elmborg and Sheril Hook have co-edited a book on library-writing center collaborations. Elmborg stresses the need for both disciplines to collaborate in order to make space for development. He sees the process model as the key link between them; both research and writing can be taught as recursive process. In Elmborg’s view,

the two processes should be linked, so that rather than first conducting the research process, then writing the paper, the students begin with some research, or maybe some pre-writing, then do some drafting, then maybe some more research, and so on. To realize this blended process, students will appreciate the assistance of both librarians and writing center tutors (Elmborg, “Libraries and Writing Centers in Collaboration”). In her own introduction, Hook argues that the canon of memory is linked to the canon of invention, and that the computer now serves as a collective memory. The way that memory is stored affects its retrieval and thus its arrangement, the third canon to be implicated. Thus Hook calls for more rhetorical awareness on the part of librarians (Hook). Rhetorical awareness is indeed an important step for librarians to take, but I contend that it will be essential to go even further; both disciplines should compare terminology, goals, and pedagogies with the end of building upon the work of the other discipline in the recursive manner described by Elmborg.

The History of Publication on Information Literacy

I began my survey of information literacy literature with 1980, the first-year that “information literacy” as a phrase shows up in a search of titles in Google Scholar.⁶ That year, two article titles contain the phrase, one in the Proceedings of the National Educational Computing Conference, and one in an American Library Association document. Even then, information literacy did not catch on rapidly; until 1988, there were fewer than five citations each year. Between 1989 and 1994, the term finally began to become more mainstream; each of these years had between 15 and 50 citations, generally

⁶ This involved a phrase search of titles only from the Google Scholar advanced search page, qualified by year.

with the number increasing each year. In 1995-1997, there were between 50 and 100 citations each year; the number of citations topped 100 for the first time in 1998. After that, the number of citations increased steadily, topping out in 2008 with 662 citations. Since then, the citations seem to have leveled off, although they have continued to stay above the 600 mark.

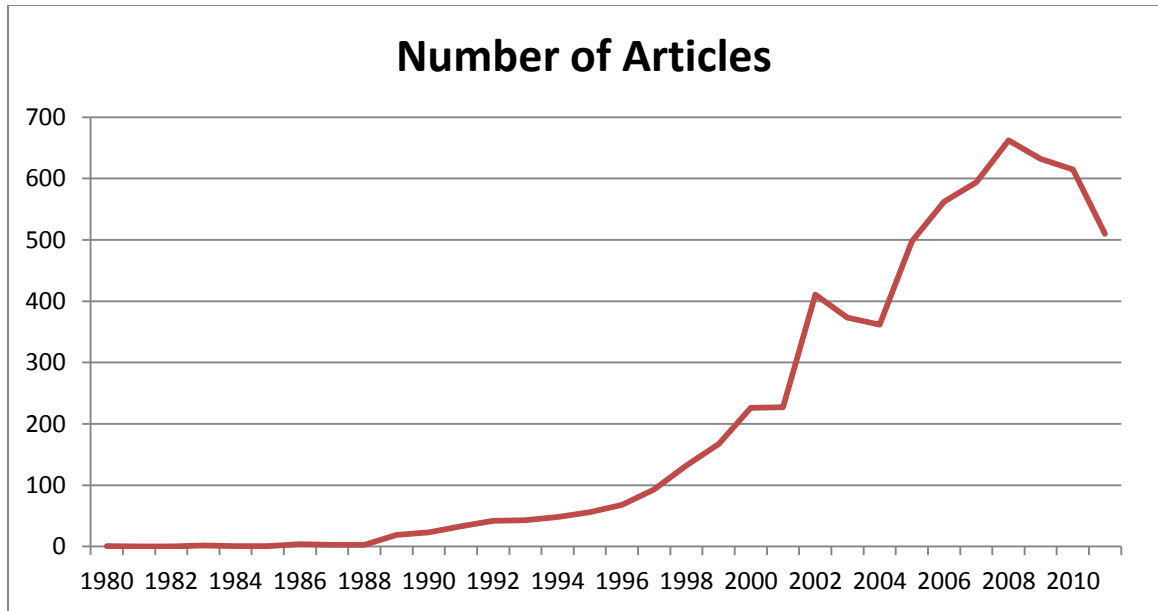


Figure 1: Number of Articles on Information Literacy

My intention in this literature survey was to trace the parallel development of information literacy in the library and the composition disciplines, but what I discovered as I began to look at the data showed quite a different picture. Information literacy actually originated in computer science and education; “computer literacy” was beginning to become a skill that would be expected of people living in the information age, and as computer literacy began to be defined, “information literacy” was defined by comparison and contrast with “computer literacy,” being more inclusive yet involving many of the same or similar skills. At nearly the same time, education picked up on the

term. Nine of the first 21 articles published on information literacy (between 1980 and 1988) come from computer or business publications, and nine from education. Only four were from librarianship.⁷ (Methodology: I counted articles as being “from” a field if they were from a publication in that field or if they had other keywords from the field in their titles.)

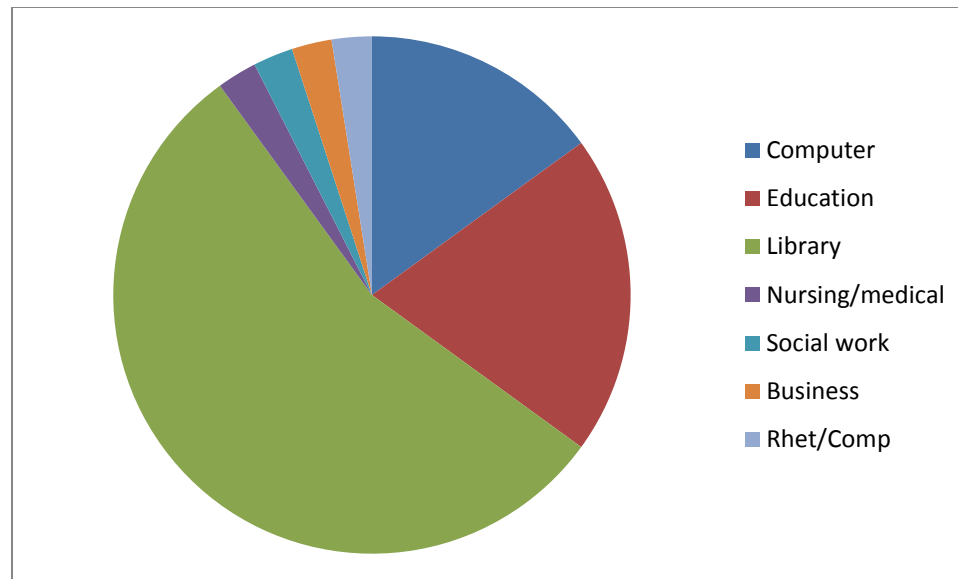


Figure 2: Articles on Information Literacy by Discipline, 1980s

Beginning in about 1990, librarianship appears to become predominant in publishing on information literacy. From its origin in education, information literacy began to appear in journals that overlap education and libraries such as *School Library Journal*, *School Library Media Quarterly*, and *Journal of Educational Media and Library Sciences*, and from there to mainstream library journals. At the same time, it was spreading from K-12 education to higher education in the disciplines, in journals such as *Journal of Nursing Education* and *Journal of Criminal Justice Education*.

⁷ Totals to more than 21 due to titles combining disciplines.

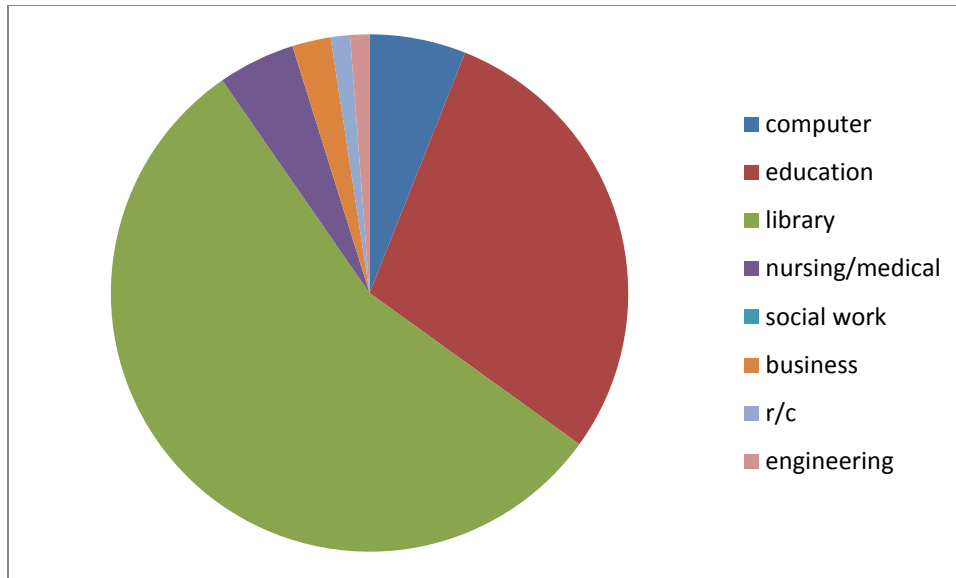


Figure 3: Articles on Information Literacy by Discipline, 1990s

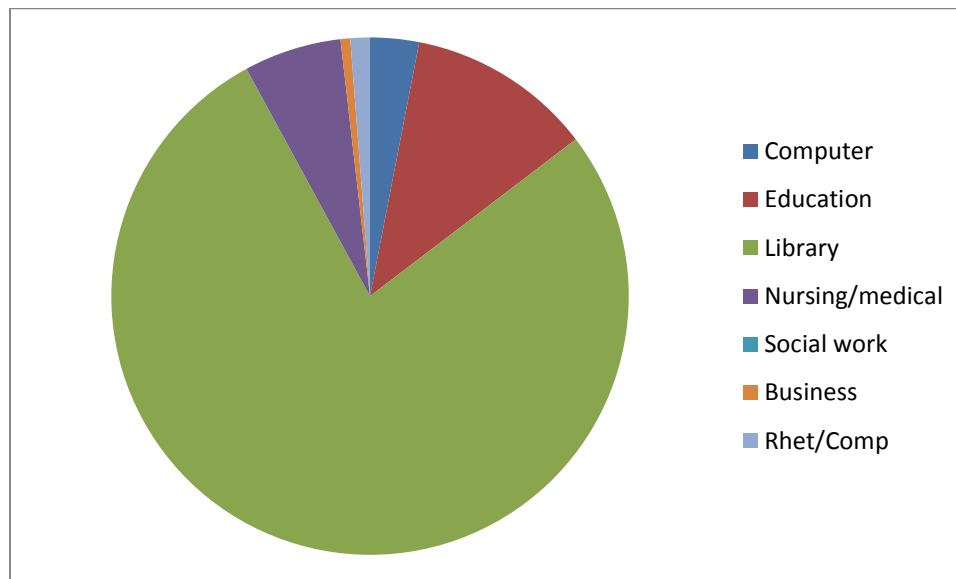


Figure 4: Articles on Information Literacy by Discipline, 2000-

As early as the 1980s, though, information literacy was seen as relevant to the teaching of writing. At the 1987 Conference on College Composition and Communication, Mary Beth Allen presented on a program at the University of Illinois

which tailored library instruction to one of eleven distinct audiences (Allen). Interestingly enough, although the term “Information literacy” is used in the title of the article, throughout the body of the article, information literacy is referred to as bibliographic instruction—the old terminology.

The first time a title using the phrase “information literacy” appears in CompPile is in 1992; since then, only 40 documents in CompPile are linked to the phrase (which is also a keyword in the controlled vocabulary). Many of these are from library publications. There are other CompPile keywords, though, associated with information literacy: “information retrieval,” “researching,” “term-paper,” “citation,” “sources,” “source-critique,” “student-as-researcher,” and “plagiarism” to name a few.

There are 139 results in CompPile for “information retrieval.” Of these, nine come from library sources such as *portal: Libraries and the Academy, Reference Services Review*, and a book on machine-readable cataloging (MARC) from the Library of Congress. The oldest occurrence of the term is 1962, in an *IEEE Transactions* journal; roughly the first twenty of the citations are from this type of technical journal; the first uses of “information retrieval” to refer to something a student does as a part of the research and writing process are in the late 1970s, coincidentally (or not), just around the same time that information literacy was beginning to appear in the literature.

A search on “researching” in CompPile yields similar results: 122 hits, beginning in the early 1960s with documents from technical areas like engineering, and crossing over to undergraduate student writing situations by the late 1970s. For this search term, only three of the results appear to be from library publications. Article titles such as “The Drudgery and the Discovery: Students as Research Partners,” “The Writing Center and

the Library: Teaching the Research Paper,” and “Teaching Library Research: Process not Product” point to a stronger emphasis on teaching research within the writing class after the early 1990s.

Searches on “term-paper” and “sources” each result in over 500 hits, but a search combining the two results in only 82. Here the pattern changes; from 1947 through 1969, all of the articles are from *College English*, *Exercise Exchange*, or *College Composition and Communication*. In 1970, library journals appear for the first time. After that, these two terms appear across disciplinary literature, in English journals (16 articles), library journals (10 articles), or journals of other disciplines/multidisciplinary journals (8 articles).

Similarly, I combined “plagiarism” and “citation” in order to reduce the number of hits and to focus results. Of 23 CompPile results of this search, all are from Writing Studies. This suggests that although plagiarism education and ethical citation are included in one of the ACRL Information Literacy Standards, librarians have not been as concerned about this facet of information literacy, leaving it to the composition instructors to cover. From 1960 until 1975, before information literacy originated, a Google Scholar search of articles with “plagiarism” in their titles yields four hits from composition, but no hits from librarianship. The same search with dates 1976-1990 results in 10 hits from composition and still no hits from librarianship. The library finally begins to publish more on plagiarism after 2000; the search performed with a date range of 1991 and newer results in 2610 hits. I checked the first 800 of these; 44 come from journals in the area of rhetoric and composition, while 23 come from librarianship, all from 2001 and later.

Here we see that while “information literacy” was a new term, coined in the 1970s to describe a set of skills made necessary by the growing power of computers to store and access information, it pulled into its influence other concepts that had been around for much longer. Because the idea of information literacy was claimed by librarians fairly early on, and because it encompassed these concepts like plagiarism avoidance and term-paper research, that had formerly been fairly exclusively housed in writing departments, librarians began to write much more about these topics than they had in the past. Similarly, as writing instructors continued to write about these topics, they began to become aware of the idea of “information literacy,” and to incorporate it into their composition classes in a more intentional way.

The information literacy standards to which I refer frequently in this dissertation were formulated by librarians, specifically by the Association of College and Research Libraries, so while librarians did not invent information literacy, they have largely codified it.⁸ At the same time, the way they have defined it already positions some of the standards as outside of the traditional bounds of librarianship—for example, the very rhetorical nature of Standard Four. Thus information literacy was disciplinarily problematic from the start, placing itself partially outside of librarianship and partially within Rhetoric and Composition, with a good deal of accompanying material which easily falls through the gaps. Neither librarians nor writing instructors are educated to teach the entire scope of information literacy; together, they may be able to catch most of the five standards, but as we see in Chapter 4, this instruction that crosses disciplinary lines tends to be haphazard at best. It is for this reason that information literacy needs to

⁸ There are other definitions/standards of information literacy, most prominently the British “seven pillars,” (Society of College, National and University Libraries) but the ACRL Standards are the most widely accepted within the U.S.

move forward on its own, with specialists who are trained in the library skills of indexing and discovering information and the composition skills of rhetorical awareness and writing with sources.

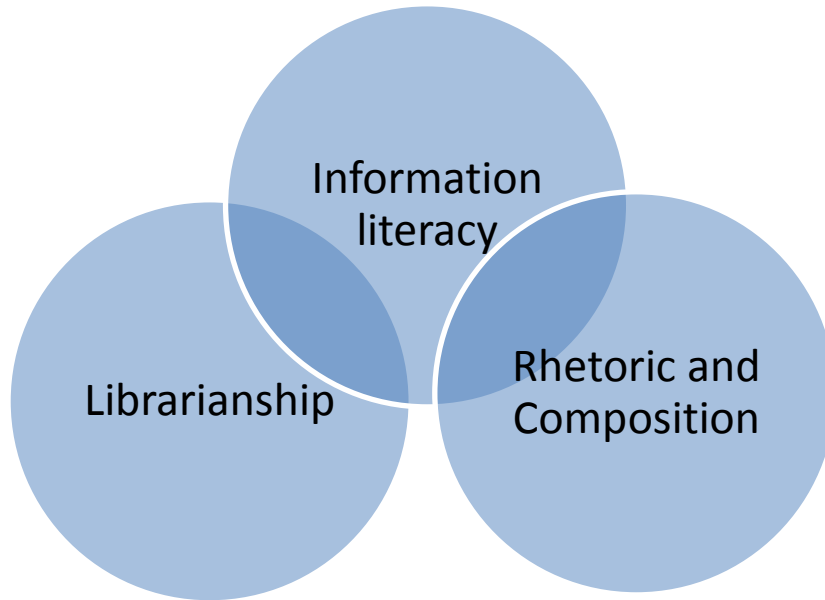


Figure 5: Disciplinary Relationships

Information literacy emerged from multiple disciplines in the 1970s and 1980s and eventually seems to have settled primarily in Rhetoric and Composition and librarianship as a disciplinary home. Indirectly, this can be traced back to the concept of positioning that I briefly introduced in the previous chapter. Librarians initially stepped up to claim information literacy; their assimilation of the standards and vocabulary of information literacy into their own discipline has made librarianship and information literacy into a partnership that is rarely questioned. The inclusion of information literacy in the composition curriculum has also been the result of positioning on the part of writing instructors who have seen the value of information literacy skills in the writing

process. The further evolution of information literacy as a discipline will necessarily result from continued rhetorical efforts on the institutional level. Positioning information literacy as a discipline rather than as a subdiscipline of librarianship or Rhetoric and Composition will be a significant step toward making the new discipline a reality.

Chapter 3

Other disciplines than composition and librarianship had a major influence on information literacy's development and emergence, but this very interdisciplinarity has hampered the growth of information literacy as an area of knowledge in itself. While many disciplines claim some portion of information literacy as disciplinary knowledge—including composition and librarianship, of course, but also including education, nursing, and computer science—in none of these disciplines is information literacy foremost in importance. In Chapter One, I alluded to the problems with student citation that composition instructors have pinpointed; composition is not the only discipline that has major problems with which to wrestle.

On January 19, 2012, Harvard Libraries held a town hall meeting for all library staff employed by the University. The library twitterverse was abuzz for several days as a result; in the words of one of the early tweeters at the meeting, “All of Harvard Library staff have just effectively been fired” (Bourg). Although this dramatic proclamation later turned out to be a bit of an exaggeration, and although events have yet to be fully resolved as of this writing, it does appear that many librarians at Harvard will be let go. At this point, it appears that mainly librarians in technical and related services—generally one-third to one-half of most library staffs—will be asked to reapply for their jobs (Looty).

For academic librarians, this is one more sign—perhaps the most ominous—that libraries are currently facing a major crisis. The economic downturn that has hit most industries has hit higher education as well, and librarians are feeling especially

vulnerable. While the migration of scholarly resources from print to digital holds promises of benefits for many, it has also prompted many administrators to respond the same way one of the commenters on the Harvard story did: “I like libraries. I love librarians. But everyone has to come to grips with the fact that Google does it much better. They’re cheaper, faster, and greener” (Bourg). For librarians, then, Harvard is a bellwether of coming events in academic libraries in general. If Harvard, with its lavish funding, cannot sustain a full academic library program, what university can?

Compositionists thus have the opportunity to partner with librarians at a time when librarians are perhaps more open than ever to collaboration of any sort, but librarians must also seek to reinvent, or at least reframe, their self-positioning. This will include defining the relationship of the discipline to information literacy.

Chapter Three examines current information literacy pedagogy on the Internet. I compare websites from the libraries and writing programs of thirty colleges and universities to answer questions such as:

- Which of the goals of information literacy are most emphasized on library websites? On writing program websites?
- Which of Mazziotti and Grettano’s shared verbs (“find,” “evaluate,” “analyze,” “synthesize”) are employed most frequently on library websites? On writing program websites?
- Which of the pedagogical approaches to information literacy described by Olaf Sundin are used most frequently on library websites? On writing program websites?

The answers to these questions allow me to draw some conclusions about which aspects of information literacy are claimed by each discipline and about how the disciplines differ (or coincide) in their approaches to teaching information literacy online.

Shiao-Feng Su and Jane Kuo attempted something similar to this project with library websites only. They used a database called PRIMO (Peer-Reviewed Instructional Materials Online Database) to analyze libraries' information literacy tutorials. Because the sites in PRIMO are peer-reviewed, they posit that any website they chose would be of high enough quality to be considered exemplary. They scrutinize the sites for content, teaching strategy, and other elements such as what media were used, how long the tutorials took to complete, and how many clicks it took to reach the tutorial from the main library website (Su and Kuo). Su and Kuo's work focuses primarily on identifying areas of needed coverage in library tutorials and on designing tutorials to be as useful as possible; their analysis of the websites provided assistance as I determined productive possibilities for examining online information.

Likewise, a study by Elizabeth Blakesley Lindsay and others attempts to measure the learning that takes place as students complete online information literacy tutorials. They measured such subjective elements as confidence levels with various information gathering technologies, but they also gave an objective test to see whether confidence correlated with actual competence. Although the students' confidence increased as they completed the tutorials, their scores on the post-tests did not show evidence of as much learning as the researchers had hoped (443). This study was limited in scope, so it is difficult to determine if the low scores reflected students' lack of learning or something else—perhaps questions that measured the wrong concepts or confusion about

vocabulary. Nonetheless, the researchers did come away from the study strongly convinced of the value of soliciting user feedback during the tutorial design process.

In this chapter, I compare library websites with writing program websites to see how each teaches information literacy concepts.⁹ I selected 30 institutions of higher education: ten CCCU (Council for Christian Colleges & Universities) schools, ten top liberal arts colleges, and ten top research universities¹⁰ (See Appendix A for list of schools and websites). The top schools were selected so that I could investigate best practices; what are the schools that are at the top of their games doing in this area? The CCCU schools were selected because their demographics are closest to the demographic in which I work—and therefore, which I can influence. These schools are generally small liberal arts colleges, typically with 1000-3000 students in traditional undergraduate programs. They do not have the unlimited (as it appears from where we stand) financial resources of the better-ranked schools; therefore, they are more likely to be either open enrollment or to accept students with a much lower academic standing than the top schools.

For each institution, I located the library's website and the website representing the writing program or the writing center.¹¹ I divided my analysis of the websites into three parts. First, I identified which (if any) of the five Information Literacy Standards were explained on the site. Second, I looked for the verbs identified by Mazziotti and Grettano as being common to both the ACRL Information Literacy Standards and the

⁹ I recognize that there will be various possibilities for institutions, such as individual professors distributing information; however, since I am concerned with institutional practices, I have searched only for departmental-level websites.

¹⁰ *U.S. News & World Report* rankings.

¹¹ If the school did not have websites for both the library and writing, I removed it from the study and chose the next school on the list.

WPA FYC Outcomes (i.e. “find,” “evaluate,” analyze,” and “synthesize”). Finally, I attempted to classify the pedagogical approach to information literacy based on Olof Sundin’s previously published work.

Sundin identifies four types of pedagogical approaches to information literacy in his article “Negotiations on Information-Seeking Expertise: A Study of Web-Based Tutorials for Information Literacy.” He creates a model built around two axes: context dependence/independence and source-centered or user-centered. Sundin examines over thirty web-based information literacy tutorial sites published by Scandinavian university libraries and identifies information literacy pedagogical models as being source-based, process-based, behavior-based, and communication-based (40).

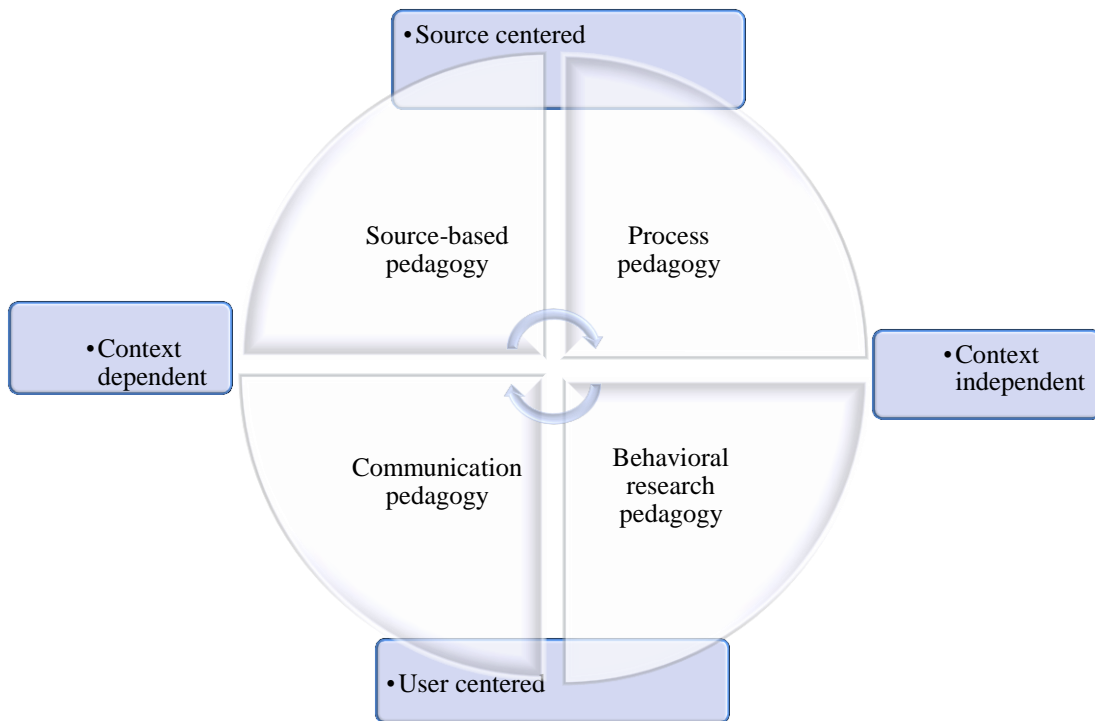


Figure 6: Types of Information Literacy Pedagogies (Sundin)

Source-based pedagogies describe information literacy techniques using type of source as the foundation. A page might have a section on encyclopedias, on dictionaries, on peer-reviewed articles, and so on. This type of pedagogy would be source-centered and context-dependent, because it lists specific resources in a certain discipline. A process information literacy pedagogy describes the typical cycle of information seeking, beginning with the student's formulation of the research question, followed by background reading in encyclopedias and other general reference material, followed by narrowing the search and focusing on more authoritative sources. As the process tends to be generalized, Sundin classifies it as non-context dependent, and as source-centered, since the process translates for the most part into which type of resource to use at a given stage in the research process.

Behavioral research pedagogy is user-centered and context independent. Like process pedagogy, it describes "how and in which order the information sources should be used" (32). Unlike process pedagogy, though, behavioral pedagogy teaches users specific searching behaviors, generally ones that will allow the number of resources retrieved to be expanded or contracted in order to get the "right" number of resources to work with. Communication pedagogies focus on what compositionists would call discourse communities, teaching the researcher how to "mine" colleagues and articles within the discipline in order to discover which types of information carry authority within that community. This type of pedagogy is user-centered and context-dependent.

Sundin believes that each pedagogical approach highlights a specific disciplinary expertise of the librarian. For source pedagogy, the librarian is "the person who owns the power to choose the 'right' information" (31). If the librarian is concentrating on a

behavioral pedagogy, the expertise of the librarian lies in knowing the correct search techniques that will yield the optimum search results for the research question. The process approach allows for the possibility of the user interacting with the research process; Sundin writes, “the librarian’s information seeking expertise is based on knowledge of the users’ thoughts and feelings during information seeking, and the pedagogical role consists of mediating this knowledge to the users” (35). Finally, the communication approach encourages the librarian to “convey to the users an understanding of how information and information seeking acquire meaning” (37). Sundin admits that some websites contain elements of multiple approaches; for this research, I limited my selection of pedagogical style to the one (or at most two) that appeared to me to be predominant.

Sundin’s work relates to the research done by Su and Kuo in that they both attempt to classify the pedagogical approach taken by the websites they study. Su and Kuo define three “teaching strategies: active learning, situation simulation, and question-oriented” (323). The situation simulation strategy corresponds to Sundin’s process approach; teaching is done in a linear manner that teaches students steps they should follow to successfully complete a given task. The other two teaching strategies do not relate so neatly to Sundin’s pedagogies; they describe the approach taken to presenting the content, while Sundin’s categories actually describe the content itself. Su and Kuo’s research describes situation simulation (i.e. process) as the most common strategy, used in 68% of the tutorials they examined.

In any attempt to compare websites from two different disciplines, the first challenge to the researcher will arise in deciding how definitions of terms correspond.

Donna Mazziotti and Teresa Grettano address this issue of definition in “Hanging Together: Collaboration Between Information Literacy and Writing Programs Based on the ACRL Standards and the WPA Outcomes.” In this article, the authors attempt to find commonalities between the two statements listed in the title. As these colleagues, one a librarian and one an English professor, began their conversation, a fundamental difference between desire for order and acceptance of chaos began to emerge. It turned out that Wayne Bivens-Tatum was right when he articulated this binary as a chasm between the two disciplines (Bivens-Tatum). Thus these authors wondered if perhaps they might even be working at cross purposes, as one encouraged students to formulate a definite research question early in the process and the other encouraged them to do significant inquiry before settling on a definite topic.

Mazziotti and Grettano also highlight a second binary, product vs. process. While Rhetoric and Composition has a long history of theorizing processes involved in writing, resulting in a solid familiarity with something called “the writing process” by most writing professionals, librarians might be more product-directed, due in large part to their lack of time in the classroom with students (182). The authors encapsulate this distinction by declaring that librarians view research as method (i.e. definite steps to achieving the goal of locating a source) whereas writing instructors view research as inquiry. Whether or not this is fundamentally true, it does appear to be practically true, based on typical library instruction sessions.

In spite of their initial difficulties, Mazziotti and Grettano identify four verb clusters relating to the use of sources that they offer as the common ground for librarians and compositionists. The verbs “find,” “evaluate,” “analyze,” and “synthesize” or their

synonyms occur in both the WPA Outcomes and the ACRL Information Literacy Standards. I would also add that both documents mandate that students learn to cite information correctly in order to avoid charges of plagiarism. (“WPA Outcomes Statement for First-Year Composition”; “Information Literacy Competency Standards for Higher Education”). Thus, in addition to looking at Sundin’s four pedagogies of information literacy, I examine the emphases placed on these four action verbs.

Although I am looking for disciplinary or even local distinctives, there are some trends with a centripetal pull that run counter to the disciplinary centrifugal force that pulls librarianship and Writing Studies apart. With the advent of easy worldwide communication on the Internet, many departments, both libraries and Writing Studies, decline to reinvent the wheel. For several years in the late 1990s and early 2000s, many libraries relied on the open source tutorial created by the University of Texas which was known as TILT (Texas Information Literacy Tutorial). The TILT was interactive and even cute and funny; the University of Texas allowed it to be adapted to local needs and branded. The demise of TILT support at the University of Texas signaled the end of TILT as the most widely-used information literacy tutorial, but some libraries still link to a local version of it.

While the adaptation/adoption of a website that one library or writing center has published greatly simplifies the work of local librarians, it is easy to see how it might lead to the scenario described above. It will be important for scholars who publish local websites to balance the desire to save labor with the preservation of local distinctives. One way to do this might be to begin with a template from another school’s website, but to adapt it with locally generated examples and information. The use of such externally-

authored web material also precludes any possibilities for local institutional critique or positioning.

Likewise, many libraries now subscribe to a service called “Libguides,” which allows the libraries to create websites with instructional content or to copy other libguides, either internally or from other libraries. It is impossible to tell for sure, but I would estimate that approximately 90% of the library pages I examined for this research were created with the Libguides software. The same reluctance to duplicate work has led to many writing programs and writing centers merely linking to Purdue’s OWL, rather than attempting to produce original content. As I did the research, if a link to an outside page hit a specific goal (i.e. citation), I counted it as an instructional piece, but if it went to a general site that covered more than one objective, I did not. I report on my findings by describing the results of each type of site: CCCU writing programs, liberal arts writing programs, and so on, and follow up with some generalizations about writing program sites and library sites in general.

Writing Websites

Few studies have analyzed the websites of writing programs,¹² but I did find one which not only looked at these sites, but actually examined them with regard to a specific element of information literacy, plagiarism avoidance. Kyoko Yamada analyzed six North American writing program or writing-related websites to see if the information on plagiarism would actually be helpful to ESL learners (247). In much the same way as I

¹² I need to make a distinction here between writing programs and writing centers. Generally a university would have only one writing-oriented website, which could be maintained either by the WPA or the Writing Center. Most often, the model was of a writing center linked from a writing program page, but this was by no means universal. I will refer to them collectively as “writing websites.”

use websites to analyze the way information literacy teaching is approached by the two disciplines, Yamada uses the websites to analyze the attitudes and beliefs of writing programs toward plagiarism. She finds that the websites reflect in large part the overall attitude of the discipline as evidenced in published research.

I began my research by examining the websites of the thirty selected IHEs (see Appendix A). Some belonged to writing centers or online writing labs, some to writing programs, and some to English Departments.¹³ CCCU colleges' writing websites did not tend to have very much information at all about information literacy. Three of the sites had scores of zero, and four more had scores of one (the sites' scores were derived by adding up the total number of features present on the site: five information literacy standards, four action verbs, and four types of pedagogy were possible for a potential top score of thirteen). Only one of these websites, that of George Fox University, had fairly good coverage, with a score of five. The average score of the ten schools' writing websites was 1.2.

The George Fox University website for its Writing Services links to more outside sites than original content, but the links are quite specific, and take the student to sites that specifically cover each writing problem or concern that is mentioned. Here is a site, then, that probably did not require a lot of time to put together, but that does have more information than any of the other small schools about information literacy topics, as well as about other writing-related topics ("Academic Resource Center: Writing Resources"). Another helpful resource that George Fox has included on the website is called "George Fox Professors." It appears that Writing Center tutors have interviewed professors who

¹³ Generally I could only find one site with information on writing at a given school; each school varied as to whether this site would be from the English Department, the Writing Center, first-year composition, etc.

assign extensive writing and asked what they are looking for in a good paper, their pet peeves when it comes to writing, and how they grade writing. This information is written up and included on the professor's page; when specific professors wish to see evidence of the writing and research process, for example, the student can learn that from looking at these pages (Schmidt).

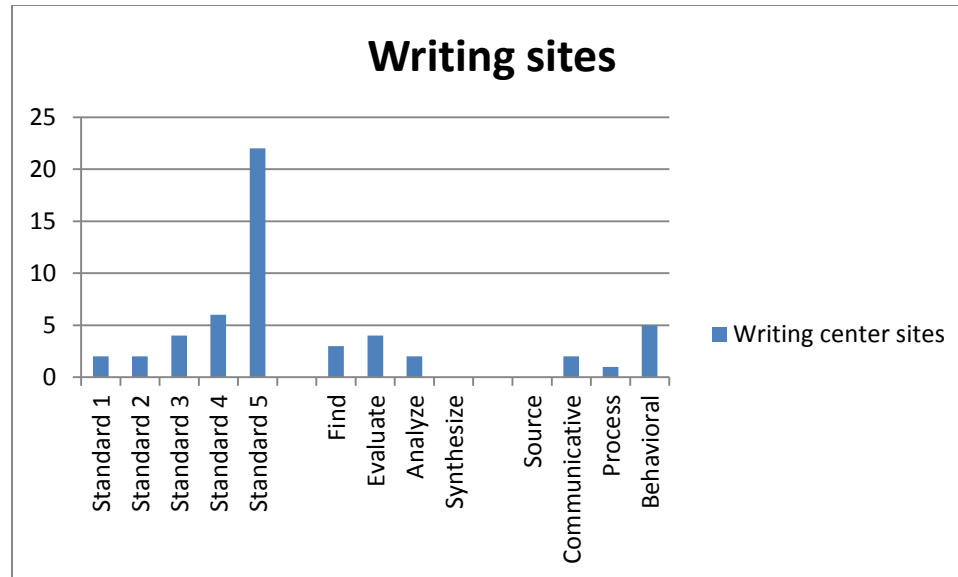


Figure 7: Information Literacy Elements on Writing Websites

The liberal arts colleges' writing websites had even less information about information literacy. They lacked a standout like George Fox; the top school had a score of only three, and the average was 1.1, with most of the schools having scores of one. Usually this one point came as a reference to how to cite, as eight of eleven points represented Standard Five (ethical use and citation of sources).

Research universities had more information on their writing websites than did either type of college. The average score of the research universities writing websites was three. Three universities had fairly complete sites. Unsurprisingly, Purdue's site (OWL)

had nine of the possible thirteen points. Harvard's and Duke's sites also scored points in multiple areas. Again, the most common assistance was with citing, but two other information literacy standards also had coverage by multiple schools. Standard Three, emphasizing evaluation of sources, along with its corresponding verb, "evaluate," scored higher in this group, as did Standard Four, the standard which calls for incorporating sources into the students' own work. Most of the schools which had enough information on their websites to draw a conclusion used behavioral pedagogy, which is user-centered but context independent.

Purdue's OWL is perhaps the best-known online writing site, and is the de facto choice of many students who have questions about writing. The OWL has such complete coverage of information literacy topics not because Purdue's OWL is especially focused on information literacy, but because the OWL site is so complete. The site claims to have over 200 resources on various aspects of writing ("Purdue Online Writing Lab (OWL)"). With a sitemap that lists ten main divisions of materials, and with each main division being subdivided with five to ten subdivisions, and many headings within each subdivision, the amount of material contained on the OWL website is overwhelming; it is no wonder that schools often just link to the OWL rather than trying to duplicate its number of resources on the school's own website.

On the OWL, "Research and Citation" is one of the ten main headings for topics, and the information literacy information on the OWL is all found under that heading. The heading is divided into subheadings "Conducting Research," "Using Research," and three sections on the three primary citation styles, MLA, APA, and Chicago. "Conducting Research" covers Information Literacy Standards One, Two, and Three. "Using

Research” covers Standard Four and some of Standard Five, and of course, the citation styles are part of Standard Five as well.

On the opposite end of the spectrum, the Columbia University Writing Center received zero points in a search for information literacy tips for students. The site is much smaller than Purdue’s, with only four pages linked to the main home page of the Writing Center, each having to do with an aspect of receiving tutoring help: tutor biographies, FAQs, information for faculty about what the writing center does, and information about writing groups. The closest this site comes to teaching about information literacy is a link under “University Writing” to a couple of library Libguides.

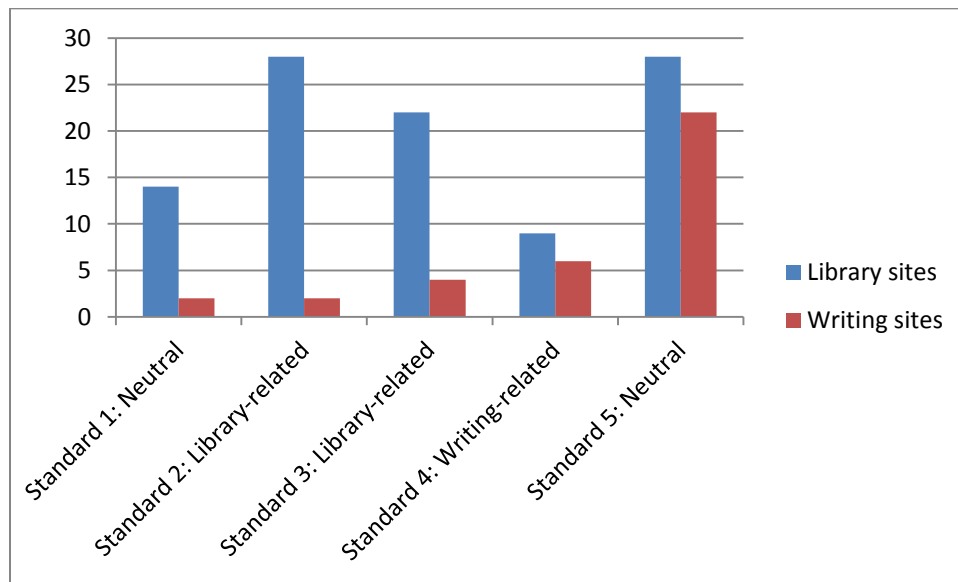


Figure 8: Standards by Type of Site

The five information literacy standards are not all related to libraries and writing centers in the same way. At least in my own thinking, I classify the standards as more related to libraries, more related to composition, or neutral. For example, I see Standards Two and Three, on finding and evaluating sources, as more on the library side, while

Standard Four, on incorporating information from sources into one's academic work, I see as more on the composition side. Standard One, on identifying one's information needs, and Standard Five, on ethical use of information, I view as neutral. What surprises me here is that almost every site deals with one of the neutral standards, but almost none of them deal with the standard that one might expect them to claim as their own, that of how to incorporate sources into one's own writing.

Notice also that there is a relationship between the verbs and the Standards. "Find" corresponds with Standard Two. "Evaluate" similarly relates to Standard Three. "Analyze" and "Synthesize" both have to do with the students' ability to incorporate source information into their own writing, and thus have a link with Standard Four. One would therefore expect to see similar numbers, and indeed, there are more "Evaluate"/Standard Three than there are "Find"/Standard Two. This theory does not quite hold up for Standard Four, though, as there are more occurrences of Standard Four than of Standards Two and Three, yet the verbs "analyze" and "synthesize" are barely used.

Library Websites

CCCU libraries averaged almost 7 (6.9) of the 13 factors. Standard Two, on finding information, and Standard Five, on ethical use of information were both present on every library's website. Similarly, the "find" verb was the most frequently occurring verb. Two libraries, Abilene Christian and Palm Beach Atlantic, actually feature all of the Standards and all of the verbs, a remarkably thorough job of covering the information. The pedagogical outlook was split between source and process.

Abilene Christian University took a similar approach to that of George Fox University described above; many topics are covered by linking to what the librarians consider to be exemplary external sites (“Research and Writing Tips”). Palm Beach Atlantic, on the other hand, appears to have written original text for almost all of their online information literacy instruction, although they do link to some outside tutorials to teach some specific skills (“Welcome to LibGuides”).

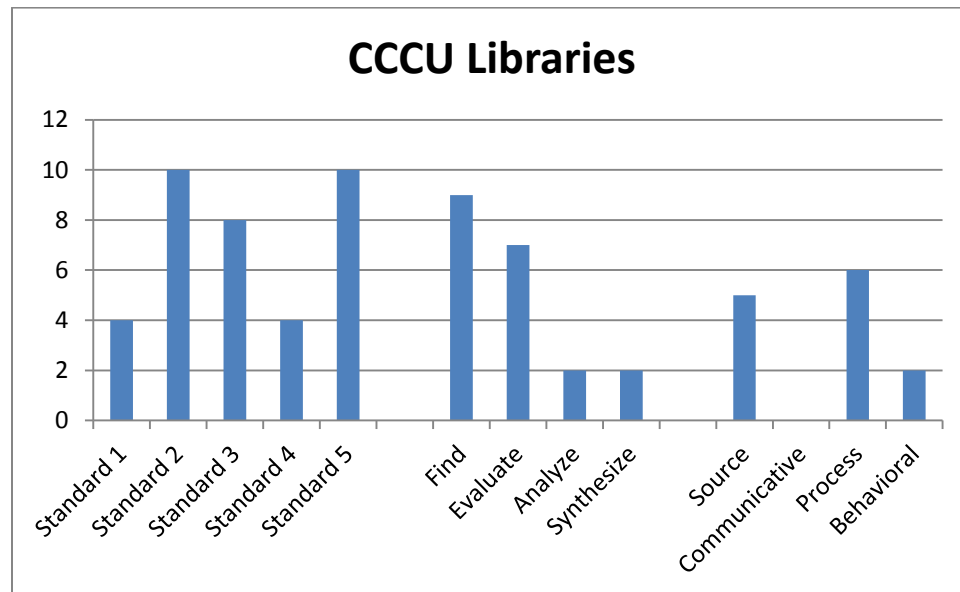


Figure 9: CCCU Library Websites

The websites of the top liberal arts colleges were remarkably similar to the CCCU colleges (down to the same average number of factors, 6.9). Wesleyan University, though, has a remarkable website. It covers all of the Information Literacy Standards and all of the verbs. Most of the standards actually have their own web pages, rather than just being covered on a general information literacy page. For example, their Subject and Research Guides offers separate guides for finding and developing topics (Standard One), searching indexes and databases (Standard Two), evaluating sources (Standard Three),

writing annotated bibliographies and lit reviews (Standard Four), and citation (Standard Five) (“Subject and Research Guides”).

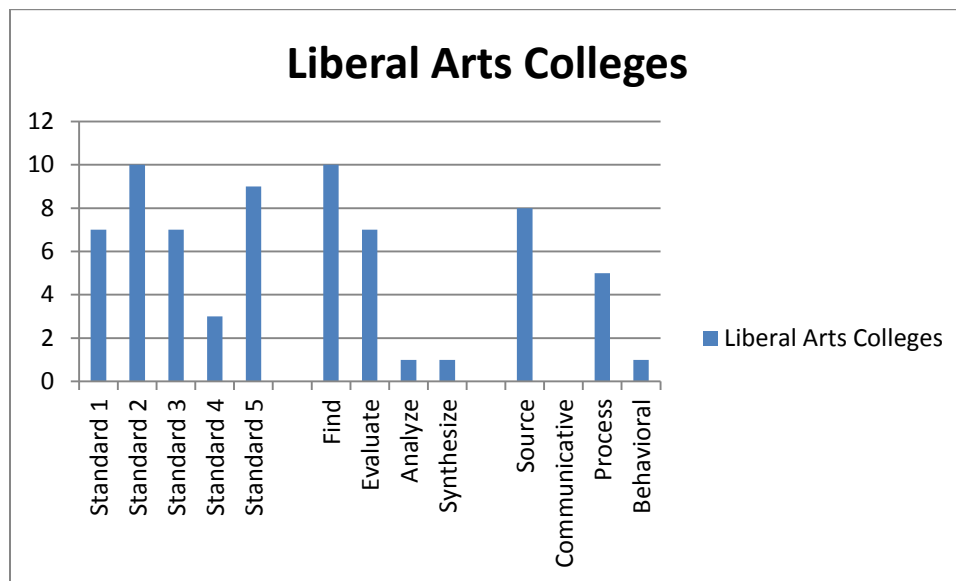


Figure 10: Liberal Arts College Library Websites

Vassar’s library, on the other hand, had the lowest total for this group. This appears to be due to the approach they have taken in designing LibGuides. The main LibGuide web page has three tabs: “Research Guides by Discipline,” “Research Guides by Course,” and “How Do I Find?” Guides to research by discipline and course are almost always of the source-based type of pedagogy, listing books, websites, and other resources for doing information on the particular topic addressed. The only instructions on information literacy topics are in the How Do I Find? section, the smallest of the three. While Standard Three was fairly high for both groups of liberal arts colleges (over one-half of the libraries featured Standard Three), Standard One occurred slightly more in this group than in the CCCU libraries.

Surprisingly, the websites for the research universities cover less information than do the websites for the colleges, both CCCU schools and liberal arts. On average, only 5.2 topics were covered, as opposed to the 6.9 covered by both other groups. I can only speculate as to reasons for this surprising result. Perhaps the universities believe that their students know more about information literacy than students at less prestigious schools.

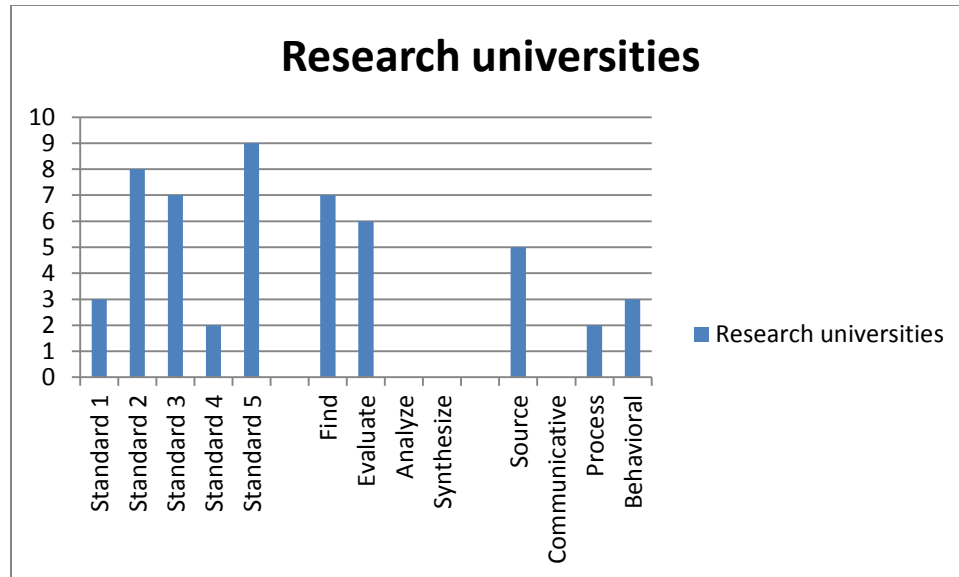


Figure 11: Research University Library Websites

The sample size is too small to do more than a cursory comparison of the three types of libraries, and the comparison is probably more useful to identify positive, rather than negative, characteristics. For example, all of the types of libraries cover Standards Two and Five (finding information and ethical use of information) most frequently. The verbs used most frequently by all types of libraries are “find” and “evaluate.” Similarly, the library websites approached information literacy instruction using primarily the Source or the Process pedagogy. LibGuides work very well for a source-based pedagogy; it is easy to insert a list of titles or websites onto a LibGuide. Likewise,

it is easy to conceive of a process-oriented LibGuide, with tabs for each step in the research process. As noted above with Vassar, however, source-based LibGuides tend not to have specific instructions about information literacy; process-based LibGuides will have much more information literacy help, since information literacy standards generally follow the research process as we typically describe it.

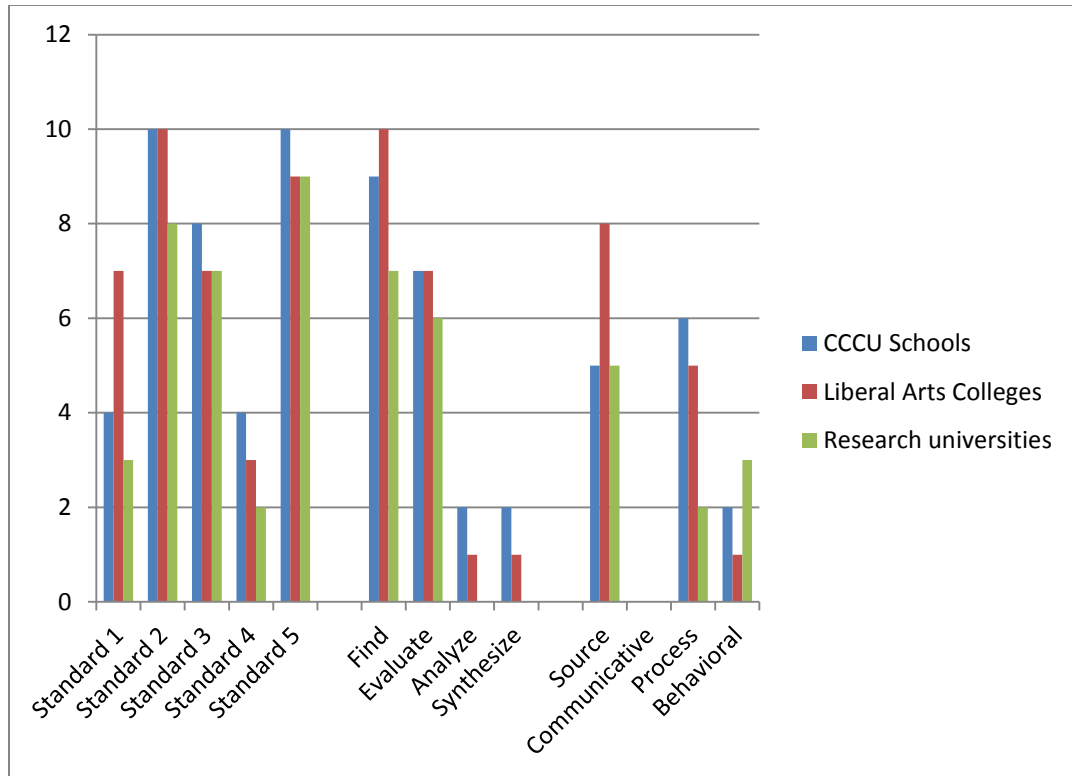


Figure 12: Comparison of Library Types

Library websites have more information about information literacy than do writing websites across the board. One reason for this may simply be that with the exception of the Purdue OWL, writing center or writing program websites tend to be pretty skimpy; many of them limit themselves to statements of hours and information on how to make an appointment. With the easy availability of Libguides (which are

unlimited once the library purchases a subscription to the service), librarians can churn out new websites at an alarming rate.

Standard Four, though, the standard that requires students to make use of information synthesized with their own thoughts, receives little notice from either type of website. Perhaps this is because it is the most difficult to teach, as there is no easy, step-by-step process for synthesizing new knowledge with original thinking. It might also be possible, though, that librarians choose not to feature it because they see teaching the incorporation of information into writing as a task for the writing instructor.

Library and Writing Websites

Overall, then, libraries offer much more coverage of all information literacy standards than do writing websites. I attribute this to five possible reasons. It does seem that there is sometimes communication between the library and the body responsible for the writing website. For example, the writing center sites of George Fox, Harvard, Duke, and of course Purdue had more complete coverage of information literacy than the writing center sites of the other schools I examined. The library sites of these schools, with the exception of Duke, had less complete coverage of this information than the other schools. It would appear, then, that perhaps the library and the writing center at these schools have agreed, either explicitly or tacitly, not to duplicate effort.

The librarians' lack of time with students could also contribute to their tendency to put more information online. Since they rarely have time for more than one visit to a given class, and some libraries do not have enough librarians for even this much class participation, librarians have looked to find another way of getting information to

students. Many of the websites I examined were quite elaborate, with embedded tutorial videos, step-by-step search instructions, and so on, which one could imagine being presented in a classroom setting, if such were available.

Another reason for the dominance of library websites in conveying information literacy information could be the perceived purpose of the site. Earlier I mentioned the increasing movement of libraries from place-based to cyberspace-based. This same trend is emerging in writing centers with the advent of online tutoring sessions, but it does not seem to have progressed as far. In other words, the number of students who can use the library without ever setting foot in a building called the library is quite high (ACRL Research Planning and Review Committee), while the number of students who actually visit the writing center in order to get help is still the majority. Therefore, the websites serve the purpose of the library or writing center. If students may never enter the building, enough information needs to be available on the Internet to enable them to do whatever they need to do from wherever they are. Likewise, if students are expected to visit a particular place, the website will direct them to that place, give them contact information, and tell them how to make an appointment—which is what most writing center websites do.

It may be that libraries are perceived to be the institutional “owners” of information literacy and therefore assumed to be the site of Internet information on it. While librarians used to be invited to classrooms to teach “how to use the library,” now they prefer to be invited for “information literacy” sessions. In a way, then, the librarians claim information literacy as their area, a topic that the classroom professor needs to call in expert assistance in teaching. This perception—that classroom instructors are

incapable of or incompetent at teaching information literacy—may contribute to keeping information literacy “ghettoized” in the library.

The existence of the Libguides product is probably another reason that libraries have more complete information. Libguides have made it so easy to create websites that many libraries cannot seem to make enough of them. Arizona State University, one of the schools in the sample set, has published 265, and Walden University, the most active library system in the LibGuides Community, has over 2300 (“LibGuides Community”). LibGuides are so easy to create that they can almost produce information overload; the best libraries will have a disciplined plan for creating LibGuides that allows for complete coverage by discipline, course, or step in the research process, while discouraging random LibGuide proliferation.

At Southeastern University, where I work, the library has made LibGuides available to the writing center (ACE); some other schools have similar partnerships. This kind of cooperation allows writing centers control over web content which can be difficult to obtain in some higher education settings. Passaic County Community College, for example, has a LibGuide written by their writing center which includes a page on information literacy (PCCC Writing Center). Perhaps more of this type of collaboration—merely sharing access to software capabilities—can increase opportunities for students to access information about information literacy—and other writing topics—from where they are when they realize they need it.

While collaboration might help, though, a website that was a part of an overall institutional information literacy program could potentially be of much more assistance to students. An Information Literacy Department would realize the need to cover all five

standards and could do so either by developing new web content or by linking to already-existing content from the library or the writing program at the department's home institution or elsewhere. The department would make the decision on the type of pedagogy to pursue, and would position itself by using the same pedagogical theory across the information literacy curriculum. In other words, as part of a library's website or a writing center's website, information literacy may or may not be covered, and if it is covered, the type of pedagogy used may vary from site to site and standard to standard. Further, more space would be opened for the introduction of portions of the website dealing with information literacy in the disciplines. Were information literacy to be featured in its own department, the question of complete coverage, and responsibility for that coverage, would no longer be an issue.

Both Porter's institutional critique and Harré's positioning theory make a point of highlighting physical space as important in rhetorical efforts. Porter advocates combining theory with the examination of local, physical, politicized space (Porter et al.), while Harré adopts the metaphor of "position" in space as indicating the social identity (Luberda). Although the concept is still new to most administrators, cyberspace is a campus space that is politicized on an identical level with physical space. The department whose website "owns" information will be the department with primary responsibility for information literacy. Similarly, campus-wide emphasis on information literacy will be reflected by the abundant references to information literacy on the institution's websites. Following Porter, gaps in an online information literacy presence can be interpreted as opportunities for institutional change as persons with rhetorical skill and awareness take advantage of those lacunae to give information literacy a position of online strength.

Chapter 4

In this chapter, I survey librarians and writing instructors regarding their views on information literacy, their pedagogical approach to information literacy, and their assessment of information literacy. Beginning with several college librarian email lists in which I participate, and with the WPA list to reach writing instructors, I solicit respondents and connections to as many librarians and writing faculty as possible.¹⁴

I questioned both the respondents' views of the ideal situations in which to teach information literacy as well as the situations they face in their current positions. I also asked about assessing information literacy; who is expected to do the assessment and how is it done? With the shortage of time that librarians are allowed to interact with the class, do they receive an opportunity to assess students' locating and evaluating of sources? If so, does the library incorporate this data into its institutional assessment efforts? Writing instructors have plenty of opportunities to assess, but I queried them about how they integrate assessment of information literacy skills into their overall assessment plans. Are citations and sources assessed in any meaningful way other than counting the number of sources to see if a minimum was reached and eyeballing citation format? How much should research and information literacy skills count in assessing a research paper?

I am also very interested in exploring the viewpoint from each discipline about how and where information literacy should be taught and assessed. I wanted to know how Rhetoric and Composition faculty feel about librarians teaching their class, and how

¹⁴ Complete surveys are in Appendices B and C.

librarians feel about visiting other professors' classrooms. I wondered if the faculty members believe that librarians are truly bringing something of value into the class when they come to teach. Are there unspoken political deals being brokered, i.e. if I let you teach information literacy in my class, will you monitor the students in the library on the day I present at a conference? Finally, I would like to know what schools have "information literacy in the disciplines" programs modeled on WID or WAC programs, where librarians work with faculty on information literacy concepts, but faculty have the responsibility to both teach and assess information literacy skills for their students. Polling faculty on these questions helped me to move beyond the local experience, which I describe in Chapter Five, to be able to make more generalizations about the current state of information literacy instruction.

Surveys

I have included the complete text of the two surveys in the Appendices, but the questions for the surveys follow. I tried to duplicate wording as much as possible so that I could compare answers closely when needed. The writing professors' survey contained the following questions:

- 1: What is your role at your institution?
- 2: What is the approximate number of FTE students at your institution
- 3: Do you regularly teach one or more sections of composition or first-year writing or another writing intensive class?
- 4: Do you assign a research paper or project?
- 5: Do you stipulate the number of sources students are to use in their research paper/project?
- 6: Do you stipulate the type(s) of sources that must be used (i.e. website, scholarly article, book, etc.)? If yes, please give the instructions they receive.
- 7: Do you invite a librarian to present to your class on research?
- 8: Do you remain with the class during the librarian's

presentation(s)?

9: Do you participate in the librarian's teaching sessions?

10: Do you cover aspects of information literacy in addition to the ones taught by the librarian?

11: Which information literacy standards and/or skills do you and/or the librarian try to cover in composition courses?

12: Which information literacy standards and/or skills that are taught are then assessed by you and/or the librarian?

13: Specifically, how are students assessed in their use of sources for the research paper/project?

14: What percentage of the total paper grade reflects the students' use of sources?

15: Do you and/or the librarians assess information literacy skills in any way other than via the research paper? If yes, please specify.

16: Is information literacy a formal part of your school's general education curriculum?

17: Does the library teach any semester-long classes in research or information literacy?

18: Are the library-taught classes at your institution required or elective?

19: Looking specifically at Standard 1, which deals with recognizing the type and extent of information needed, choose all statements that apply:

20: Looking specifically at Standard 2, which deals with accessing the information needed, choose all statements that apply:

21: Looking specifically at Standard 3, which deals with evaluating sources, choose all statements that apply:

22: Looking specifically at Standard 4, which deals with using sources in student writing and other academic work, choose all statements that apply:

23: Looking specifically at Standard 5, which deals with using sources ethically and legally, choose all statements that apply:

24: Please describe all assessments you do on students' information literacy learning:

25: Please describe all assessments librarians do on students' information literacy learning:

26: Would you consider the information literacy teaching and assessment at your institution to be adequate?

27: Please give the reasoning for your answer to Question 26, above:

28: Describe the ideal relationship of librarians and writing instructors as it relates to teaching information literacy in the academy:

29: Has your institution mapped information literacy skills to the curriculum? (i.e. intentionally teaching specific skills in specific classes in order to cover the entire scope of information literacy

during the student's entire program)

30: How would you characterize the relationship of the library with the English Dept. (or the department that teaches writing at your school)?

31: How do you view librarian-taught information literacy sessions?

32: How prepared do you feel to teach information literacy?

33: What is the one single change that would make the most improvement in your current institutional situation with regard to information literacy?

Here are the questions from the survey sent to librarians:

1: What is your position in the library?

2: How many FTE students attend your institution?

3: Do you regularly teach information literacy in one or more sections of composition or first-year writing?

4: How long do you generally have with each class?

5: Which information literacy standards and/or skills do you try to cover in composition courses?

6: Which information literacy standards and/or skills that you teach are then assessed?

7: Does the class professor remain in the classroom while you teach?

8: Does the class professor participate in your teaching sessions?

9: Does the class professor cover aspects of information literacy in addition to the ones you cover?

10: What information literacy topic(s) does the professor cover that you do not cover?

11: On average, how many sources are students expected to cite for their first year composition research paper?

12: Do you have any input into the grading of the students' research papers/source use?

13: Describe the input you have into the grading of the students' research papers and/or sources:

14: Do you assess your information literacy instruction in any other way than by having input into grading the students' papers?

15: Is information literacy a formal part of your school's general education curriculum?

16: Does the library teach any semester-long classes in research or information literacy?

17: Are the library-taught classes at your institution required or elective?

18: Looking specifically at Standard 1, which deals with recognizing the type and extent of information needed, choose all

statements that apply:

19: Looking specifically at Standard 2, which deals with accessing the information needed, choose all statements that apply:

20: Looking specifically at Standard 3, which deals with evaluating sources, choose all statements that apply:

21: Looking specifically at Standard 4, which deals with using sources in student writing and other academic work, choose all statements that apply:

22: Looking specifically at Standard 5, which deals with using sources ethically and legally, choose all statements that apply:

23: Please describe all assessments you do on students'

information literacy learning:

24: Please describe all assessments writing instructors do on students' information literacy learning:

25: Would you consider the information literacy teaching and assessment at your institution to be adequate?

26: Please give the reasoning for your answer to Question 25, above:

27: Describe the ideal relationship of librarians and writing instructors as it relates to teaching information literacy in the academy:

28: Have you mapped information literacy skills to the curriculum? (i.e. you intentionally teach specific skills in specific classes in order to cover the entire scope of information literacy during the student's entire program)

29: How would you characterize the relationship of the library with the English Dept. (or the department that teaches writing at your school)?

30: How do you believe the writing instructors view your information literacy sessions?

31: What is the one single change that would make the most improvement in your current institutional situation with regard to information literacy?

Literature Review

Surveys of librarians and composition faculty have been done already, of course.

Donald Barclay and Darcie Barclay did an early survey on the relationship of information literacy and freshman writing courses. This survey, published in 1994, shows that 39% of students received instruction on information literacy in their freshman

composition/writing courses (215). They claim that it is “the most important vehicle for providing B[ibliographic] I[nstruction] in the academic library” (216), but that at least until that time, the traditional method of teaching (librarian lecture) was still the norm (216).

York University faculty members in several academic departments were surveyed in 1994 by Anita Canon. She found that sixty-nine percent of English faculty had invited a librarian into their classrooms to present. Twenty percent, however, either did not think it was important, or preferred to teach in themselves (530). English was one of the departments that indicated a preference for collaboration in teaching, with sixty-three percent of faculty indicating that collaboration between librarian and English professor was the best way to provide research instruction (531). In my survey results, presented below, these conclusions are supported: writing instructors both value collaboration with librarians and take significant responsibility for teaching information literacy on their own.

Another early survey, by Amstutz and Whitson, examines the information-finding activities of faculty and correlates them to instructions that faculty then give their students. This 1999 survey already shows the results of the rapid technological changes affecting academia. Several of the “new” source types mentioned are already obsolete (i.e. CD-ROM resources, microform)(21). In this survey, “only 27 percent [of faculty] felt that faculty were very important in helping students develop [information access] skills” (24). This survey was given at a time when many faculty still had very little familiarity with the Internet; this was an era when forty-nine percent of faculty members used “Gopher, Veronica, or Archie” (21–2) and many still had modems with dial-up

access at both work and home. Even though most faculty have now been working with the Internet for many years, they still prefer librarians to teach the most technical aspect of information literacy, that is, finding information within library databases, according to the responses to my survey.

At around this same time, Gloria Leckie and Anne Fullerton surveyed faculty in science and engineering on their opinions and practices regarding information literacy. Although this is a discipline that is only peripheral to this dissertation, the survey is quite similar to the present study, inquiring about the respective roles of librarians and faculty. Nearly half of the faculty (forty-six percent) indicated that teaching information literacy should be a collaborative process between librarians and faculty, and about half indicated that they had conversed with the librarian ahead of time to give information about the class's information literacy needs. Unfortunately, nearly half (forty-four percent) also indicated that they did not attend class on the day(s) the librarian presented, therefore sending a distinct message to their students (5–6).

One of the most extensive surveys done on information literacy instruction was a longitudinal study conducted in Canada by Heidi Julien. Julien uses a study conducted in 1995 as a baseline, and follows up with a very similar survey in 2000. The results show that despite significant technological change during this time period, information literacy instruction by librarians stayed virtually the same; if anything, there was a small decrease in the amount of time they had with classes. Librarians in this study express considerable exasperation with the state of affairs; especially frustrating are the one-shot instruction sessions and the lack of uniform information literacy curricula at many institutions (Julien). Although there have been many publications on information literacy since that

time, Julien's study was the most recent large-scale survey I could find. Unfortunately, my own surveys reflect many of these same concerns; not much progress seems to have been made in the twelve years since this study was published.

Julien and co-author Lisa Given continue the study of librarians, faculty, and information literacy with an article on librarians' attitudes toward teaching faculty. They detect a certain hostility toward faculty as expressed by librarians' posts on an information literacy listserv. Many of them seem to be almost possessive of information literacy, becoming defensive if faculty members choose to teach information literacy without inviting a librarian to the class. They cite a study that shows that ninety-four percent of librarians believe that faculty are not knowledgeable enough about the library and its tools to teach their classes how to use it (69). Since some of my faculty friends have expressed the opinion that only librarians have a lower status among fellow faculty members than composition teachers, I believe that much of this defensiveness results from over-eagerness to prove not only competence but usefulness to the academy.

Another survey that examined relationships between librarians and teaching faculty asked professors and librarians at six New York community colleges about their attitudes towards librarian/faculty interaction. In another article published in 2000, Feldman and Sciammarella report that "librarians felt that their professional expertise in the field of library science was underappreciated and misunderstood by the teaching faculty" (1), while "overall the library and the librarians are considered valuable resources by the teaching faculty" (6). My own survey results yield this same odd mix of value and disregard for librarians in the academy.

Shelley Gullikson surveyed Canadian faculty to see which information literacy standards the students should know and at what level the standards should be acquired. Her findings indicate that faculty do feel that students should acquire all of the information literacy standards, but there was very little agreement as to when the students should pick them up—except that faculty would generally like the students to have this competence by the time they begin the class the faculty member is teaching, rather than acquiring them during that particular class (591). This idea lends support to the possibility of an information literacy course early in the general education sequence that would teach all of the standards. Composition professors could then reinforce, rather than introduce, information literacy, and students would have quite a strong foundation in information literacy as they progress toward courses in their majors.

Christopher Hollister and Jonathan Coe surveyed librarians to see if the methods of teaching information literacy had changed along with theories of pedagogy. They were especially interested in whether librarians employed active learning techniques while teaching. Their study showed that while librarians are aware of active learning as an alternative to the traditional lecture/demonstration model, many of them feel that because of the extremely limited amount of time they have with any given class they have no choice but to lecture (Hollister and Coe). The lack of time librarians have to teach information literacy could also be a reason for the comparatively generous coverage of information literacy on library websites noted in Chapter Three. While online information is substantively different from face to face teaching, faced with the constraints that they often have, librarians probably believe that some attempt at teaching is better than none.

Claire McGuinness surveyed disciplinary faculty about their attitudes toward information literacy, finding that most faculty believe that students will “pick up” information literacy skills during the course of their undergraduate study. While librarians sometimes feel something close to hostility toward faculty who seem to reject the offer to enrich their students’ research process by offering instruction, faculty are generally just too overwhelmed by the demands of their professorships to pay much attention to the librarians. Here Len Vacher’s matrix of disciplinary knowledge crossed with academic skills is important. In the past, disciplines formed concrete silos of information; students were taken into one of the silos and given the knowledge necessary to be a participant in the discipline. Vacher intersects the silos with cross-disciplinary skills (picture a spreadsheet in which the columns are disciplines and the rows are skills or learning outcomes) (Vacher). As compositionists have already learned, students do not just “pick up” skills such as facility in written communication, quantitative literacy, or critical thinking. Curricula must be revised to incorporate spaces for these skills to be taught and practiced as well as for the teaching of disciplinary knowledge.

McGuinness makes another key point; even when librarians are successful at forming a successful alliance with an individual faculty member, that alliance will last only as long as the team remains in the same position in the institution. If either member moves on, the partnership will be lost, along with the gains to the information literacy program. Therefore, even though it is much more difficult, information literacy, if it is to become a part of the curriculum, must fight its battle on the administrative front before it can fully infiltrate the faculty ranks (McGuinness).

A different approach to this relationship was taken by Aletha Stahl and Christine Larson. In two consecutive issues of *Reference & User Services Quarterly*, the faculty member (Stahl) described an ideal collaboration with a librarian and the librarian described her ideal faculty member. While the faculty member desires clear communication and a willingness to teach from the librarians (Stahl), the librarians desire openness to collaboration and professional respect from the faculty (C. M. Larson). When the faculty member does not show these traits, the librarian feels undervalued; if a librarian does not show the desired traits, the faculty member can feel like a citizen trying to navigate a bureaucracy governed by arcane and unwritten rules.

An early article in *College Composition and Communication* describes the relationship of composition professors and librarians at a time when information literacy was in its infancy; in fact, the term “information literacy” is not used in the article. The author refers to the librarians’ task in the writing classroom as “bibliographic instruction,” which seems to deal chiefly with showing students how to use their college libraries. This article illustrates the major shift that occurred when information literacy became the emphasis in librarians’ instruction. Because it is not limited to one library, and because it includes skills that have broader application than just library research, a door was opened that invites collaboration between disciplines (Birdsall).

Pulling back from the practical “how-to” so common in the library discipline’s writing about information literacy, Heidi L. M. Jacobs invites the librarian to study composition’s pedagogical literature in an effort to enliven library pedagogy. Jacobs believes that librarians have limited the definition of information literacy, limited the scope of their pedagogy, and limited their creative response to the negative reception

librarians sometimes receive from students and disciplinary faculty. Jacobs calls upon Freire's reflective praxis pedagogy to invite librarians to move away from the product-centered banking model of education toward a process-centered inquiry model. Enacting the reflexivity she encourages within the article, Jacobs not only calls upon librarians to be more intentional in their pedagogical thought, she models how that might look (Jacobs).

Louise Limberg and Olof Sundin, both of Sweden, have published on the relationship of information seeking behavior and information literacy. This distinction is not common in the United States, but it appears to involve differentiation between the habits of students in doing research (information seeking) and the habits of librarians and other instructors teaching information literacy. The authors claim that there has not been enough interaction between these two fields of study; they interviewed teachers and librarians about how they taught information literacy and how they assessed it, and discovered that with only one exception, what was being taught was not being assessed, and vice versa. It appears that the divide already described between librarians teaching Standard Two (finding information) and compositionists teaching rhetorical use of sources (Standard Four) results in the assessment of rhetorical issues only (Limberg and Sundin).

Barbara Fister is one of the most important library voices currently writing about information literacy, and she was advocating the integration of rhetoric into information literacy pedagogy as early as 1993. In her landmark article "Teaching the Rhetorical Dimensions of Research," Fister warns librarians not to heedlessly work at cross purposes with instructors by emphasizing retrieval as the end product of research. The

result can be students reporting information and facts they have located without rhetorical purpose, much less subtlety or personal insight. Although instructors expect students to generate a thesis, which they back up with evidence from research, they often “fail to make this goal clear, assuming that students are familiar with the nature of academic writing; too often librarians fill that vacuum with the notion that finding and presenting information is the goal of research” (213).

Fister cautions librarians not to usurp the role of the writing instructor, but rather to be aware of, and intentionally include, a more rhetorical approach in teaching information literacy. This would mean teaching students how to rhetorically “read” bibliographies, how to choose sources with rhetorical purpose in mind, how to evaluate sources by interpreting rhetorical purpose, and how to envision research as a recursive process that goes hand-in-hand with the writing process (216–7). I look to Fister as a model of the ideal blend of library and rhetorical thinking, and the surveys will attempt to determine how much this type of rhetorical positioning is being done by librarians doing instruction in composition classes.

Nancy Dennis advocates this same type of partnership between librarians and writing faculty in her article advocating inquiry-based learning. She characterizes Information Literacy Standards One and Two as traditionally taught by librarians; Standards Three and Four as traditionally taught by the classroom teacher; and Standard Five as shared by both (126). Dennis claims that “dividing teaching of information literacy into separate domains of librarians and faculty runs counter to the ACRL definition of information literacy as a continuum that straddles library, classroom, and student activities” (126). To avoid this division, she suggests that “librarians and teachers

blur boundaries of their respective domains” (127). The activity she employs that blurs this boundary requires students to conduct inquiry on various web sites that she introduces to them; both she and the classroom instructor remain present to guide the students in their inquiries.

This last study comes close to some of my own findings and recommendations. I too worry that as the standards are selectively taught by one group or another that the overall picture of information literacy will be missed by instructors as well as by students. Blurring boundaries is well and good, but I maintain that the time has come to make some space within that boundary area for a new discipline that will bring the teaching together and focus efforts on student learning of the entire realm of information literacy.

Survey Methodology and Results

On February 27, 2012, I sent messages to several listservs requesting that readers take a survey about information literacy teaching. I sent a link to a librarian survey (Appendix B) to the Association of Christian Librarians discussion list, the Council for Christian Colleges and Universities library directors’ list, and the collib list for college librarians. I personally know many of the librarians on the first two lists and have been a fairly active participant on the collib list; I hoped that this would increase the number of responses. I sent a link to a survey for writing faculty (Appendix C) to WPA-L, techrhet, and christlit. I chose christlit because it is a listserv of English professors with an interest in Christianity, so it corresponded fairly closely with the CCCU and ACL lists. Both emails included links to the other survey and asked recipients to forward within their

institutions. There were 80 faculty surveys completed and 217 librarian surveys, for a total of 297 total responses.¹⁵

The librarian responses came from librarians at community colleges (sixteen percent), small colleges with under 1500 students (twenty-one percent), medium-sized colleges (twenty-six percent), large colleges of over 4000 students (four percent), medium-sized universities of up to 15,000 students (nineteen percent), and large universities (eleven percent), with two percent of the librarians selecting “other” as a response to this question. The writing instructors were from community colleges (fourteen percent), small colleges (sixteen percent), medium-sized colleges (fifteen percent), large colleges (six percent), medium-sized universities (twenty-four percent), and large universities (twenty-one percent), with four percent of faculty selecting “other.”

Asked to choose their positions within their schools, the librarians identified themselves as administrators (twenty-one percent), instruction or reference librarians (seventy-one percent), and technical services librarians (two percent), with five percent choosing “other.” It is logical that the majority of librarians responding to the survey would be instruction or reference librarians, since that position title is most commonly associated with teaching information literacy to students. Among those responding “other” were two circulation/interlibrary loan librarians, two electronic services librarians, one systems librarian, one distance learning librarian, two librarians who identified themselves merely as “assistant librarian,” and two who claimed “all of the above” (which is completely believable in a small college library). Of the instructional faculty, twenty-four percent were administrators (including WPAs, if that was their chief

¹⁵ IRB permission for this study was received from both USF and Southeastern University in September, 2011.

designation), fifty-six percent were full-time faculty, sixteen percent were adjunct faculty, and four percent selected “other.” Those who selected “other” and could not be placed in one of the above categories were all graduate teaching and/or research assistants.

Both surveys asked about composition, first-year writing, or any writing intensive class. Faculty members were asked if they taught at least one section of any of these classes; eighty-six percent responded affirmatively. Librarians were asked if they taught information literacy at least once in an academic year in a class of this type, and again, eighty-six percent of them indicated that they did. The survey was set up so that those who responded positively continued; those who indicated that they did not teach in this type of course were redirected to the end of the survey. The rest of the survey results, then, have been answered only by those who indicated that they regularly teach in this type of course.

Teaching Information Literacy

A couple of questions on the survey address what should happen, as opposed to what happens at the specific institutions where these librarians and faculty members work. For example, given each standard of information literacy, which standards should be taught in the composition class?

For all of these questions, respondents were given the ability to choose more than one response. In other words, no one had to choose one or the other; they could choose several, one, or none. Here we see that librarians feel that Standard Two, locating sources, is the most important to teach, followed by Standard Three, the evaluation of

sources and Standard Five, the ethical use of sources. Seventy-nine percent of the librarians recommend that Standards One and Four should be taught; these two standards tied for the lowest percentage. Thus, between seventy-nine and ninety-one percent of the librarians think that each of the standards should be taught in composition class. An even higher percentage of writing faculty believe that teaching each of the standards is important, ranging from eighty-seven percent (Standard Five) to ninety-five percent (Standard Four).

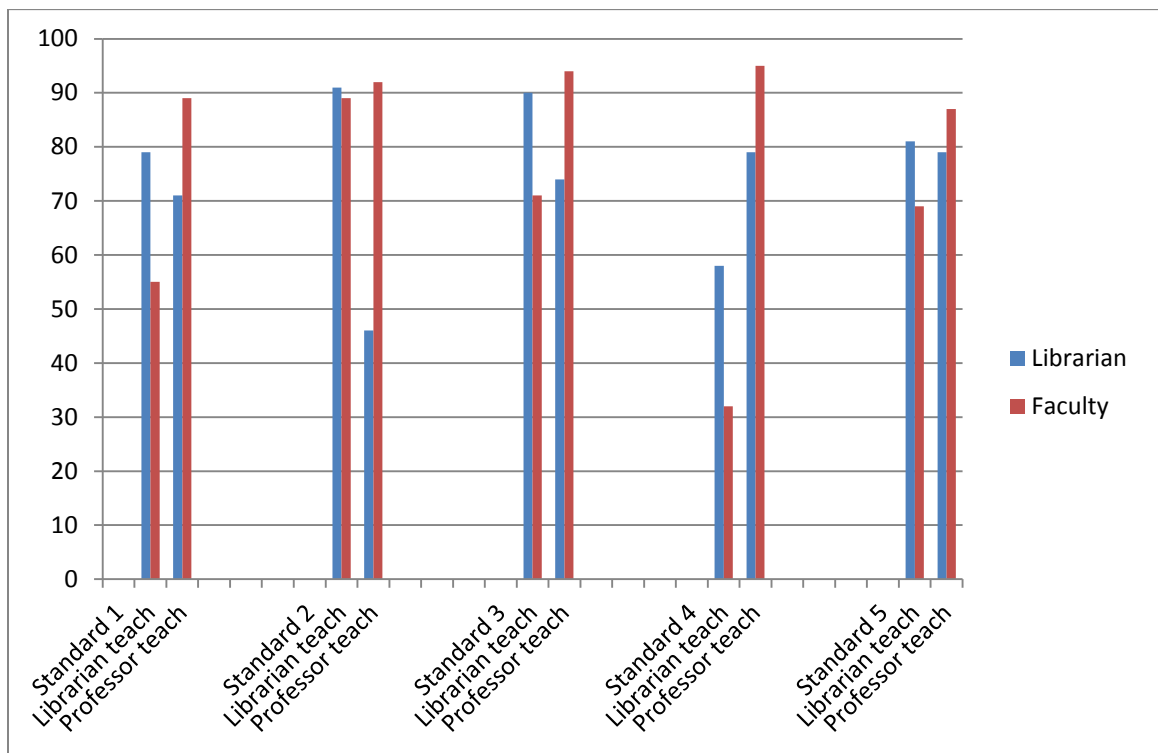


Figure 13: Who Should Teach the Standards?

Given that a strong majority of both groups thinks that every information literacy standard should be taught in composition classes, who do they think should be doing this teaching? I set up the survey to allow them to choose more than one answer for these questions, so it would have been possible to indicate that only the librarian should teach

them, that only the faculty member should teach them, that both the librarian and the faculty member should teach them, or that neither the librarian or the faculty member should teach them. Here is where a discrepancy in thinking between the two groups begins to become evident. The librarians think that they should be doing the teaching for every standard other than Standard Four, which helps students to incorporate source use into their academic work. That is, librarians chose their own profession to do this teaching in numbers greater than they chose faculty to do the teaching, with that one exception. The faculty members, on the other hand, believe that they should teach each of the standards. Without exception, they chose themselves to teach the standards in higher numbers than they chose librarians, even for Standard Two, locating sources, which had the smallest margin of difference.

The positive aspect of this difference is that both disciplines are eager to take responsibility for the students' learning and recognize the importance of the learning represented in the Information Literacy Standards. On the other hand, however, an atmosphere of turf building and guarding could easily arise in a situation like this one. If librarians see themselves as the experts, and faculty believe that the expertise is within their own ranks, approaching the other group with an attitude of competition rather than cooperation could lead to one-upmanship and possible hard feelings.

The questions just discussed refer to the ideal situation, that is, what should take place. Most of the questions, though, address the current situation in the respondents' institutions. Writing professors were asked whether or not they assign a research paper or research project; despite some who have argued that such projects are unhelpful (i.e. Kloss), ninety-two percent of them do assign such a project. I asked both librarians and

professors how many sources are required for the research paper, and the results were very similar for both groups. For Figure 14, I took the total number of responses from each group and added them together. By far the largest group (at fifty percent) was the professors who required between four and seven sources. While twelve percent allow the students to use the number of sources they believe to be adequate, most professors (eighty-eight percent) specify a number of sources.

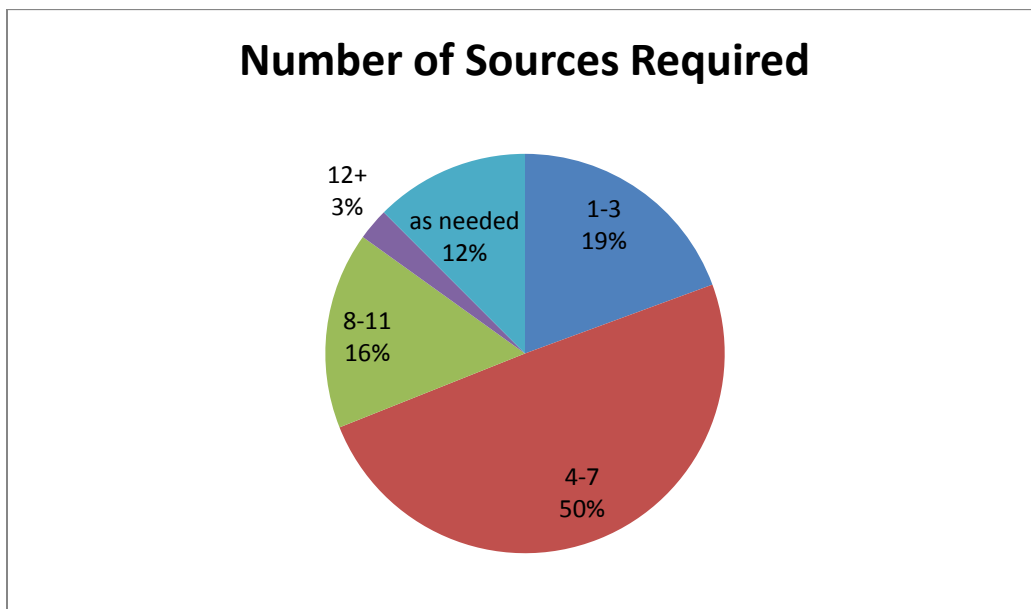


Figure 14: Number of Sources Required

The next set of questions asked about what happens as information literacy is taught in the classroom. I asked the professors if they invite a librarian to their classes. Seventy-two percent of them do. (The librarians who remain at this point in the survey have been asked to teach in a writing class, since those who indicated that they did not teach were redirected to the end of the survey.) This is nearly double the percentage that the Barclays found in their 1994 survey (D. A. Barclay and D. R. Barclay).

I did, however, ask the librarians how long they generally had to do the teaching when they were invited into the classroom. Most of them (70%) have one class period. Twelve percent have less than one hour, while eleven percent have two hours. Only six percent have three or more class hours. This is what I expected to find, since the “traditional” model of a library session still seems to be the prevalent type of librarian-taught information literacy instruction; somewhat of a catch-22 appears in this situation. As Hollister and Coe reported in their study, few librarians use innovative teaching or active learning methods, but that is a result of lack of time rather than ignorance of the teaching methods (Hollister and Coe). When this extreme lack of time for librarians to teach in the classroom is paired with the question of what should be taught, a problem begins to emerge.

The results above showed that both librarians and composition instructors believe that all of the information literacy standards should be covered in the composition class. I would contend that none of the standards can be covered adequately in one class session or less, but since librarians feel responsibility to cover all of the standards except perhaps for Standard Four, they are likely to rush to cover too much information. Fortunately, writing instructors do assume responsibility for teaching all of the standards, as seen above. Perhaps a temporary solution to this problem is for librarians and instructors to have a conversation about who will cover which standards prior to every class session that a librarian presents, rather than making assumptions about what should be covered. Obviously, a solid, long-term solution would be to require a semester-long information literacy class which could cover all of the standards.

Several questions on the survey addressed who actually teaches each standard. Over half of the librarians try to cover three of the standards. By far the most commonly librarian-taught standard is Standard Two, which deals with how to find information. Ninety-three percent of librarians try to cover this standard. The second most covered standard is Standard Three, with seventy-five percent of librarians teaching it. Standard One is taught by sixty-eight percent of librarians. The remaining two standards, Four and Five, are taught by forty-three and thirty-eight percent respectively. A couple of interesting comments were included with this section; one librarian mentioned “affective goals like motivation and persistence.” I believe that this originates in Kuhlthau, who brings up affective concerns in information literacy which are not really addressed by the ACRL standards (Kuhlthau). Another librarian wrote “I don’t think about the one-shot session in terms of standards. I introduce the library and what the library collects and why. I have issues with the ACRL standards and I understand that in 45 minutes basic library skills is [sic] about all I can address.”

Another question asks who teaches the various standards at the respondent’s institution. Here the results are very similar to the question above asking who should teach the various standards. Librarians tend to think they do most of the teaching, and composition instructors perceive that most of the teaching is done by the classroom professors.

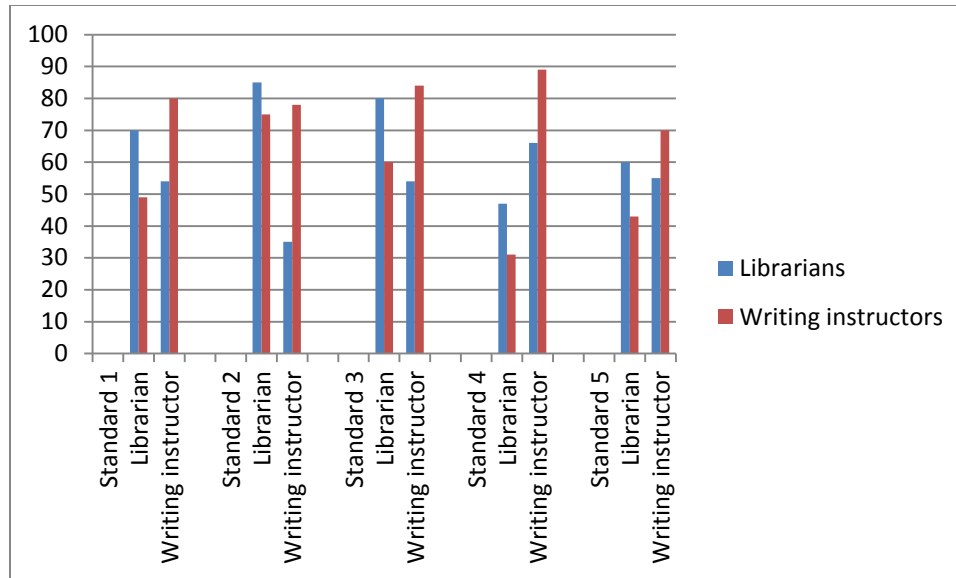


Figure 15: Which Discipline Actually Teaches Each Standard?

Again, this question did not force a choice, so the respondent could have indicated that both the librarian and the writing instructor teach a particular standard. The differences in perception are the notable results here. While seventy percent of librarians claim to teach Standard One, fewer than fifty percent of writing instructors believe that librarians teach this skill. Conversely, nearly eighty percent of writing instructors say that they teach Standard Two, but only thirty-five percent of librarians think that they do. While it is perhaps expected that librarians would not know what composition instructors do during class times when the librarians are not present, it is more surprising that writing instructors do not seem to be aware of what the librarians are teaching in their classes.

Several questions asked what instructors do when librarians are teaching their classes. One of the most fundamental questions is whether the professor even stays in the classroom during this time. Eighty-five percent of writing instructors and forty-six

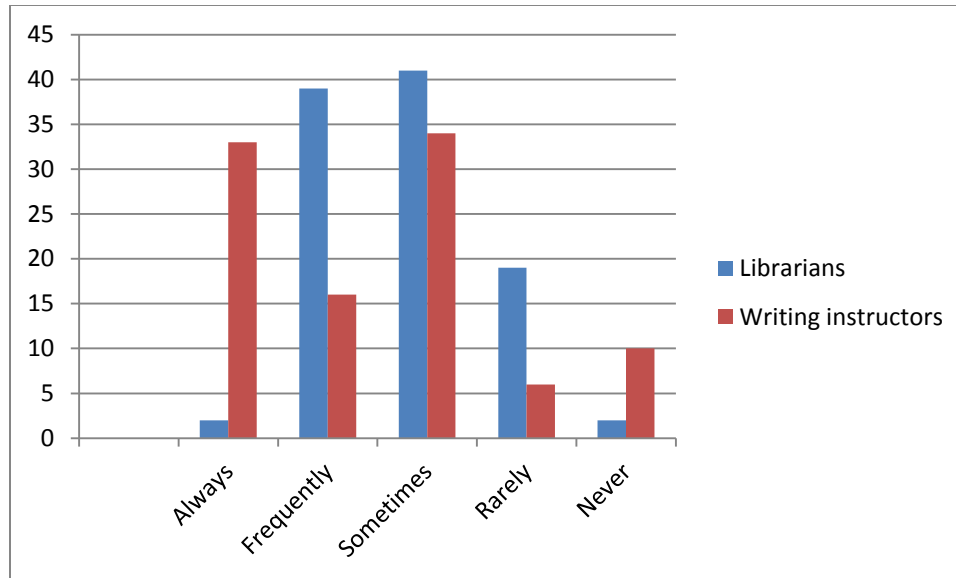


Figure 16: Percentage of Instructors Who Participate in Librarian-Led Sessions

percent of librarians report that the writing instructor “always” stays in the classroom during a librarian’s presentation. Again, there is a fairly significant difference between the perception of librarians and professors, although if the total percentages for “always” and “frequently” are added together, the results are much closer, with librarians reporting professors stay in the classroom “frequently” or “always” eighty-six percent of the time, and instructors reporting the same responses ninety-three percent of the time. Eight percent of faculty and four percent of librarians report that the instructor “rarely” or “never” remains in the classroom. I did not ask, but I know that my own institution has a policy of asking instructors to remain with the class during any librarian-taught session, just in order to convey to the students that the instructor sees the session as important.

Some instructors go beyond merely remaining in the classroom, and actually participate with the librarians, often in a dialogue about potential information literacy challenges, or in offering questions that students may have. In perhaps the largest

disagreement yet, only two percent of librarians report that faculty “always” participate in the librarians’ sessions, while thirty-three percent of the instructors “always” participate in these sessions! Again, the gap closes somewhat when similar results are grouped. When “always” or “frequently” is the response, thirty-seven percent of librarians report faculty participation, as compared with forty-nine percent of faculty. The professors’ number is still higher, but the difference is significantly less (thirty-one percent difference to twelve percent difference). Still, fewer than half of faculty members work with the librarians in information literacy sessions. It is unclear whether this is because they sense the librarians’ frustrations with lack of time, whether they believe that such frustration would be “interrupting” the librarians’ teaching, whether they have no interest in doing so, or any number of other possible reasons.

Some librarians and faculty do coordinate their efforts, or at the very least are aware of the other’s contributions to teaching information literacy. Here for once, the

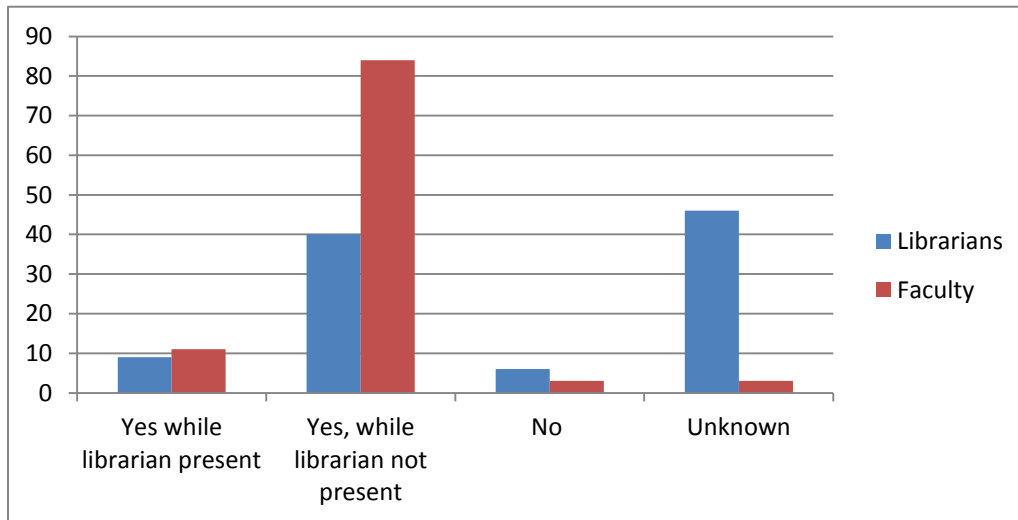


Figure 17: Do Faculty Teach Information Literacy in Addition to the Librarians?

two groups have much the same perception. If one takes into account the fact that librarians often do not know what goes on in the classroom when they are not there, approximately the same percentages of librarians and faculty members acknowledge that between eighty and ninety percent of faculty do teach information literacy in their classrooms before or after the librarian's session. Even better, around ten percent of librarians and composition instructors appear to be working together as a team to teach information literacy.

This large majority of professors that are complementing the librarian's information literacy sessions with additional teaching of their own are touching on each of the standards, to some extent. Just over twenty percent are reinforcing or adding new information to the librarian's presentation, but not covering different standards. When they do cover different standards, the most common standard taught by instructors but not by librarians was Standard Five, relating to citation style, plagiarism avoidance, and ethical use. Standard Four, on incorporating information into their work, is the standard next most commonly covered by instructors rather than librarians, followed in order by Standard Three, evaluation of sources, Standard Two, locating information (often discipline-specific, according to the librarians), and Standard One, determining the need for information.

As we have seen, whether or not there is intentional collaboration in information literacy teaching, most composition classes feature both librarians and professors teaching information literacy skills. In many institutions, librarians see information literacy as "their" portion of the curriculum and may even have some disdain for disciplinary faculty (Julien and Given). The instructors were asked how confident they

themselves feel in teaching information literacy. Of fifty-eight total respondents to this question, only one admitted to not feeling prepared to teach information literacy. All of the others replied that they feel “very” or “fairly well” prepared to teach it, whether they teach it themselves, invite librarians to teach it, or co-teach it with the librarians.

This, then, is a snapshot of who is teaching information literacy in first-year composition, and what aspects of information literacy they are teaching. Both groups consider all five of the ACRL Standards to be important and worth teaching, but not all standards are being afforded equal amounts of class time. If any standard is viewed as the “domain” of librarians, it would be Standard Two, which deals with finding sources. Conversely, if any standard is seen as the domain of composition faculty, it would be Standard Four, the incorporation of information into the student’s own work. Numbers reflect this, as eighty-five percent of librarians do teach Standard Two and over ninety percent of composition teachers do teach Standard Four. Standard Three appears to be fairly equally shared between librarians and writing instructors, with both groups teaching it fairly frequently. It was also mentioned quite commonly as one of the areas of collaboration; often the librarian will deal with generalities and the course instructor will give class-specific examples.

Standards One and Five appear to be taught the least frequently by either group. Recall from Chapter Three that I had defined these two as the “neutral” standards. They almost seem to be a “no man’s land.” Perhaps Standard One, on defining the need for information, is seen as something the students should already know by the time they reach college, although both librarians and composition instructors can relate anecdotal evidence of the difficulties students have when they have not adequately defined or

narrowed a topic. Again, Standard Five is often an area of difficulty for students, who see citation as a necessary evil, but only sixty-three percent of instructors claim that this standard is taught either by librarians or by writing instructors.

There was a question on the faculty survey that asked how prepared the faculty feel to teach information literacy. Although seventy-one percent of writing faculty believe they are very prepared to teach it—and only five percent say they are not prepared—sixty-five percent of them still prefer to have a librarian come into the class. Thus even though most of them would feel fine to handle the information literacy teaching, they still perceive that the librarians have something valuable to offer.

Although I did not ask this same question of librarians, it is important to note that both groups often have significant lacunae when it comes to teaching information literacy. Librarians have often not enough education in rhetoric to foreground the rhetorical skills needed to truly master information literacy, while composition instructors may not feel capable of navigating some of the library's databases, especially those which are outside of their disciplines, but which students may need to use to address a topic in which they are interested. Both groups also have widely varying levels of pedagogical education and skills.

Assessment of Information Literacy

Not only did this survey ask about teaching practices as seen by writing instructors and librarians, it also had several questions about the assessment of student learning of information literacy. One of my central questions concerns who does assessment and how information literacy is assessed. While both librarians and

composition instructors have the same ultimate goal in teaching information literacy—to develop writers who are fluent in using information sources—the goal of assessment is not necessarily as clear.

The “culture of assessment” in the university has not yet reached the level of teaching to the test that many K-12 districts lament, but there is already a significant voice coming from higher education that resists assessment because what it measures may not be equivalent to what students have learned. There are those who say that it is difficult to measure true learning, or at the very least, that this type of learning takes time, and that it is impossible to measure the impact of one professor or one class to a student’s overall learning during the higher education experience.

There is significant pressure, however, to assess just about every aspect of higher education; institutions that are accredited by the regional accrediting bodies are especially aware that merely claiming to have a program wins no points with the accreditors unless the claim is accompanied by evidence of ongoing assessment. Within academic departments, various assessments go on: departmentally-standardized rubrics, portfolios, or nationally-normed tests. In the English or Writing Department, then, the focus may be on a more holistic view of the student writer, with information literacy being only one aspect of a student’s writing proficiencies of several that are assessed.

In the library, although there are many programs and elements of library service to be assessed, these areas have to be assessed separately, not holistically. For example, the quality of the book collection cannot be assessed in conjunction with the provision of reference service; the adequacy of the website has minimal relationship to the cataloging backlog. The other key aspect of library assessment is that the majority of libraries teach

only one subject: information literacy. As librarians fight to be fully recognized as faculty, they see the teaching element of their responsibilities as one of the most important signs that their service is equivalent to that of the teaching faculty. Therefore, the assessment of information literacy teaching would seem to be essential for librarians, especially as they work toward promotion or tenure.¹⁶

Their problem is twofold. First, as we have seen, librarians most commonly have one class period or less with a class. If it is difficult to adequately assess learning in a one-semester class, it is nearly impossible to assess learning in one class session in any way that administrators or accreditors would find useful. The other problem is that while it is not equivalent, classroom instructors often equate assessment with grading. Unless they have departmental assessment responsibilities, they may not see the different types of evaluation and/or assessment clearly; that is, that the assessment can be formative or summative, that it can assess how well students perform or how well professors perform, or how well programs perform. Librarians generally have no input into grading students, since they are not instructors of record. When assessment is done separately from grading and has no impact on students' course grades, students may not be motivated to do their best on it. Thus even though librarians have need of assessment information for their own professional development, it is often extremely difficult for them to obtain it.

Once again, I will begin with what librarians and writing instructors believe should be happening. In this figure, we see the same pattern that we saw in the previous section. In the same way that each discipline estimates that they are doing more teaching

¹⁶ Faculty status for librarians varies from institution to institution. Some IHE's have all faculty librarians, some all staff, and some a mix. Librarians with faculty status have varying requirements for promotion and/or tenure, but teaching is often a significant component, even when librarians have no classes to call their own.

than the other discipline sees them as doing, each discipline also believes that they should be doing more assessment than the other discipline believes they should be doing. The major difference here is that both librarians and composition instructors believe that the task of assessment should primarily belong to the writing instructor.

Writing instructors feel strongly about this; although they were allowed to choose as many responses here as they wished, there were no standards of information literacy that more than fifty percent of writing instructors believed that librarians should be assessing. The highest response came for Standard Two, finding sources; thirty-two percent of writing instructors thought that librarians should have input into assessing this standard. Standard Five, dealing with plagiarism and citation, was close behind, with thirty percent, and Standard Three, dealing with the evaluation of sources came in at twenty-nine percent.

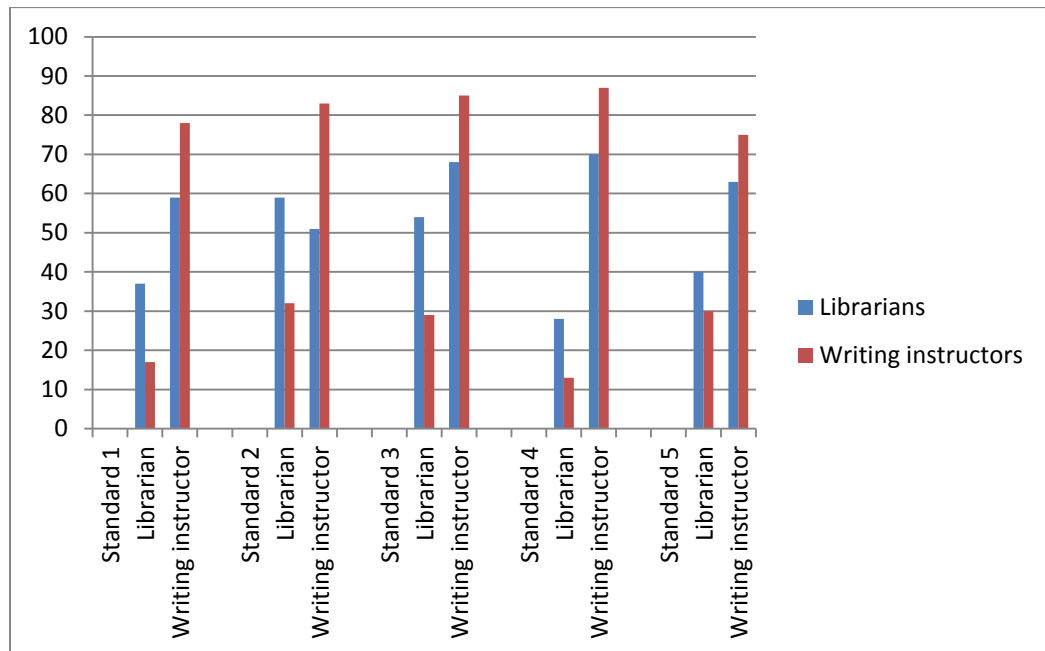


Figure 18: Who Should be Assessing Information Literacy? (By Percentage)

Librarians agree, while tempering their responses somewhat. More than fifty percent of librarians believe that they should be assessing students' work on Standards Two and Three (locating sources and evaluating sources). Librarians still believe that writing instructors should be taking the lead in evaluating student work on Standard Three, however. Sixty-eight percent of librarians think writing instructors should be assessing Standard Three, and fifty-four percent of librarians think they should be assessing Standard Three. Librarians break from writing instructors in only one standard; fifty-nine percent of librarians think that librarians should be assessing student work on Standard Two as opposed to fifty-one percent of librarians believing that writing instructors should be assessing Standard Two. The other significant result here is that across the board, librarians see assessment as a lower priority than writing instructors see it.

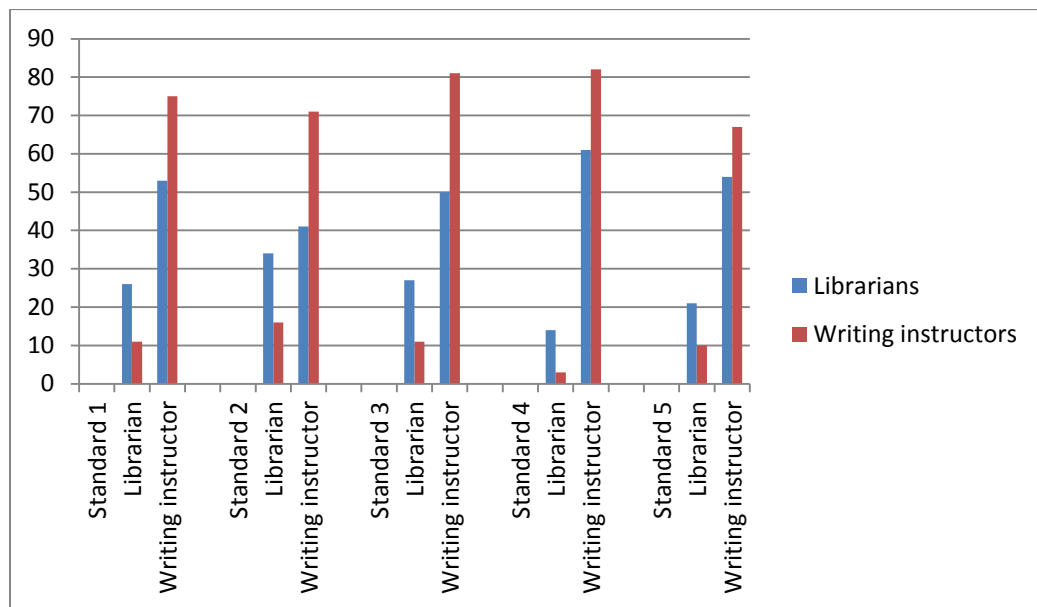


Figure 19: Who is Assessing Information Literacy?

How do the results compare with what is actually happening at the respondents' institutions? Again, writing instructors see assessment as something that should be done and that they are doing. Librarians recognize that they are not doing assessment on information literacy. The standard that they assess the most, Standard Two (locating sources), is still only assessed by thirty-four percent of librarians. Librarians do believe that writing instructors are doing more assessment than librarians are; they indicate that more than fifty percent of writing instructors are assessing every standard except for Standard Two. Thus it would seem that for librarians, the standard which is viewed primarily as "their" territory is the one which is being assessed the least.

Even though writing instructors see assessment as happening much more than librarians do, they still view librarians as doing less assessment than librarians claim they are. Their estimates range from three percent, on Standard Four (using sources) to a high of sixteen percent on the aforementioned Standard Two. I believe that these types of results indicate primarily that the two groups are not communicating regarding the efforts they are both making toward teaching and assessing information literacy. In terms of describing their own assessments, two-thirds or more of composition instructors claim to be assessing each standard; sixty-seven percent assess Standard Five (citation), and this increases to a high of eighty-two percent assessing Standard Four (use of sources in student work).

A similar question asked both groups which standards are being assessed at the institution, by either librarians or writing instructors. Here again we see a discrepancy in responses from the two groups. The only standard on which they have some agreement is Standard Two, which librarians seem to come closest to "owning." Sixty-two percent of

writing instructors and sixty-six percent of librarians report that this standard is assessed. For all of the other standards, librarians do not believe there is as much assessment taking place as there actually is. Even the standard that is most reported as assessed of the remaining four is only assessed by fifty-two percent of the programs, according to the librarians. These results again lead me to believe that communication between the two groups is lacking; it appears that both groups are reporting on what they themselves are doing, but have little knowledge of what the other group may be doing. In reality, then, there is a possibility that both groups are doing assessment, but that communication about it is not a part of the process. Ten percent of the librarians believe that there is no assessment of information literacy taking place at all.

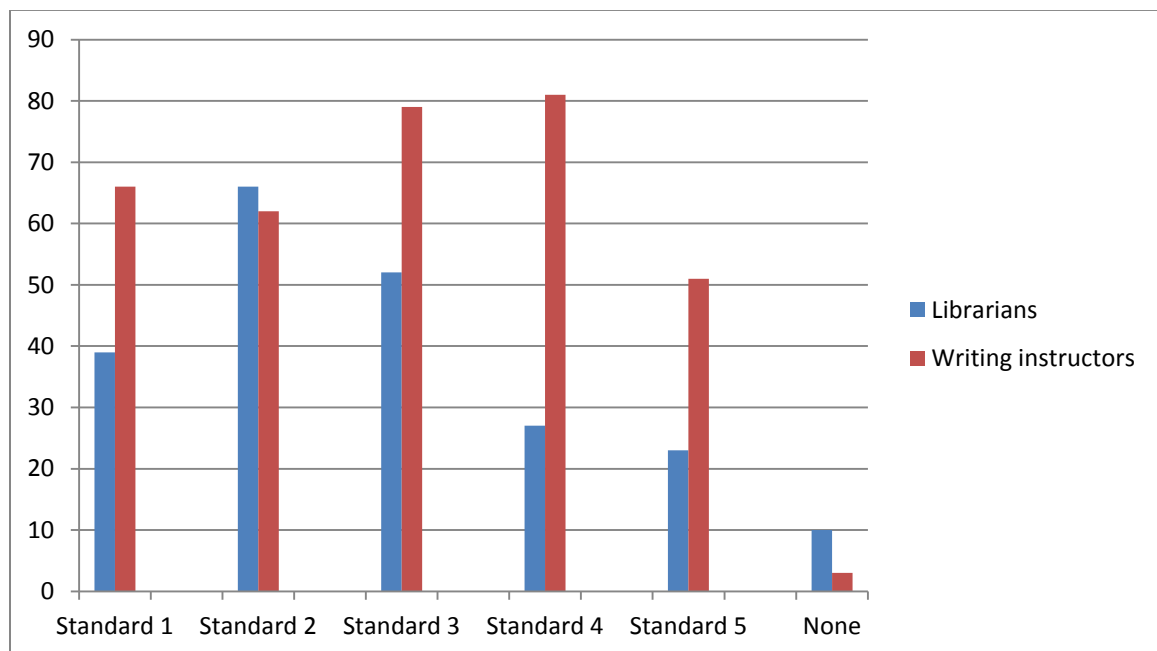


Figure 20: Which Standards are Currently Being Assessed?

I am not only interested in whether or not assessment is taking place, but in how it is being done. I asked writing instructors only for the percentage of the paper grade that

reflects the students' use of sources (since I was assuming that the instructors were the ones who were grading the research paper). Eight percent indicated that this comprised up to ten percent of the grade; forty-one percent—the largest group of instructors—assign a value from eleven to twenty-five percent of the paper's grade. Thirty-three percent of instructors base twenty-six to forty-nine percent of the paper's grade on the students' use of sources. A smaller number base fifty percent or more on source use, while five percent of instructors grade the whole paper based on this criterion.

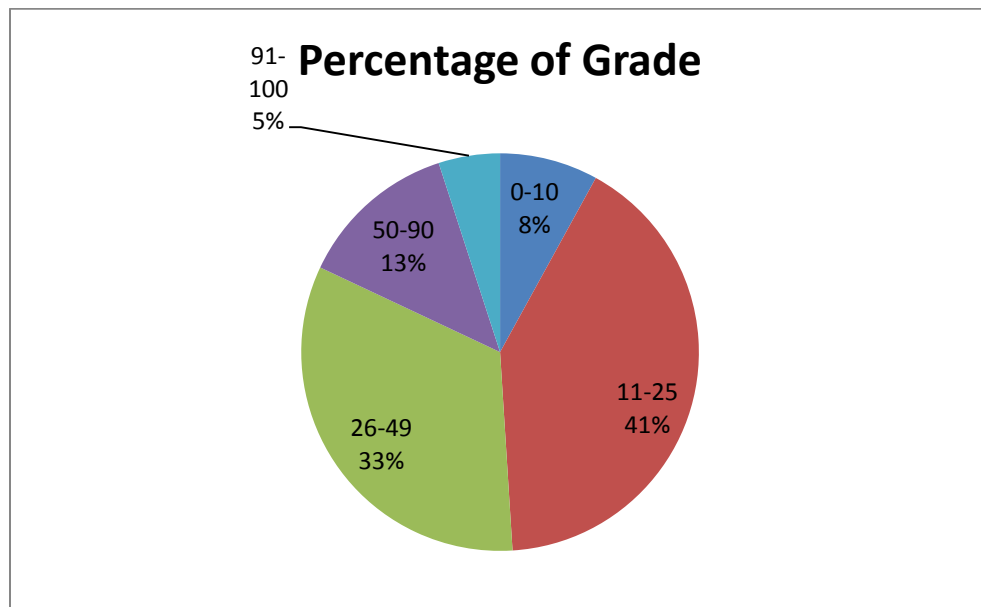


Figure 21: Percentage of Paper's Grade Based on Source Use

Although they were not asked about the percentage of grading or grading mechanics, librarians were asked if they had any input into the paper's grading when it comes to source use. Only four percent of them responded positively. This may be partially the librarians' own choice; grading can be burdensome, and librarians' days are generally quite full without adding this additional task. Of course, there may be other

reasons for this as well; generally instructors value their autonomy, and their deeper knowledge of the students and their work leads them to believe that they alone should be assigning grades to the students.

I next asked how students' information literacy skills are assessed in relation to the major research paper or project that the students do. I asked both librarians and writing instructors this question, but because so few librarians actually have input into assessment, the responses come almost exclusively from writing instructors.

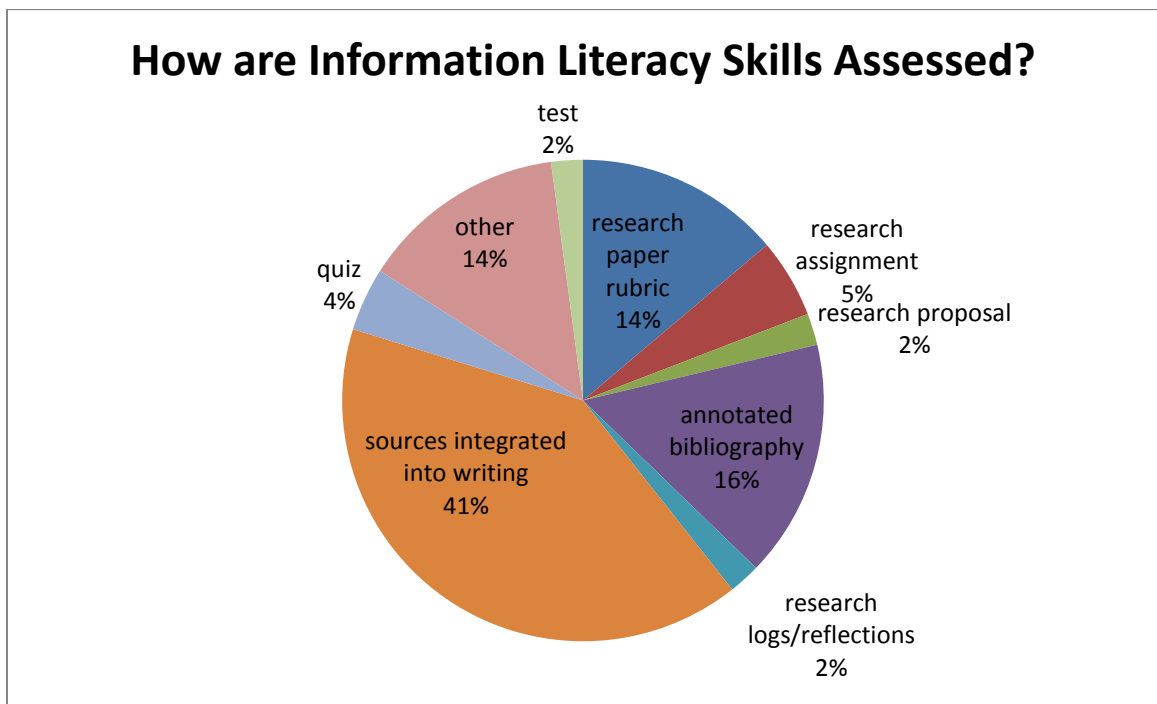


Figure 22: How are Information Literacy Skills Assessed?

This question was open-ended, so professors did not have a range of choices from which to select. They could also include as many methods of assessment as they chose; several mentioned two or more. Most professors evaluate information literacy skills in conjunction with the main paper either holistically, or as a part of a rubric. The total percentage of professors who mentioned this type of assessment was fifty-five percent.

Another common method of assessment of information literacy skills is a separate, graded annotated bibliography. A total of six percent of professors use tests or quizzes to assess student learning, and five percent use graded research assignments. These assignments can be graded by either the writing instructors or the librarians. Other means of assessment include reflective papers or logs describing the students' research process; research proposals; librarian input on student conferences, sources, assignments, and so on; library assessment of bibliographies from paper samples; in-class observations; blogs; teacher-student conferences; peer review; online learning modules; and library surveys. From this question, I learned that "assessment" means many things to many people, and that even "how" is not clear in its meaning (quote from a response: "It's not clear what 'how' means here.>"). Many of the responses told me *what* was being assessed: citations, quality of sources, etc.

I also learned about two intrauniversity programs: the AACU rubrics, and Bibliobouts. The American Association of Colleges and Universities employed grant funding to generate fifteen rubrics that cover common general education topics, including information literacy. At least one university surveyed uses these; the advantage would be that at least some results could possibly be compared with other universities using the same tool. The other resource that I encountered here for the first time was Bibliobouts. This website allows teachers to teach information literacy skills as a game in which the students compete to compile the best bibliography in the class.

The next question dealt with other means of assessment. Here I was attempting to make a distinction between assessment that was done in conjunction with the research paper that perhaps involved students contextualizing what they had learned about

research and source use and other types of assessment such as standardized tests, tests at the end of the general education sequence, and so on. This question generated more answers from the librarians because even though most librarians do not have input into grading the research paper, they may do their own type of assessment at a different time. Some of the responses to the previous question may actually fit better with this question; for example, quizzes are not specifically connected with the research paper process. I have left the answers where the respondents placed them, however.

I gave librarians a choice in answering this question, and they could choose any combination of the possible answers. Although thirty-seven percent of the librarians said there was no assessment of information literacy skills beyond the assessment done in conjunction with the paper, twenty-one percent do give an objective test on research skills to the students (or the professors give the test). Another twenty-one percent give a non-objective test or survey. Nine percent say their teaching is assessed by the professor—obviously not an assessment of how or what students learned, but still an attempt to give feedback to the librarian as instructor. Thirteen percent report that the students are assessed through a general education assessment or exit exam.

In the open-ended section of this question, some librarians were careful to note that the assessment that they were mentioning was either graded or non-graded. Assessment's complicated relationship with grading crops up again here, as some assessment is done on student learning, some on librarian or professor teaching, and some on the pedagogical program itself. Assessment of student learning can also be done with or without it resulting in the student receiving a grade or score—or that grade or score counting toward the student's final course grade.

The most common type of assessment done by librarians mentioned in the open-ended portion of the question is a survey or evaluation given to the students at the end of the class session(s) by the librarians. This type of evaluation tends to be very subjective. It may ask the students if they believe that they know more about information literacy now than they did at the beginning of the class, or whether they still have questions about the research process. This does give the librarians information about which portions of the presentation were clear or unclear to the majority of the students, but it does not give any useful information about whether or not the students actually learned anything that they will be able to put to use.

The other two types of assessment that were most frequently mentioned were pre- and post-tests and classroom observation. Pre- and post-tests can be useful to determine what the students are not understanding about an information literacy session, and do give some useful data. The chief drawback to pre- and post-tests is twofold: generally they are given immediately after the instruction session, so short-term memory is operative. Whether or not the students will remember any of the information in a month or two cannot be measured. The other problem with pre- and post-tests is that because of the very limited time given to the librarians, they must almost always be short and objective. The ability to answer a question about (for example) the function of an encyclopedia does not really provide any information about whether or not that student can actually use an encyclopedia in the research process. Class observations can be very helpful for formative evaluation, but are very little help with summative evaluation; they tend to be very anecdotal, and quieter, less demonstrative students may not receive the attention and assistance they might need.

Other types of assessment mentioned include in-class exercises and worksheets, opportunity for students to give online feedback, one-minute papers, clickers, professor evaluation of the information literacy session (both formal and informal), assignments, rubrics designed by librarians but completed by faculty, quizzes, and performance assessments. One librarian mentioned that the library collects data on questions asked at the reference desk within a day or two after the instruction session. Finally, several libraries analyze sample papers from multiple sections and/or semesters. One library does this type of analysis with both composition papers and senior capstone papers and compares results for any evidence of improved information literacy skills.

The writing instructors were not given the choices that the librarians were given in conjunction with this question, and that was no doubt a mistake on my part. For the writing faculty, I merely asked if information literacy were assessed at their institution in any way separate from the research paper. In hindsight, I should have given them choices as well; several responded that they did not understand this question. Many did answer the question though, and the results were quite different than the librarians' answers. By far the most common response was that students were given homework assignments relating to information literacy that counted towards their course grades; thirty-nine percent of writing faculty mentioned this type of assessment. Also receiving between ten and twenty percent of responses were annotated bibliographies and quizzes, both assessment types mentioned in the earlier question about assessment of the paper. One interesting response here was the seven percent of faculty members who mentioned library scavenger hunts as a form of assessment.

There seems to be a fairly wide distinction between the librarians' response to this question and that of the writing instructors. Librarians appear to be looking at the wider picture and describing institutional and department-wide assessment as well as assessment of students. Writing instructors, on the other hand, seem to be focused almost entirely on assessment of students, i.e. grading. This is probably a result of a flawed survey; the fact that I gave the librarians some idea of what I had in mind as possible answers to this question no doubt assisted them to consider the institution-wide viewpoint as well as the more focused assessments. The question immediately prior to this one on the faculty survey was asking about grading the papers, so their minds were probably already focused on that, rather than on the institutional or departmental assessment options which I actually had in mind when I wrote this question. A few faculty members did head in this direction, though. One mentioned pre- and post-tests, one mentioned a university-wide information literacy exam given to all graduates, and one mentioned Project SAILS, a nationally-normed information literacy exam.

I consciously widened the scope again to ask what assessments in general the librarians are completing. This question would include any assessments the librarians perform in conjunction with their teaching sessions, the students' research papers or homework, and the information literacy program of the university in general. As might be expected, the writing instructors were not especially familiar with assessments the librarians are doing. By far the most frequent response was that they did not know or that there was no assessment taking place. Other responses mentioned more than once were a separate (for-credit) information literacy class taught by librarians, pre- and post- tests, surveys, in-class informal evaluations, and tutorials which have quizzes as assessment

pieces built in. Although it is not surprising to learn that professors do not know about assessment taking place in another department, and although they should not necessarily be held accountable for knowing this, it does make me wonder how much more we might be accomplishing, especially as relates to assessment, if we were communicating and collaborating.

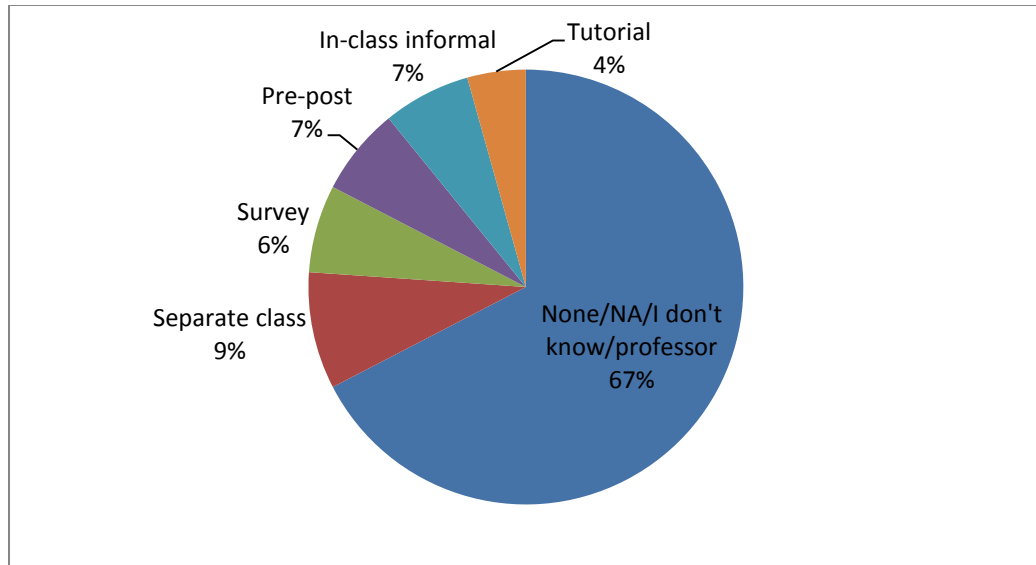


Figure 23: How Librarians Assess Information Literacy in Comp Class
(Faculty Responses)

Librarians, on the other hand, responded with a variety of means of assessment, ranging from very informal to formal and institution-wide. One hundred forty-one librarians answered this question, and one hundred ninety-one means of assessment were recorded; thus many libraries have multiple means of assessment in place. Although thirteen percent of responders claim that the library did not do any formal information literacy assessment, the other eighty-seven percent mention a number of assessments.

(The chart below tracks all types of assessment that received at least five mentions by the librarians).

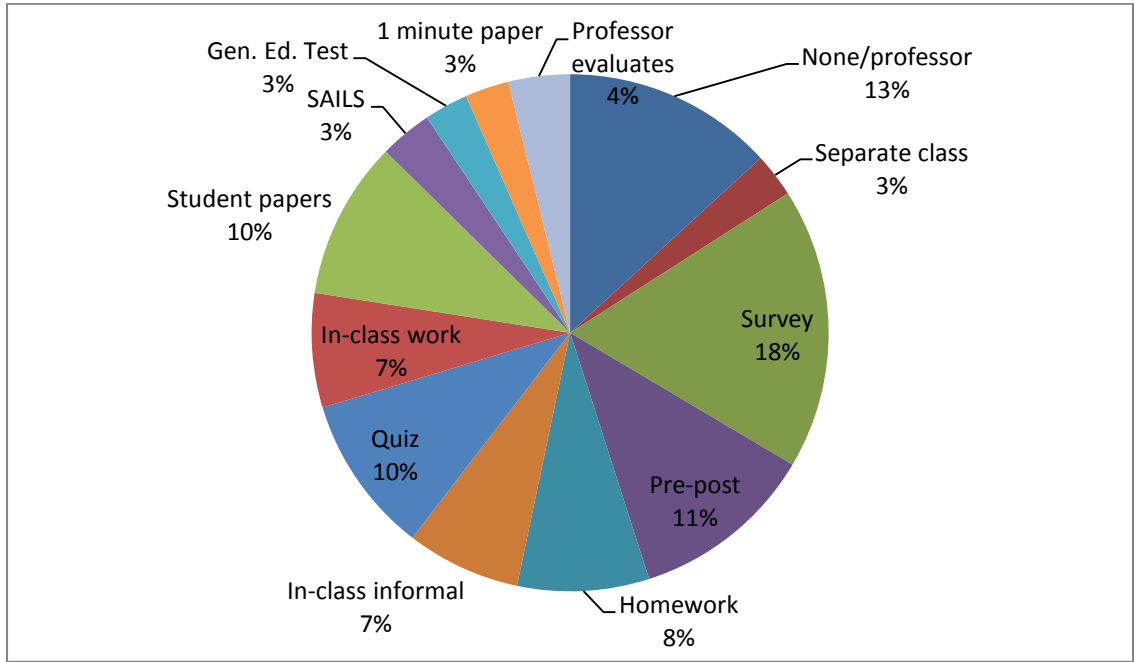


Figure 24: How Librarians Assess Information Literacy in Comp Class
(Librarian Responses)

From these results, there is no means of determining exactly how formal each type of assessment might be. Some types of assessment—general education tests, SAILS, and pre- and post-tests, for example—are by their nature more formal than others. Those librarians who do in-class assessments, either by means of a worksheet or other work done during the class, or by noting student questions and responses, are at a disadvantage when it comes to compiling assessment statistics that can be used systematically to improve the information literacy program.

The survey also included a question about how writing faculty assess information literacy overall. Once again, a large percentage of one group, this time the librarians, did not know exactly what the writing faculty were doing to assess. Twenty-five percent of librarians were not sure what type of assessment was being done. Unlike when this question was asked about what the librarians were doing, only one person in either group answered that the writing faculty were doing no assessment, so one difference the survey highlights is that many faculty do not think that librarians are doing any assessment—and a significant proportion of them are correct—while librarians do think that faculty are doing assessment, but are not sure exactly what kind.

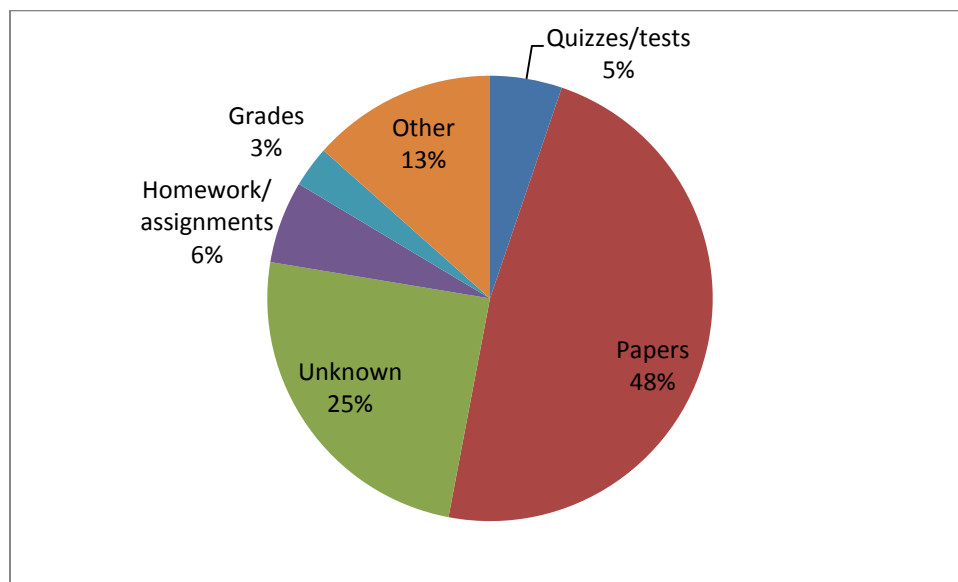


Figure 25: Librarian Perception of Faculty Information Literacy Assessment

By far the most common response was that the information literacy assessment is done in conjunction with assessment of the paper itself, which corresponds with what the faculty themselves reported. The presence of homework/assignments and quizzes or tests among the top responses also lines up with writing instructors' replies. The only significant

difference here is that while librarians used the fairly vague term “grades” to describe the type of assessment faculty are doing, the faculty themselves were more specific and listed the type(s) of student work they were grading. They also mentioned in-class work as a means of assessment.

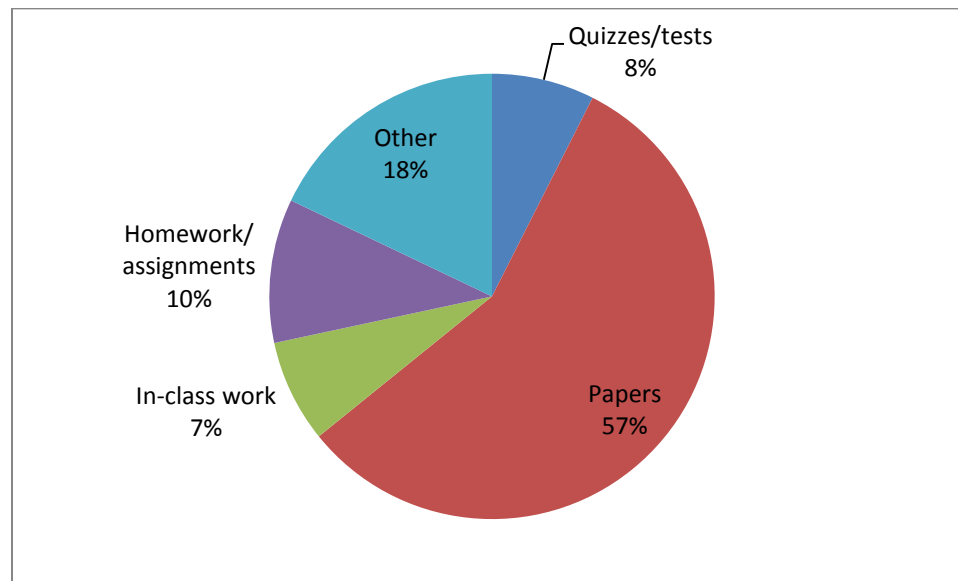


Figure 26: How Faculty Assess Information Literacy Across the Curriculum
(Faculty Response)

The responses in this section of the survey show that assessment is being done by both disciplines, although a higher percentage of professors than librarians are engaged in this activity. Many of the types of assessment are formative, as they should be; it is more difficult to discern which assessments focus on feedback to students, whether formative or summative, and which focus on feedback to program administrators. My intuition is that librarians’ assessments are more program oriented, since many times they do not have opportunity to give feedback to students. If this is the case, it would make a good deal of sense to share the results of the assessments with the course instructors. Based on

the responses to questions about assessment, not much information at all about this aspect of teaching is being shared across disciplinary lines.

Information Literacy at the Institutional Level

One factor that has strong influence on how information literacy is taught at a given institution is the overall institutional approach—if any—taken toward information literacy. This can take many forms: information literacy across the curriculum; required learning outcomes that related to information literacy in selected (or in all) classes; accreditation requirements; curriculum mapping; and so on. I asked about several of these approaches and gave an opportunity for respondents to give freeform answers as well.

The first question I asked along these lines was whether or not information literacy had a formal place in the institution's general education curriculum. Forty-two percent of the librarians surveyed answered affirmatively, while seventy-two percent of the writing instructors indicated that information literacy is indeed included in the general education program at their institutions. This result puzzles me; perhaps writing instructors at an institution that does emphasize information literacy in general education have more involvement in teaching it and would self-select as more likely to respond to a survey like mine that was presented as being about information literacy. The other notable difference is that while forty-seven percent of librarians work in a small or medium-sized college and thirty percent work in a university with at least fifteen thousand students, those numbers nearly reversed themselves with the writing faculty; only thirty-one percent are from smaller schools, and forty-five percent are from larger universities. It may be that

larger schools can afford more institutional and administrative support for cross-curricular programs like information literacy.

Related to this question is the question of curriculum mapping. Most frequently, subject areas such as information literacy, which are made up of multiple concepts and learning objectives, are introduced and reinforced throughout the curriculum. A formalized plan to do this is known as a curriculum map. Curriculum maps can be department-specific; for example, there may be learning outcomes related to a specific major that are mapped to required courses in the major. They can also be institution-wide in the case of general education skills that can be introduced and reinforced in multiple disciplinary contexts, or that are better taught through a sequence of courses.

I asked about curriculum mapping, although I did not specify the level at which the mapping might occur. Generally curriculum mapping would indicate a greater level of institutional support. There would have to be intentionality about teaching the skills as well as the intent to assess and improve the programs, since curriculum mapping is almost always connected with institutional assessment efforts. Here the responses from the two groups were very close. Thirty-six percent of librarians and thirty-seven percent of writing instructors indicate that information literacy is formally mapped to the curriculum in some way at their institutions.

That only about one-third of respondents were able to answer the question affirmatively indicates that composition classes are probably being asked to bear the entire burden of information literacy instruction in most institutions. Not only are composition instructors expected to turn out accomplished college-level writers, but it seems that they are also held responsible for college-level researchers. This is too much

to ask of a one- or two-semester sequence; the addition of an information literacy class to the general education core would remove some of this unrealistic expectation from the shoulders of writing instructors.

Another question that relates to institutional support asks about semester-long classes on information literacy that are taught by librarians. Whether or not a school offers classes of this type demonstrates a certain level of commitment on behalf of the institution; making the classes required demonstrates even fuller commitment. Both librarians and faculty report a very similar percentage of institutions offering library-taught classes on information literacy: between twenty-three and twenty-five percent of schools appear to offer them. The follow up question was only asked of the respondents who replied affirmatively on the previous question, so the percentages of institutions that require these classes is a percent of that twenty-three to twenty-five percent.

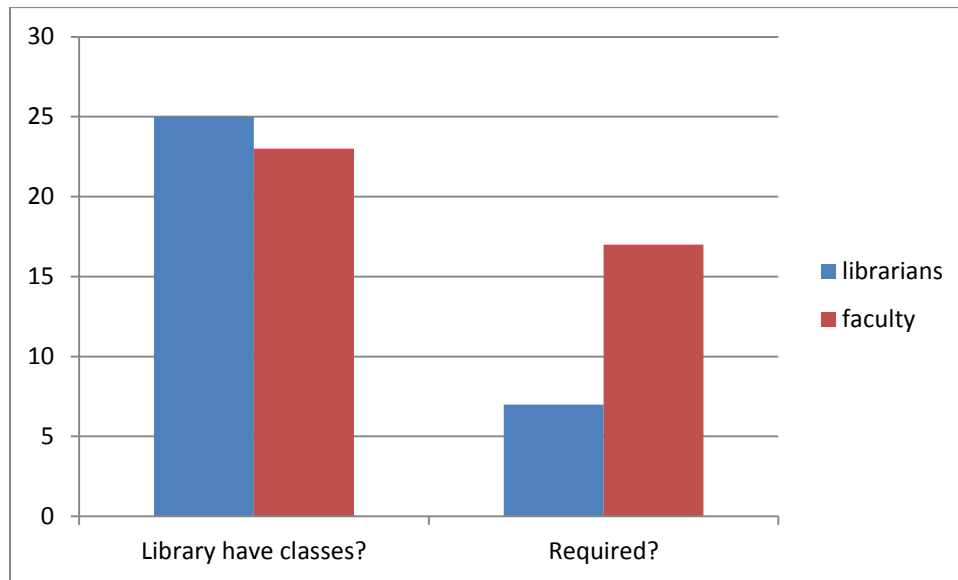


Figure 27: Library-Taught Classes by Percentage

Here again there is a fairly large difference in responses; ten percent more faculty (i.e. seventeen percent to ten percent) indicate that the classes, if offered, are required.

Working this out (seventeen percent of twenty-five percent), only four percent of schools require a separate information literacy class for their students.

As an aside, this strikes me as a problem similar to that encountered in *Academically Adrift*. There are certain skills that we expect, or at least hope, our students will acquire or perfect during their undergraduate years: critical reading and thinking; the ability to research a question; facility with sources. Almost always, the curriculum includes classes that are heavily weighted on the side of subject knowledge (i.e. U.S. history, Microeconomics, etc.). To the authors of *Academically Adrift*, the presence of the core skills mentioned above indicates that learning has taken place (Arum and Roksa), yet we somehow expect them to automatically appear in students, even when there are rarely courses that teach them.

Some schools will have learning outcomes within the subject courses that point to an advance in critical thinking or research ability, but when given the limited class time, instructors are much more likely to concentrate on the easily-measured disciplinary knowledge they are comfortable with than to focus on developing these skills that are more difficult to teach and assess. This calls to mind Vacher's distinction between disciplinary "columns" and skill-based "rows." The rows are often the learning outcomes that the assessment office wishes to see, but disciplinary specialists are more concerned about passing along the information in their columnar silos (Vacher).

Here the field of Composition can take the lead. Writing is another of the skills that many look toward to determine whether students have been "educated" during their

undergraduate years. As Composition emerged as a discipline, these questions of teaching and measuring skills have been addressed, researched, and in many cases, answered. We have begun to advocate the teaching of writing from a variety of approaches, including from within disciplines other than our own. We have identified means of assessing writing that are both helpful to students and productive in terms of evaluating and improving our curricula. As institutions begin to emphasize student acquisition of these trans-disciplinary skills, compositionists can provide valuable resources and guidance to those tasked with teaching those skills, including librarians or information literacy specialists. The skill of institutional critique and the ability to rhetorically position information literacy as an emerging discipline and essential core skill will give them the ideal base from which to direct this institutional change.

I asked librarians and writing instructors about institution-wide support of information literacy efforts and the reason for them. I gave three possible reasons: the QEP (Quality Enhancement Plan, required for reaccreditation at schools in the region regulated by SACS); other accreditation requirements (i.e. SACS statements or other regional accreditation mandates); and faculty support. I also allowed space for open-ended responses. Here I have combined faculty and librarian responses, since both are reporting on their institutional policies in general, and not on what is going on in any particular academic department. Most of the responses that I classed under “Partially supported” reported that while there may be an official policy, there is very little to no practical support or enforcement. Thus fully thirty percent of institutions have little to no support of information literacy other than at the individual department level (combining responses for “no,” “partial,” and “future”). This would make it extremely difficult to

sustain a program of teaching information literacy, especially for librarians who do not have stand-alone information literacy classes (themselves a sign of institutional support).

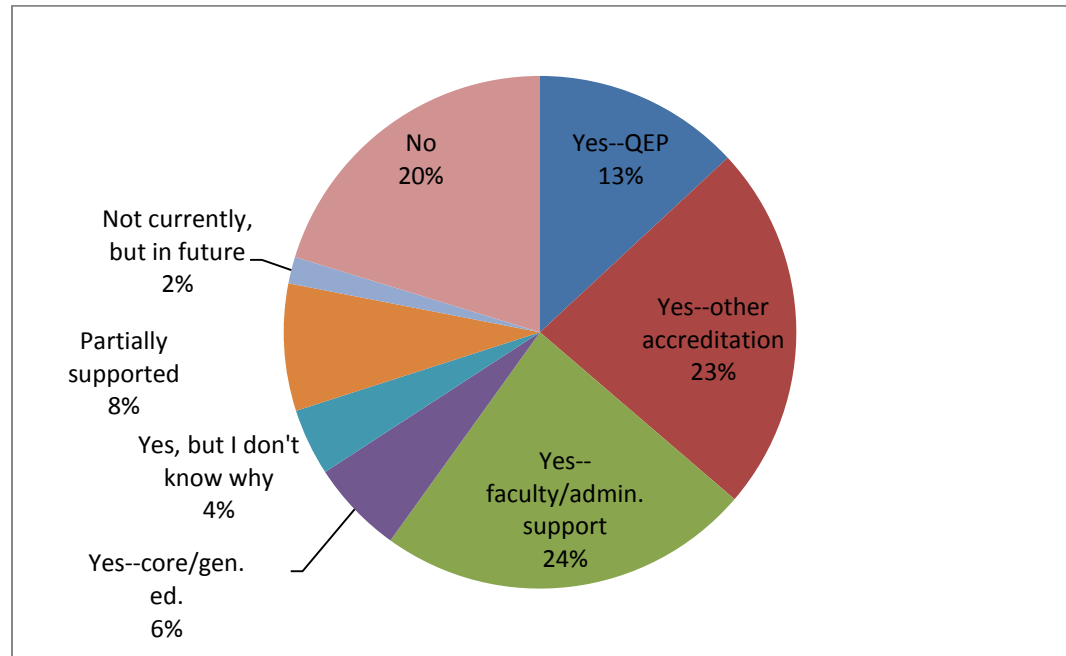


Figure 28: Institutional Support for Information Literacy

On the other hand, this leaves seventy percent of institutions which do support information literacy. Thirty-six percent of the institutions support it because of accreditation mandates, either QEP's or other requirements.¹⁷ Frankly, this number is higher than I had expected, and it leads me to be quite hopeful about the future of information literacy instruction. Especially promising are the institution-based numbers—that is, the numbers indicating faculty support and core requirements.

Together these comprise thirty percent of the responses, and indicate that faculty

¹⁷ For those not familiar with the QEP, it is an improvement plan designed by the school and may cover any element(s) related to student learning; some schools have chosen information literacy as a main element of the QEP, while other schools go in a completely different direction. In addition some individual disciplines, for example Engineering and Nursing, may have information literacy requirements in order to maintain disciplinary accreditation (Saunders 159–160).

members believe that information literacy is important and have changed their institutional cultures to reflect this. In my opinion, externally-imposed change, such as accreditation requirements, has a lower chance of actually producing buy-in than change that results from local convictions.

Final Overview

I closed the survey by asking some summarizing questions: is the status of information literacy teaching at the institution adequate? What is the relationship of the librarians with those who teach writing? What one change to the institution's information literacy program would have the most positive impact? There is a fairly large difference between faculty and librarians' responses concerning the adequacy of information literacy instruction at their institutions. Thirty-one percent of faculty members judge the information literacy programs of their schools to be adequate; only eighteen percent of librarians give the same response. I followed up this question by asking respondents to give the reasoning for their responses of either "adequate" or "inadequate." Those who judged their schools adequate in terms of the overall information literacy program most frequently replied with "We are adequate, but there is always room for improvement" or a statement along those lines. Those who gave specific reasons cited strong programs of instruction, a good working relationship between librarians and faculty, regular and systematized assessment, and strong institutional support with information literacy mapped through all curricular levels and disciplines as the top four signs of an institution with a healthy information literacy curriculum. I would suggest that those faculty in any

discipline who are seeking to strengthen the information literacy programs at their institutions use these four criteria as foundational blocks toward which to work.

On the other hand, there were many reasons given for the inadequacy of information literacy programs which most respondents from both disciplines perceive. Librarians' top issue is assessment.¹⁸ With responses ranging from a complete lack of any assessment to assessment that exists but measures unhelpful information, librarians see the lack of a systematic and thoughtfully-designed assessment program as the greatest failing of their schools' information literacy curricula. With nearly as many responses, the second most important flaw for the librarians is a lack of communication between the library and the faculty. Librarians believe that they have valuable input into the conversation on information literacy, but often feel frustration at the lack of opportunities to have this conversation. While some are unsure if the conversation is even taking place at their schools, others are aware of a conversation that excludes them.

Time was also a frustration for many of the librarians. While it was not always specified exactly whose time was the issue, when they did mention this, there were three ways that time could be an issue. Most commonly, class time came up as a difficulty. Many of the librarians mentioned the "one-shot" session: the opportunity to visit the class for one class session to (theoretically) teach all of the information literacy skills that a student would need to know. While they recognize that there is a lot to cover in any semester-long class, the idea of tying information literacy in to one hour sessions seems especially frustrating, especially to those who are expected to include some type of assessment in that one hour. Sometimes there was a suggestion accompanying this

¹⁸ Both surveys allowed open responses to this question. Some responses therefore had no useful information, while others had responses that I counted in multiple areas. Any percentages are therefore percentages of the total number of areas I was able to discern, not number of responses.

response that the library should teach a class on information literacy that would be required and would come early in the student's program. Surprisingly, more writing faculty than librarians offered this possibility. Librarians' lack of time and instructors' lack of time were also mentioned as barriers to adequate information literacy teaching.

A lack of consistency can also be a problem for information literacy programs. When the information literacy program is chiefly promoted by the library and there is no institutional or curricular mandate, it is seen as optional. Some writing instructors are dedicated to seeing that their students receive instruction, while others seem oblivious. This can result in some students hearing the same presentation multiple times and other students completely missing out on information literacy—simply as a result of their assignment to one instructor instead of another. This problem was reported by some librarians and faculty in terms of no core requirement. When there is no mandate to teach information literacy, it becomes a matter of whim. Adjunct instructors were frequently mentioned in connection with this lack of consistency as well. Any issues with lack of communication, training, or familiarity with institutional practice that adjuncts might have in general would also appear as they would relate to information literacy.

The next most important issue to librarians was actually the most important issue for composition faculty. Both groups acknowledge cooperation between the library and the writing program—to at least some extent—but are frustrated that other departments do not see information literacy as an institution-wide responsibility. In the same way that composition faculty are often burdened with the expectation that once students have completed the composition sequence, they “know how” to write, there is often this same expectation for research. Faculty in other disciplines may not know who is responsible

for teaching information literacy and research skills, but that does not stop them from complaining when students enter their classes with perceived inadequacies in this area. A significant group of librarians and faculty recognized that their institutions were adequate in teaching information literacy at the general education level, but lacked follow-through into the majors. This results in coverage of basic skills, but very little help for students in terms of reinforcing these concepts or teaching information literacy in their disciplines.

Personal attitudes also scored high on this question, especially faculty attitudes. Both writing faculty and librarians recognized that faculty indifference or even disdain can throw up a significant barrier to institution-wide acceptance of information literacy as an important outcome of student learning. Both groups ranked faculty as the key group here; without some measure of personal support for the program, faculty can give it lip service while effectively conveying their resentment at being told what to teach. For librarians, “faculty” seems to represent all faculty fairly equally, but for writing instructors, “faculty” appears to mean faculty outside of their own department. Of course, merely by choosing to participate in the survey, these faculty members showed a certain level of commitment to information literacy. Other groups have influence as well. Both sets of respondents also mentioned students, to a lesser extent. Student indifference can be a problem, but respondents linked it to corresponding attitudes in faculty. In other words, if faculty treat a session as unimportant, by not being present or by being otherwise occupied, students will pick up on this and mirror the same attitude. Librarian attitude also came under discussion by both groups. Some librarians reported indifference

or even active opposition from their colleagues, while a faculty member wrote that “the librarians think they know it all, but are in fact rude, atavistic, and overly structured.”¹⁹

On the opposite side of the coin from this very personal response which may actually be caused by all types of issues completely separate from information literacy, lie institutional/budgetary constraints, another type of barrier that can have very little to do with the topic itself, often resulting more from political decisions passed down from upper management than from a discussion of the merits of information literacy. Top among these was the shortage of librarians at several institutions. While faculty shortages mean an increase in the percentage of sections taught by overload and by adjunct instructors, librarian shortages normally mean that work just does not get done; often this includes having to tell an instructor that there is no librarian available to teach information literacy. At least one faculty member mentioned that due to staffing shortages at the library, information literacy instruction has become completely the responsibility of the writing department.

Another way in which lack of institutional support can be detected is curricular. If there is no curricular mandate for information literacy, the program as developed by either the library or the writing department—or even by both working together—is likely to be scattershot. A few librarians also indicated that there is superficial institutional support only; while information literacy is represented in institution-wide outcomes, it is not systematically addressed or assessed. Fortunately, about five percent of library respondents indicated that even though the program is currently insufficient, steps have been taken to improve it at the institutional level.

¹⁹ Copying this quote to my Facebook page resulted in extensive discussion and consensus among those replying that this was a fairly common impression of librarians, and that they often come across as barriers to be overcome in order to achieve access to research materials.

All of these difficulties were mentioned by several respondents, from about thirteen percent, for the most common response, to three percent for the lack of institutional support. The most common answers tended to apply to both librarians and faculty, although the emphasis differed in a few cases. The responses that I have described above are in the order that librarians chose them, from most to least. Faculty put more emphasis on institutional-wide failings while librarians tended to emphasize departmental or interdepartmental difficulties. For example, librarians saw assessment as a major problem, while for faculty members, it was only a minor one. Faculty, on the other hand, saw lack of integration across the curriculum, information literacy not being a required outcome, and faculty ignorance of information literacy as their top three problems. One interesting note here is what is missing; very few of either group, faculty or librarians, put the blame on students. Although student indifference and student readiness for college were both mentioned, neither emerged as a top issue. This result is encouraging, since it would seem to indicate that respondents in both groups see the problems as addressable from within the institution.

My next set of questions focused on the two groups that I surveyed. What is the current relationship between them, and what would the ideal relationship look like? Both groups' most frequent answer was that the two departments have a good relationship; thirty-seven percent of writing instructors and thirty-one percent of librarians gave some version of this response. The second most frequent response was even better; a very good or excellent relationship was the experience of thirty-one percent of faculty and twenty-seven percent of librarians. Thus around two-thirds of both groups would describe this

relationship positively; this bodes well for future collaboration, since many respondents also indicated the desire to deepen the relationship further.

A few problems did show up here, however. The top problem noted by writing instructors was that librarians were not viewed as peers but as support staff. This was also noted by librarians, but a lower percentage of librarians had this impression than did writing faculty (eight percent of faculty and three percent of librarians noted this issue). Librarians were more likely to note the very personal aspect of this question; twelve percent of them—and five percent of writing instructors—hesitated to describe a departmental relationship, noting instead that interdepartmental interactions were between individuals and varied widely. About sixteen percent of both groups noted troublesome relationships, mentioning that they are distant, tenuous, non-existent, or characterized by misunderstanding. Julien and Given's study of librarians' attitudes reports a much higher number of librarians hold a negative view of faculty (Julien and Given). I believe that my limiting of respondents to faculty who teach writing is the reason for this difference. The faculty respondents to this survey certainly believe they are competent to teach information literacy and are interested in collaborating with librarians, and it did not appear that the librarians disagree with this opinion.

Another question asked about the ideal relationship between librarians and writing faculty. Because this was a completely open-ended question, there were many unique responses, but the most common response from both groups (forty-three percent of librarians and twenty-three percent of writing instructors) was some version of collaboration, partnership, or working together. When people elaborated on this answer, they most often specified that the collaboration would be in planning the information

literacy aspects of the course: designing assignments, planning instruction, and in many cases, even working together on assessment. Others specified not just cooperation on specific courses, but collaboration regarding the planning and implementation of a comprehensive information literacy plan for the entire campus.

One area that generated a bit of controversy was assessment. Composition professors were mixed on the issue: while several instructors said that librarians should have some voice in assessment, several others responded that assessment was one aspect of information literacy that librarians should avoid. Librarians who addressed the issue were more unified; quite a few would like to either have some influence in assessment or at the very least to have access to student papers on which they could conduct their own assessment; no librarians thought that librarians should not do some kind of assessment. This finding reinforces the impression that at least some of the writing instructors associated assessment with grading. It also ties back to the discussions of disciplinary boundaries within the institution from Porter and to Harré's positioning theory. The ability to assess implies a certain amount of institutional capital, at the very least the autonomy to run a program (Porter et al.; Harré, Moghaddam, Fathali, and Rothbart, Daniel).

The second most common response here was co-teaching, listed by eight percent of librarians and seven percent of writing professors. Those who elaborated here made it clear that they were describing an equal relationship in the classroom; some advocated this for the entire semester, while others stipulated a shorter period of time during which information literacy would be the main focus of the class. It surprised me that the percentages were so even, especially given the librarians' perceptions from earlier in the

survey that writing instructors begrudge the time it takes to teach information literacy. While some may do so, it is obvious here that there is a significant number in both groups who would like to try new teaching models in the attempt to reach students more effectively.

Related to co-teaching is the idea of an embedded librarian. This is a fairly new concept and was mentioned by more librarians than writing instructors, although both groups did use the term. An embedded librarian has presence within the classroom or online course more often than just the one or two sessions normally devoted to information literacy. The librarian may attend the entire course or may attend during the weeks that emphasis is being given to student research. Not quite co-teaching, this model of instruction introduces the librarian to the students in a more in-depth way than a single session might, and allows the students to become accustomed to the librarian's presence, to see what kinds of assistance the librarian can give, and to become familiar with a name and face that they will feel comfortable approaching in the library, yet it stops short of committing the librarian to attend every single session of a class.

These methods both allow for the practice of newer forms of pedagogy than students traditionally receive in their information literacy instruction. For example, a librarian-compositionist team might choose to implement Jacobs' recommendation to use reflective praxis pedagogy (Jacobs). Unfortunately, both co-teaching and embedded librarians take a significant amount of librarian time. Many institutions simply cannot support this investment without either major budget increases or cuts in some other area of service.

The idea of “chunking” information literacy instruction was also mentioned by multiple members of both groups. While the one-shot session might be convenient for scheduling purposes, most survey respondents see it as a less-than-ideal delivery model. This type of instruction would bring the librarian to the composition classroom at key points during the semester to reinforce and build on previous teaching as students progress in their research.

Both groups also had multiple responses indicating that the ideal information literacy program would expand to include courses outside the composition sequence. Responses from both surveys showed an awareness that information literacy instruction requires scaffolding and reinforcement if it is to accomplish the goals described in student outcomes and learning standards. A variant of this response suggested that there be a required information literacy course taught by librarians. Some described it as a co-requisite to Composition; taken at the same time, it would give the students ample time to do research while assisted by librarians. The students would then incorporate their research into the paper they were writing in the Composition class.

Multiple responses asked for better communication between the departments. From the composition faculty, this was most often described as the librarian inquiring as to the instructor’s goals for the session and tailoring instruction to these goals or to a specific assignment. Librarians, on the other hand, would like instructors to make syllabi and assignment prompts available to them; many of them feel like they go into a session “blind,” if the instructor has not communicated any specifics beforehand. Librarians also commented that they would like more feedback from instructors in order to improve the

sessions they are providing. Both groups mentioned that librarians should make an effort to learn how information literacy fits into the overall outcomes of the specific class.

Another theme that emerged from the faculty responses—but not necessarily from the librarians’ responses—was that librarians have their place, but that place is not in the composition classroom. For some writing faculty, the ideal relationship between the departments would be mutual respect or support, but minimal interaction or collaboration. Other responses along these lines asked librarians to remain silent in the classroom while the instructor taught information literacy, or to provide support or act as resource persons—in other words, in contrast to those who see the relationship as a partnership, there are some who see it as a hierarchical relationship. For those who did respond along these lines, the upper member of the hierarchy was always the composition instructor.

Both groups also used this question to specify what they would like the other group to do more of. Writing instructors would like librarians to have pedagogical training; share best practices; be discipline-sensitive; offer “off-the-shelf” sessions that instructors could choose as needed; and train professors in how to effectively teach information literacy.

Librarians would like professors to invite them into their classrooms—and then remain and interact during the sessions; to emphasize the importance of information literacy to their students; to design assignments while keeping specific library resources in mind; to have—and share—specific goals for information literacy sessions; to be open to a variety of teaching methods; to recognize that librarians can help improve student research—but at the same time, not to expect miracles from a one-shot session; to

schedule the library session(s) at a point in the semester when it makes sense to the students (not just when the instructor has a conference); and to refer the students to the library as research difficulties occur.

The final question that referred to the relationships between departments asked how writing instructors view librarian-taught information literacy sessions. Both groups were given the same set of choices, from which they could choose as many as applied; there was also an opportunity for them to add a response of their own. The results of this question surprised me. Without exception, the faculty members were more enthusiastic about librarian-led sessions than librarians thought they would be. More writing instructors think the sessions are essential than librarians predicted, and fully eighty percent of the faculty see librarians as partners in teaching information literacy. Since faculty who think information literacy is a waste of time would probably also not want to waste their time taking my survey, I am assuming that part of the reasons that librarians were so highly respected by the faculty is that those who chose to take the survey are those who have managed—or are trying—to work with librarians to really improve information literacy teaching for students. Thus, it is entirely possible that both of these groups are correct in their perceptions. The most common response on the open-ended portion of this question was that there is a variation from person to person; for the librarians, different faculty members have different views of information literacy, and for faculty, librarians have different levels of pedagogical skill.

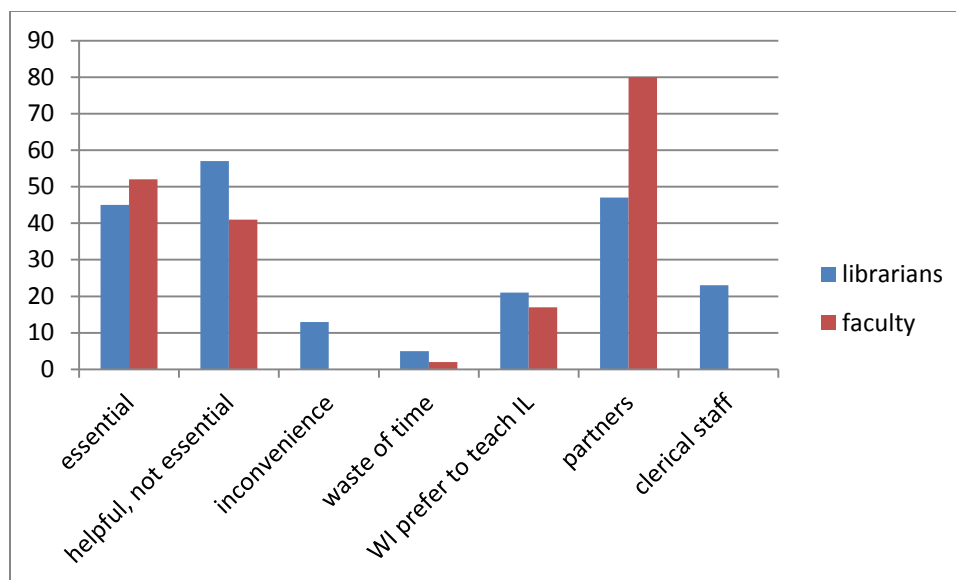


Figure 29: Writing Instructors' Views of Librarian-led Information Literacy Sessions

The last question on the survey for both librarians and faculty asked for the one change to their current program that would improve information literacy teaching the most. Not surprisingly, librarians and faculty thought along similar lines here. The top response in both groups was to make information literacy a requirement. Most respondents suggested that the way to do this would be to require a course (typically one credit) of all students. Others prefer requiring information literacy in the general education core—meaning that it would then have to be assessed. Still others suggested mapping information literacy throughout the curriculum, in both general education and majors classes. The importance of this response cannot be overestimated. The emergence of information literacy as a discipline and our success in teaching it will be to expand its presentation from the classic one-shot in the composition class to a much more institution-wide program that is solidly introduced and frequently reinforced.

Another pressing need for improving information literacy programs was fairly straightforward. Resources are scarce, and even programs that are well-structured and thought through cannot thrive without adequate support. Hiring more librarians was the top request in this category. In earlier comments on several questions, several faculty members mentioned that they were expected to teach information literacy because there were not enough librarians to visit composition classes. Anecdotally, I have heard that librarians across the country now have to create tutorials to teach information literacy, since they have no time to teach individual classes. I also included in this group of responses several requests for more access to technology for students, and access to computer facilities for teaching information literacy in a way that would allow hands-on participation. Resources, of course, require allocation by someone from administration, which in turn calls for savvy political maneuvering by someone invested in the cause of information literacy. The rhetorical and political skills called for by Porter are essential for enlisting this type of administrative action (Porter et al.).

A third major category of improvement implicates institutional politics and personal relationships. Both librarians and compositionists see themselves as fairly isolated supporters of a concept that very few outside of these two groups understand or respect. The need for more support and buy-in, primarily from other faculty, but also from higher levels of administration, was the third major area of responses. While most of these responses saw information literacy as the misunderstood concept, a subset of this group specified librarians as also misunderstood. The desire for librarians to be seen as allies in the student learning process—or at least to be viewed with respect—emerged as a subtheme here.

Librarians—though not writing instructors—really want more time to be spent on information literacy in the composition class. The librarians’ point of view is easy to defend, since one session of a class is not nearly enough to teach everything covered by information literacy. No doubt writing instructors see time as a constant issue and have difficulty envisioning how any more could possibly fit into their semesters. Perhaps this is why so many of them suggested the separate information literacy course. Both groups agreed on another need for more time, though: the desire for space in their workloads to be able to meet in interdisciplinary teams and work through planning and assessing information literacy was a priority for both librarians and writing faculty.

Completing the most-mentioned elements of improving information literacy for librarians and faculty were improved and consistent assessment, faculty training, and more consistency in composition curricula. The assessment issue has already been discussed here; a large portion of both of these groups believe that assessment is the weak link of their current information literacy programs. The shortage of librarians and the lack of awareness on the part of non-composition faculty contribute to the second of these. If information literacy could be treated more like Writing Across the Curriculum, with faculty workshops on how to incorporate it into upper-division classes, librarians would not have the burden of providing all information literacy instruction by themselves. Finally, a number of respondents, both librarians and faculty, mentioned that even within their composition sequence there are not unified outcomes, or that the outcomes are not being taught and assessed in all classes.

Overall, the survey reflects progress being made in the area of teaching information literacy. My survey indicates more collaboration and more institutional

support than many of the surveys from the 1990s and early 2000s did. As many of the respondents wrote, though, much more remains to be done; when key people leave a program or institution, others need to step in to assure that ground is not lost. Programs need to move from informal collaboration based on personal relationships to formalized plans with outcomes and assessments in place, and from there to reinforcement of information literacy skills across the curriculum, especially in the major disciplines.

Chapter 5

On June 8, 2012, the *Forbes Magazine* website announced the best and worst Master's degrees based on job availability and earning potential. Physicians' assistants and computer scientists topped the list, and librarians and the humanities, including English, specifically, came in at the tail end, with librarians dead last (Smith). The author cites the relatively flat job growth and the underwhelming mid-career average salary as reasons for this placement. My use of the word "crisis" elsewhere in this document is not an exaggeration, according to the *Forbes* report.

Since both professions are in the same predicament, and since we have so many of the same goals at heart—student learning, better student writing, student contributions to knowledge—it makes sense that we should combine our efforts in order to share information, efficiently use class time, and avoid the duplication of labor. The survey results described in Chapter Four illustrate the need for collaboration from both librarians and writing instructors. Chapter Five presents a case study of how one institution is testing new approaches to information literacy teaching. In keeping with my approach that employed multiple qualitative methodologies, I desired to narrow my focus from the wide scope of the survey and the website analysis to look closely at a local situation in which a composition professor and a librarian collaborated in a couple of less-traditional ways: during one semester, the composition professor taught all of the information literacy elements, following roughly the same outline as the librarian normally does, and during the other semester, the two co-taught the entire class.

In this chapter, then, I employ case study and interview techniques; I observed several class sessions each semester and conducted and recorded extensive interviews with the two faculty members in January and May, 2012. This information was triangulated with both the composition instructor, Jason, and the librarian, Julie. I sent each of them a draft of this chapter and gave them the opportunity to comment as to how I portrayed them and represented their comments. Neither of them raised any objections to the portrayal here.

Literature Review

The literature from both librarianship and composition contains accounts of individual librarians and writing instructors working together to improve the quality of information literacy instruction and assessment. Head and Eisenberg, the two main researchers for Project Information Literacy, surveyed students on the resources they use in finding information for course-related and personal research, their evaluation of these resources, and their purposes in conducting research. The survey does not refer to information literacy instruction that the students might have received, but the authors do make recommendations for information literacy instruction.

First, they recommend that assessment rubrics include research components. Because instruction and assessment are being done in many universities by people from different disciplines and with differing priorities and values, often assessment does not follow upon instruction to a degree that learning can be accurately measured. Second, they recommend that librarians focus less on specific resources and more on process.

Resources are changing so rapidly that knowing specific names of resources is much less valuable than understanding how to identify appropriate resources for a specific search.

Students should also be held more accountable for the results of their research. Assessment by counting references in a bibliography to ascertain that the proper minimum number of sources have been used does not hold students accountable and perpetuates the kind of thinking that valorizes retrieval over learning to synthesize their own work with the information given in the sources. Their final recommendation is to keep the students' future workplaces in mind as information literacy is taught. This speaks to a divide between academia, where, for example, Wikipedia is not a valid source, and the workplace, where scholarship is less important than currency and ease of access in locating information (Head and Eisenberg). During the co-teaching segment of this case study, both instructors gave feedback to students on their choice and synthesis of sources. The research project itself also followed the recommendation that it be of practical use; students had to choose a social problem in a specific place and propose a solution (Jones and J. Johnson).

At Northern Kentucky University, librarians attempted to expand library instruction sessions to three, spaced throughout the semester, from one. The class called "Advanced Writing" was the setting for this expansion, and students were tested (but not graded) at the beginning of sessions two and three on the information from the previous session, as well as evaluated at the end of the semester. Colleen Kennedy, the author of this study, found that students did not retain very much of the additional information they were taught over the intervening weeks between sessions, nor did they strongly recommend using the three-session approach in other classes (C. Kennedy), although I

would argue that three sessions are better than only one. We took this approach a step further and tried to integrate information literacy throughout the semester.

In a similar approach, Marianne Gaunt and Stan Nash of Rutgers describe a pilot project that involves two sessions, one early in the semester and one mid-semester. The first session introduced the library and resources for research, and the second session attempted to intervene if students had problems with the research process. Although English professors were surveyed regarding the success of the pilot program, they did not appear to have much input into its design (Gaunt and Nash). Again, even the doubling of information literacy instruction from one to two sessions, while a one hundred percent increase, is barely any improvement when one considers that even a fifteen week semester is barely enough time for many professors to cover a given subject. One positive aspect of our approach, then, was that we did involve a writing professor in the planning and the assessment of our approach.

A librarian-psychologist team from Bridgewater State College questions the effectiveness of information literacy teaching in their article “You Can Lead Students to Sources, but Can You Make Them Think?” Although they do not address the rhetorical importance of information literacy, possibly because a compositionist is missing from their team, they see the importance of linking information literacy with the curriculum; in their case, the link is to be forged through critical thinking. Even after teaching this class, they report:

It was not enough [for students] to know that they needed information and to identify keywords....They needed to understand why it was important to do so, how to refine a search strategy, and

that not all sources would be as relevant as others (Hayes-Bohanan and Spievak 189).

The gap between students' actions and their understanding is a recurrent problem. When they are shown how to do a task, such as search an article in a database, they can usually replicate the task, but the authors found that they often do not grasp the underlying rationale or purpose of the task. Thus they can pick up on the skills involved in information literacy, but unless they are specifically guided through each step of the critical thinking process, they will most likely miss the "big picture." The solution to this gap is to map information literacy throughout the curriculum, introducing, reinforcing, and practicing skills regularly during the entire undergraduate education experience and allowing the students to practice the entire process several times before graduation. We feel that the strength of our co-teaching approach is that the big picture is the starting point for both professors, and each moves from there to the more specific aspects of teaching their discipline.

Mark Emmons and Wanda Martin did a similar study, changing the focus of information literacy instruction and attempting to measure the results before and after the change. They compare the traditional tool-based form of library instruction, in which students are introduced to library tools such as the catalog and online databases independent of their research context, with revised instruction which was inquiry- and rhetorically based. They develop a detailed rubric for scoring students' use of sources and scored papers from before and after the change of instruction. The only statistically significant change was an increase in the use of scholarly journal articles (554). They report, "The new ... program was a step in the right direction, primarily in that it fostered

conversation between the library and the English department and revealed the common theoretical ground they share” (558). In addition to common theoretical ground, the two departments share the dilemma of effectively teaching information literacy to students. Emmons and Martin conclude that “students continue to view the researched essay as an academic exercise more than as a quest for knowledge” (559).²⁰

Larson’s essay, discussed earlier, makes exactly this point, that as an academic exercise, the research paper is a waste of the students’ time. If the research paper can be written on any topic of the student’s choice, this idea will be reinforced to the students. If the class is an English class, but the student is writing on global warming, the student may wonder about the relevance of the topic to the class and conclude that she is merely going through an elaborate exercise. The Writing About Writing movement may be one way to address the seeming irrelevance of the topic of the research paper; additionally, if all students are researching various rhetorical topics, information literacy instruction to the class can be much more focused. In the case study described here, students are writing with a purpose; they research a social problem in a specific locale and propose a workable solution.

Andrew Robinson and Karen Schlegl have replicated a study by Philip M. Davis which compares the scholarly quality of sources from print and Internet sources. Robinson and Schlegl’s paper also adds the variable of librarian instruction, and librarian instruction plus grade penalties. They found that while librarian instruction alone did not significantly improve the quality of sources in bibliographies, librarian instruction accompanied by penalties for not including the appropriate number of scholarly sources

²⁰ In spite of the apparent lack of success for Emmons and Martin’s project, their rubric incorporated what I believe to be the most important elements of information literacy assessment, and if I am able to continue this research with a larger group of students, I plan to adapt their rubric as my assessment tool.

did improve the sources. Unfortunately, they did not include a class which had penalties alone with no librarian instruction (Robinson and Schlegl). This paper is valuable in that it takes a widely-held belief—that students will work for grades—and verifies it empirically. Without some tie-in to their grades, students will not take librarians' teaching seriously.

Lorrie Knight has published a very short paper in which she reports initial results from a longer study she is conducting to analyze students' use of sources by studying their research papers. She includes her rubric, which has one performance indicator for each information literacy standard, although the actual standards each have between three and seven indicators. While it is tempting to try to assess students' information literacy competency with one paper, this rubric falls short. For example, in assessing Standard Two, "The information literate student accesses information effectively and efficiently" ("Information Literacy Competency Standards for Higher Education"), the student must have obtained at least twenty percent of his or her sources from another library. If the student is an exceptional searcher, if the topic is one in which the host library has a strong collection, or if the student attends a research university with a comprehensive library, it will be very difficult to meet this criterion, since the student will have no problems finding sources locally. Issues like this and the incompleteness of Knight's study make her paper useful as an example but not as a model, and I found Emmons and Martin's rubric to be a better tool for looking at the quality of student sources. Again, though, the problem is lack of emphasis on and time spent with information literacy. This problem can be significantly ameliorated with a semester-long course in information literacy and accompanying assessment.

Dennis Isbell and Dorothy Broaddus have entered into a collaborative teaching arrangement in which a class, in this case, an upper-division American Studies course, is co-taught by a librarian and a composition professor. Research is taught as part of the writing process, and all aspects of the research process are presented as recursive. The class agrees on a theme, thereby assuring that the same types of resources will be more or less relevant to each member of the class; during the semester, they share their research and writing process with one another, and the class concludes with a presentation by each student (Isbell and Broaddus). This type of collaboration sounds like it would be very valuable; the disadvantage lies in the amount of the librarian's time it takes. Professors have a set class load, but librarians do not, so adding a class would mean proportionally less time to perform other library functions.

If this additional workload could be accommodated, and if faculty members were willing to be this collaborative, to the point of sharing their classrooms with a librarian for a full semester, this approach appears to be superior to any other, in terms of teaching information literacy in a way that will scaffold students' information literacy efforts and integrate them into their model of the writing process. In large part, we replicated this study, with similar results and caveats. The overall result was enthusiastic participation in the class by the students and well-written research papers, but the method would be impractical in all but the wealthiest institutions.

The above sources all deal with determining the best (or at least a better) pedagogical approach to successfully teaching information literacy. Methodologically, case study is one of the long-established modes of research in composition, as Stephen M. North notes in *The Making of Knowledge in Composition*, where he classifies case

studies under “The Clinicians” and cites Janet Emig, Sondra Perl, and Cynthia Selfe, among others. He describes the value of this kind of study as providing “a discernible commonality running through all of the phenomenon’s various manifestations” (205); each individual case study building the body of disciplinary knowledge until, as a whole, enough has been written to provide a well-rounded view. Recent case studies by well-known scholars in the field illuminate science and professional writing and writing centers, among other topics (Corbett; Herndl and Narhwold; Lunsford).

Status Quo

At Southeastern University, a small, church-related liberal arts college, there is an active information literacy program housed in the library. Chapter Five presents a case study of librarian/faculty collaboration during one school year, beginning with the status quo and tracing the librarians’ and faculty member’s efforts to make information literacy instruction both meaningful and effective. Although I would have liked to include results from student work, these results seemed peripheral at best to the main research questions of this dissertation, to wit, the interdisciplinary permutations of information literacy. To best get at this, I discuss qualitatively the interaction between the librarian, the writing instructor, and to some extent, the classes. I have also surveyed the students about their experiences with information literacy and compared their impressions of what went on in the classroom to the librarian’s and the professor’s accounts and to class session and meeting transcripts.

Southeastern University’s freshman composition sequence is comprised of two semesters. Composition I focuses on guiding students in “coming to voice” as writers

(not necessarily as academic writers); Composition II deals with making arguments and formal academic writing. It is in Composition II that the research paper is assigned. Because students with an ACT Language Arts score of at least 25 are exempted from Composition I, a significant number of students take only Composition II. There are usually around twenty sections of composition per semester, with more Composition I sections in the fall and more Composition II sections in the spring. The course cap on the composition courses is generally around twenty-five students; some classes will be full, while others will be allowed to make with significantly fewer students. All of the composition courses are taught from the English Department, which is comprised of literature specialists (eight full-time faculty; three Ph.D.'s, two Ed. D.'s, and three M.A.'s) and some mostly long-term adjunct faculty. Because there is no graduate program in English, for the most part the adjunct instructors are not graduate students, although the department does sometimes recruit from nearby graduate programs in English, especially the University of South Florida's.

In 2004, I met with the Chair of the English Department and petitioned for a week of class time in Composition II classes. This request had two aims: to formalize the relationship of the library with Composition II, and to extend the information literacy teaching from one session to two or three (depending on whether the class met two or three times per week). Since then, librarians have been contacting professors of Composition II sections early in each semester and setting up a week during which the class generally comes to the library. Although the library does not have a computer-equipped classroom, it does have a room with a projector and wireless Internet. Students

are encouraged to bring their own laptops, and the library's eleven laptops can be used by students who do not have their own.

The sequence was designed for three sessions, since most classes meet Mondays, Wednesdays, and Fridays. It can be adapted for classes that meet on Tuesdays and Thursdays. The three-day sequence includes a pre-test—generally given the class session before by the classroom instructor--lectures, demonstrations, hands-on practice, and a post-test. The first day, the librarian shows students how to locate books; the second day is devoted to evaluating Internet resources; and the third day is reserved for finding journal articles through the library's databases. The students are given the same test again as a post-test, which counts toward their class grades. The library often uses the post-test results as a part of its annual assessment report; a goal score for the post-test is an objective measurement that can be easily compared across classes and semesters. Southeastern University employs five librarians with faculty status; three of these librarians comprise the teaching program (generally the Technical Services librarian and the Dean do not participate in teaching). One of these three heads up the program, keeping track of scheduling, test scores, and so on. Librarians are most often scheduled based on the program that is requesting a session.

The most recent annual report shows post-test results at ninety percent for the 2010-2011 school year, up from eighty-eight percent for 2009-2010 (Veach, *Steelman Library Annual Report 2010-2011*).²¹ The library also added ten questions on information literacy to the MAPP (later ETS) test of general knowledge that is given to all university freshmen and seniors. This test has not been implemented long enough to have given usable data. Based on my own anecdotal experience and on the results of the surveys, this

²¹ This test is in Appendix D.

program is more advanced than many other information literacy programs, especially those of schools comparable to our size. First, we have a formal agreement with the English Department to spend a week on information literacy in all sections of Comp. II (remember that eighty-two percent of schools allow one hour or less). We also have used a pre- and post- test for the duration of the program, yielding formal assessment results that can be compared over seven years. Additionally, we have added the questions to our general education post-test, given after the sophomore year, which gives us a second level of assessment. We have even used the assessment to improve our instruction program, thus closing the loop as we have been taught by the assessment experts.

On the surface, then, the program appears to be successful, but there are issues that the librarians and I cannot ignore. The pre-test and post-test are given within about ten days of one another; the post-test is given on the same day as the last teaching session. There is no time for students to have absorbed or used the information; at best, the post-test is a test of short-term memory, not real learning. Although a week in the classroom is a luxury for many librarians, it is still a very small amount of time, so the post-test is short (ten questions) and multiple choice. The librarians designed the test to cover the information they teach, but over time, and with the pressure that assessment goals add, it is now uncertain whether the test covers what needs to be taught, or whether the librarians are teaching to the test. For ease of scheduling, the sessions have traditionally been scheduled consecutively, but feedback from the English professors has indicated that they find a week in the library disruptive to the class flow.

There has been an attempt to map information literacy to the curriculum at Southeastern University, but without administrative support in the form of a general

education outcome the results have been mixed. By far the most successful relationship exists between the library and the English Department, largely due to the agreement between the Library Director and English Chair mentioned above and the increased awareness of information literacy that most English professors already have due to their experiences in teaching composition. The library also has a fairly good relationship with the Communication Department, which teaches Fundamentals of Speech as a general education requirement. Professors teaching speech often call the library for one session; the librarians had originally mapped Standard Four to the speech classes, since students were expected to incorporate their research into one or more speeches. The third piece of the curriculum map was a course called Introduction to Personal Finance, taught from the School of Business. Although the course was originally designed to have a librarian teach a session on information literacy as it applies to a project on pricing a car, after the first semester or so, the professors stopped inviting librarians to the class.

Fall Semester, 2011

It was with these issues in mind, as well as the research questions that I was assembling for this dissertation, that I recruited a librarian and a professor to work with me for the 2011-2012 school year. The librarian I asked to work with me is in charge of the information literacy teaching program. She has been with the library since 2004 and helped to design and implement the program we currently have in place. Julie is energetic and quick to smile; in her early forties, she is especially good at establishing rapport with students. She enjoys keeping up with technological advancements in librarianship and is always ready to try new ideas.

The professor I approached was Jason. Jason took his undergraduate degree at Southeastern and went directly to graduate school. Upon earning his Master's in English, he was hired back at his alma mater, still in his early twenties. Although he is a literature scholar (as are all current members of the English Department), Jason was an ideal choice for me to work with for several reasons. By reason of his junior status in the department, he normally teaches two or three sections of Composition each semester. Currently a Ph.D. student, one of the areas of his comprehensive examinations will be pedagogy; he exhibits keen interest in pedagogical questions of all sorts. Jason is beginning his third full year as a faculty member in fall, 2011. His relative inexperience and intellectual curiosity have led him to experiment already; each semester's classes have been re-engineered based on results from previous semesters. Finally, he and I have shared a commute to graduate school and had long, deep conversations on learning, pedagogy, and teaching methods already²².

My preliminary questioning came from a theoretical position in which I wondered if librarians' "invasion" of professors' classroom space—or a class' "invasion" of the library—created a disruption in the class that impeded learning. Not only was the physical space being changed mid-semester; classes were being asked to attend to a new person, who acted in the role of professor, but who they had never seen before. Again, Porter et al's perception that physical space carries connotations of institutional power comes into play, as I speculated about the role of the librarian as a faculty member without teaching space of her own (Porter et al.).

²² I triangulated the information in this chapter by sending it to both Jason and Julie and giving them the opportunity to make comments or request changes. Both were satisfied with my accounting.

I met with Julie and Jason and asked if they would be willing to participate in a trial in which some classes were taught information literacy in the traditional way, but other classes were taught information literacy by their own professor. At that time, Jason was scheduled for three sections of Composition II in each semester of the school year. The agreement was that in fall semester, the librarian would teach information literacy to one section, and he would teach it to the other two sections. In the spring semester, this proportion would be reversed, so that by the end of the year, both Julie and Jason would have taught information literacy to three classes.

With this plan agreed upon, dates were set for the week of information literacy teaching. Almost immediately, problems sprang up. All sections met on Mondays, Wednesdays, and Fridays—at 8 a.m., 12 p.m., and 1 p.m. The first day of information literacy teaching, with the librarian due to teach, we approached the library's classroom only to find another professor and her class already ensconced in the room.²³ Always ready with Plan B, Julie and Jason made the trek back across campus to the class' regularly-assigned classroom, but a good fifteen of the class period's fifty minutes was lost to this confusion.

Other issues became apparent fairly quickly, but not quickly enough to redesign the study for the current semester. One was that by trying to narrow the variables to just one (the instructor), we had kept the librarians' current program intact, and were in essence forcing Jason to play the role of librarian. In order to keep all three sections together, Jason had to teach information literacy at exactly the same point in the semester

²³ The library's classroom is used as a full-time classroom for two classes taught by the College of Education. The arrangement is that when the room is needed for a library session, the education class will move. Although she had been notified of the dates before the semester began, the Education professor had forgotten the date and had already set up her classroom materials. Another triumph for Porter.

that Julie did. The experiment was designed to look at *who* was teaching, which it did. What we had failed to realize in our preliminary conversations was that *who* was inextricably linked to *how*, *what*, and *when*.

Had Jason been teaching it “his” way, he would have scattered pieces of information literacy instruction throughout the semester at the point of need, but he was forced into the librarian’s schedule. Likewise, Julie prefers that classes meet in the library, so Jason had the students in the classes he taught meet in the library as well. Julie knows the pre- and post-test very well, and has the information that will be on the test distributed throughout her three lectures. Jason, on the other hand, does not know what is on the test in such detail; I had only asked him to teach information literacy in the way that he felt it should be taught. His realization, just before he began to teach, that his students would be tested—with the library’s test—on the content of these three lectures caught him by surprise; I think he spent more time on some topics because he knew they were on the post-test than because he thought they were important (Boolean searching, for example). Ideally, this will be the pilot for further study. I still think that this question is worth pursuing in more than just a theoretical way; if we replicate the study, we will eliminate the required post-test in favor of a mutually agreed upon assessment tool and we will also mutually agree on the time in the semester that is most conducive to student learning to introduce the various elements of information literacy.

After Fall Semester ended, events conspired to ensure that this trial not continue into Spring Semester. When enrollment figures came in lower than expected for Spring Semester, two of Jason’s three Composition II classes had to be cancelled due to a lack of students. Since we had hoped to adjust for some of our mistakes during the second

semester, and we were left with only one class to work with, instead of the minimum of two we would need, we realized that continuing the experiment would have to be postponed.

The three of us met to share impressions of Fall Semester and to chart our course for Spring Semester on January 10, 2012. Jason first comments on the timing of the instruction. He isolates two problems with teaching information literacy for one week out of the semester. First, he claims, it sends the message that “we’re not doing comp now, we’re doing the library” (Jones and J. Johnson, “Reflections on Fall Semester, 2011”). Conversely, “OK, we’re done at the library and now we’re doing comp again. So information literacy is not part of writing, and also the library is not a part of our class” (Jones and J. Johnson, “Reflections on Fall Semester, 2011”). “So I think that spacing it out where just going to the library is a regular thing we do from time to time could be more effective” (Jones and J. Johnson, “Reflections on Fall Semester, 2011”). Jason also believes that allowing for more time between library visits would give his students time to work with their initial sources to see which of them work well and to replace those that are not appropriate for the paper. Back in 1992 Gaunt and Nash did a similar study in which they introduced a second information literacy session mid-semester (Gaunt and Nash). Our own study would not necessarily increase the number of sessions as they did, but it would space the sessions out.

At this point, Julie suggests becoming an embedded librarian for the Spring Semester. She proposes attending the class for the entire length of the semester and intervening at the points that Jason thinks would be appropriate.

You and I can plan and go, “We’re about to hit this point, we’re going to talk about their thesis, or we’re going to talk about how we do some initial searching on those sources.” OK, now, maybe two classes later, alright, let’s start evaluating those sources. Are they going to work? Not going to work? And as I see how you teach, then I have a better idea, OK where are the students really because I know they’re procrastinating, so what you tell them is not necessarily what they do the next night (Jones and J. Johnson, “Reflections on Fall Semester, 2011”).

Jason jumps in and takes it further. “What I would lean towards, actually, would be total co-teaching” (Jones and J. Johnson, “Reflections on Fall Semester, 2011”). He goes on to explain his philosophy of teaching writing, which is centered around dialogue.

“Academic writing is dialogue on steroids,” (Jones and J. Johnson, “Reflections on Fall Semester, 2011”) he proclaims. He goes on to explain that when two teachers take different stands, then students are forced to evaluate their positions, rather than to just take a single professor’s word as law. The two agree to explore this possibility.

Spring Semester, 2012

Julie and Jason proceed with their project of co-teaching Composition II for the Spring Semester. Almost immediately they decide to eliminate the pre- and post-test as a measure of information literacy learning. Julie prefers to evaluate student learning by looking at the actual sources in the papers and how they are used. Jason has added “Use of Sources” to his (now) six-item rubric that he will use with the researched paper (Jones

and J. Johnson, “Reflections on Fall Semester, 2011”). The one Composition II class with which Jason begins the semester shrinks from sixteen students to just eleven before the end of drop/add. Julie and Jason meet before and after most class sessions and co-teach the class. They spend several class sessions in the library, but those sessions are not devoted entirely to information literacy, nor are they all within the same week. This pattern is quite similar to that used by Isbell and Broaddus in their co-teaching experience (Isbell and Broaddus).

At the end of the semester I interviewed Jason and Julie to review the year and to discuss how the intentional collaboration between the librarian and the English professor had affected—if at all—their working relationship with the concepts embodied in “information literacy.” I asked them to reflect on what the term information literacy meant to them. Julie remains focused on the five standards as defined by ACRL’s statement on Information Literacy, but she does not think that English professors necessarily define information literacy in the same way as the ACRL; she is also unsure about how English professors think information literacy should be taught.

Jason affirms this; English professors have what he calls “a small view,” of librarians’ role in information literacy, which is focused mainly on how to use the databases. He reports that it comes as “a pleasant surprise” that librarians are willing to work with students on citation difficulties. English professors’ view of librarians has what he calls “a very mechanical, technological emphasis.” He acknowledges that librarians might also help with narrowing topics, but not because it is “part of information literacy so much as just something librarians can, you know, kind of get the knack of.” The other aspects of information literacy, though—i.e. the rest of the standards—are the

“big view,” which are the purview of the English professors (Jones and J. Johnson, “Reflections on Spring Semester, 2012: Part 1”).

I don’t think English professors think of librarians as working with students on the level of ideas for their paper, ironically enough because ideas are discipline-specific; of course, composition professors aren’t teaching discipline-specific writing anyways, and so actually, probably professors in the disciplines ought to be teaching students what kinds of information they need and how to use it (Jones and J. Johnson, “Reflections on Spring Semester, 2012: Part 1”).

Jason thinks that most professors see teaching the generation of ideas from sources as the responsibility of composition professors. He admits that “we [i.e. composition instructors] wouldn’t normally call it information literacy, but once information literacy is defined properly—more fully—I think we generally think that that’s mostly our—what we’re responsible for” (Jones and J. Johnson, “Reflections on Spring Semester, 2012: Part 1”). Here the librarian, Julie, views information in terms of the “larger picture” shaped by the ACRL Standards, while the English professor associates the term “information literacy” with the library and what the librarians do, although once he accepts the definition of information literacy in its wider scope, he recognizes that both librarians and writing instructors have input into the teaching of information literacy. Jason’s view of librarians as mechanical and technological “experts” is not the prevailing view of librarians that I saw in Chapter Four; the respondents to the

survey had more of an appreciation for the wide range of expertise that librarians can bring to a conversation about information literacy than Jason seems to have.

Julie admits that she does not have what she would term a “strong” personality, and was not forceful in the class. She felt that Jason assigned her a more limited role than might have been warranted. He was “very database focused” as he asked her to contribute; Julie asserts that if she were to have this type of role again that she would have much to add in terms of how students were using sources or how they were developing their ideas. Looking back on the semester, she acknowledges that the students soon realized which professor had the most power.

She also appreciated the opportunity to see the semester from start to finish. She was able to observe how Jason was able to weave information literacy into the fabric of the class in small pieces—something that librarians rarely have the chance to witness. Julie learned “what they consider to be their territory and what they consider to be ours [i.e. librarians’]” (Jones and J. Johnson, “Reflections on Spring Semester, 2012: Part 1”). The writing instructor’s working definition of information literacy is not better or worse than the librarian’s, she claims, it’s just different. As Jason did not realize that much of what he teaches falls into the classification of information literacy, likewise, Julie, the librarian in the situation, was able to appreciate how limited the librarian’s role can be as a result of the lack of time spent with students in the classroom.

Jason points out that Julie has touched on a key point: “the embeddedness of information literacy within the whole—that it’s not what the practice of going to the library for a week might suggest—something separate, something added on, which you can make it be if you reduce it to using databases” (Jones and J. Johnson, “Reflections on

Spring Semester, 2012: Part 1”). The conversation evolves into a discussion of this question. Is information literacy inextricably embedded into writing? If so, what is the result if it is taught—even partially—as a “tacked on” addendum to any course (even if the composition instructor is the person doing this, as Jason was during Fall Semester?). My survey results indicate that the majority of librarians and writing instructors do feel that the connection between writing and information literacy is much more than casual, although to my knowledge, there has not been a quantitative study which compares the results from “embedded” information literacy instruction versus “modular” instruction.

Jason admits that he felt “awkward” as he taught the information literacy week (in the Fall Semester), because he was operating as a librarian would, and teaching toward a test that he had not written. If he had been able to teach it in his own way, he would not have set aside a specific week to visit the library, but would have tried to weave it in seamlessly over the whole semester. “The current setup kind of relieves English professors from having to think about the technological and technical aspects, so therefore it’s not integrated into their whole thinking about information and sources and ideas and writing” (Jones and J. Johnson, “Reflections on Spring Semester, 2012: Part 1”). He maintains that it would take some time and practice for professors to integrate this aspect of information literacy into their courses.

Julie also noticed a difference in information literacy teaching style because the pre- and post-tests were not involved. She admits to being focused on “teaching to the test” when she does the standard information literacy session; that pressure was completely absent during the co-teaching experience because the decision had already been made not to use the pre- and post-tests. This allowed her to focus more time on

elements that she saw as important in the context of a given class period. Jason connects this to the English professor's view of librarians. "Where would they get a different perception," he asks, "if that's how they encounter librarians? It's in the context of a one-week [sic] and in the context particularly of this assessment of those twenty questions that are very narrowly defined information literacy. That is a very tangible definition and there's not a competing definition; it just would be an automatic [sic] for that to be what the perception is" (Jones and J. Johnson, "Reflections on Spring Semester, 2012: Part 1").

Jason also sees librarians as the lowest faculty members on the "intellectual academic totem pole." Most other faculty do not consider that librarians hold advanced degrees and do scholarship; they are therefore not recognized as peers by the faculty.

While he suggests that librarians make their scholarly activities known across campus, the librarians at Southeastern have done this with little effect. Faced with this evidence, he admits, "This is the thing about inaccurate perceptions; it doesn't matter, evidence to the contrary" (Jones and J. Johnson, "Reflections on Spring Semester, 2012: Part 1").

Julie proposes that offering to do more in the classroom might open peoples' eyes to what librarians can do. Jason agrees; without knowing all that a librarian can do, how can professors know to ask them? Jason also characterizes the classroom as an often lonely or isolating place for professors; he wonders if more in-depth interaction with librarians, such as he and Julie had Spring Semester, would result in a richer classroom experience for students and professors alike.

I asked both Julie and Jason about the student scholarship in the classes and whether there was any difference between the two semesters in quality and use of sources in the students' writing.²⁴ Jason responds:

In a couple concrete cases students had better sources ... because they had a better relationship with Julie and they spent more time with Julie looking for sources.... That may just be my perception.... This is how I would assess information literacy.... I would look at the final researched essays and I would look at how the sources were used and I'd look at the quality of the sources and the number of sources.... My general impression is that we just have too small of a sample size. The biggest determiner of how good the final essays are going to be is how much the students knew and could do before they came in the class (Jones and J. Johnson, "Reflections on Spring Semester, 2012: Part 1").

Julie adds her opinion; that the students in the Spring Semester class did an incredible job of writing compared to most of the Composition II papers she normally sees.²⁵ An extension of this initial study would certainly incorporate assessment of students' use of sources into its design.

Jason's ideal for teaching information literacy would include guidelines calling for "deeper, more intellectual collaboration between composition professors and

²⁴ During the first semester, the information literacy skills of the students in the three sections were assessed using the existing test that had been used at Southeastern during the six previous years (and which we continue to use, although we are working on revising our assessment). The decision was made not to use this tool with the eleven students in the co-taught section, who were assessed in conference with both professors.

²⁵ Southeastern University has an undergraduate research award; one of Julie and Jason's students is among the top three finalists for this award as of this writing.

librarians” (Jones and J. Johnson, “Reflections on Spring Semester, 2012: Part 1”). The survey results in Chapter Four support this desire, shared by most librarians and writing instructors who are interested in information literacy, to spend significant time in interdisciplinary discussion. He also believes that information literacy instruction should be embedded in the whole course. This would rule out the one-week library intervention that is the current status quo at Southeastern University. Julie agrees that both of these would be desirable outcomes, but wonders how especially the first could be mandated. She sees the situation she had with Jason as a special case and cannot easily imagine the typical librarian/professor relationship evolving in this direction. Jason speculates as to how these relationships might be directed: perhaps through the Writing Across the Curriculum Committee or perhaps through a seminar for faculty co-taught by Jason and Julie. The librarian could train individual faculty members, could be embedded in the course, or could attend the course regularly, but not necessarily every class session (Jones and J. Johnson, “Reflections on Spring Semester, 2012: Part 1”).

One specific way that Jason mentions of collaborating more deeply would be to have conversations with individuals who are teaching Composition II about how information literacy would fit into each section they are teaching. The librarians had been under the mistaken impression that Composition II was taught in basically the same way by each professor from a standard syllabus, but Jason corrects this notion. He actually has no idea how the other professors in the English Department are teaching Composition II, but he would like to know more. Jason asks about ways in which composition instructors might help librarians, since we have already discussed librarians helping composition professors. Julie has been enriched by her conversations with and observation of Jason,

especially with regards to pedagogy (Jones and J. Johnson, “Reflections on Spring Semester, 2012: Part 2”).²⁶

In an ideal world, Jason would like to see “small [perhaps ten students], team-taught, inquiry-based courses,” themed in some sort of exciting topic, with interesting readings. Information literacy and writing instruction would be in the center of the course as the students investigated the theme. Practically, though, this model would be difficult to pull off at an institution like Southeastern University—and most institutions—due to the expense of a co-teaching model. A more realistic goal for the information literacy program, according to Jason, would have multiple components: it would include a multi-year plan; it would feature intentional relationship-building between departments; professors would be engaged in discussions leading to individualized instruction plans for each section; information literacy would be woven in across the semester—both the teaching of the skills and the model of intellectual community that dialogue between librarian and composition instructor would provide (Jones and J. Johnson, “Reflections on Spring Semester, 2012: Part 2”).

Another of Jason’s ideas would be to have each student have an individual session with a librarian, during which the librarian would review the student’s sources and be available for consultation. The student would have to present a report from the librarian to the teacher, stating that sources were appropriate, cited correctly, and so on. This would be an issue of librarian time, but could certainly be piloted with selected composition classes (Jones and J. Johnson, “Reflections on Spring Semester, 2012: Part 2”).

²⁶ As little as many English professors have been taught pedagogical theories and techniques, most librarians have even less academic background in pedagogy.

Julie has a different approach to an ideal for information literacy. Librarians' lack of any authority (i.e. grade-issuing authority) means that students "don't care what we have to say." Julie references a psychology professor who has invited the librarian and the head of the Writing Center to come in for five to six weeks in Fall Semester, 2012. They will instruct students and grade assignments that they give. There is a tension, though, in that librarians are not compensated for the extra time that grading might take (Jones and J. Johnson, "Reflections on Spring Semester, 2012: Part 2").

On the topic of assessment, Jason is cautious for several reasons: it tends to be arbitrary; it can take a massive amount of time if done well; it can be too subjective; it can become very expensive. He prefers what he calls "intuitive assessment," that is, measuring students' engagement in class, the work they are turning in from week to week, and so on. If this is followed by immediate intervention, it can be effective in terms of potentially bringing the student back into step with the class, but it does very little in terms of institution-wide or programmatic assessment. "You can't measure learning unless you have a start point and an end point, and you kind of only have them for one point in the semester.... So I measure engagement and I measure quality of production, on the assumption that those will lead to learning" (Jones and J. Johnson, "Reflections on Spring Semester, 2012: Part 2"). Jason cites *Academically Adrift* to assert that if his students are engaged, i.e. reading, writing, and thinking about what they have read and written, they will be learning. My own beliefs about assessment differ sharply from Jason's; I cannot imagine teaching without attempting to measure learning, but I agree that it can be difficult and frustrating.

In terms of information literacy, then, during the Fall Semester, the students—both librarian-taught and professor-taught—were assessed via the post-test; during Spring Semester, they were assessed via the one item on the rubric that refers to sources.²⁷ He speculated, though, on the possibility of Composition II research papers being graded by an outside panel that would include a librarian and several professors, rather than by the professor of record. This would free the professor of the stigma of being the “bad guy,” and would theoretically reduce personal bias. Of course, time is again an issue. Perhaps there could be a “grading co-op;” each professor who submitted papers would grade someone else’s papers.

As I reflect on the collaboration between Jason and Julie during the 2011-2012 school year, I am grateful for the not insignificant amount of time they both spent in and out of the classroom in allowing their approaches to information literacy teaching to become the object of my study. The conversations reported above exemplify the type and quality of in-depth discussion about information literacy that many of us involved in its teaching yearn to hold more regularly. That said, it is important to remember that these conversations are as much about the relationships of the three individuals involved as they are about information literacy in general.

The choice of Jason as the professor with whom to collaborate, for example, had its own ramifications. His youth and energy meant that he was willing to experiment with several new approaches, while his interest in pedagogy guaranteed that he brought thoughtful commentary and a solid theoretical background to the conversations. His self-confidence in the classroom and his belief that librarians play the role of technological

²⁷ Jason’s rubric is basically a checklist. He does not assign point values to various items on the rubric.

support staff probably meant that Julie had less voice in the conversations that I might have wished.

Nonetheless, I came out of this year of observation with the belief that if information literacy is not taught in a separate class, the next-best approach is to come as close to a co-teaching situation as possible. This solves several problems: the students' reluctance to speak to librarians diminishes as they get to know the librarians as professors in their classes; information literacy is kept in context as much as possible; and the co-teaching team can model the type of academic conversation that they are trying to teach students to emulate in their use of sources.

As I have already mentioned, however, the practical difficulties in sparing a librarian to fully co-teach are not insignificant. This semester (Fall 2012), Julie and Jason are using a modified hybrid of co-teaching/embedded librarian; Julie is attending six class sessions at various points in the semester, enough to establish a familiar presence, but few enough to allow her to use more of her time to deal with her already-existing duties.

Students

I surveyed all of the students in Jason's sections. There are three groups of students: eighteen Fall Semester students taught by the librarian; thirty-two Fall Semester students taught by Jason, the composition instructor; and eleven Spring Semester students co-taught by Julie and Jason. All students received the same survey, and their participation in the survey was optional. Several of the questions resulted in virtually identical responses across all classes. A question about their writing and research process showed basically three groups of students. One group (the largest) locates and reads

sources, then outlines,²⁸ writes, and revises the paper. A second group outlines first, then finds and reads sources and writes and revises the paper. The smallest group skips the outline step altogether. Most of these follow the first pattern of beginning with source location, followed by writing and revising. This pattern was consistent in all classes.

The students in all of the classes were also confident that they knew enough about plagiarism to avoid being accused of it. Only two of fifty-nine students expressed reservations about their grasp of this concept. Likewise, almost all of the students claimed that they learned more about their topic during the research process and during the writing process (fifty-five students learned during research; fifty-two²⁹ learned as they wrote; four claimed that they learned nothing about their topics).

I asked the students who taught their classes about information literacy (i.e. sources). For those classes in which Julie participated, all of the students knew that both a librarian and their professor had spoken to them about sources. The classes which only Jason taught (noon and one p.m. Fall Semester) were a little bit confused; seventeen of them said a librarian did come teach their class about sources, while fifteen of them said a librarian did not come. Part of the reason for this confusion may have been that I did come and speak to their class about participating in my research, and they may have interpreted that brief introduction as a librarian speaking to their classes about sources, although I did not do any teaching.

To the question regarding how they found their sources, I gave the students several choices: Google searches, Wikipedia, asking a librarian, asking the professor,

²⁸ Jason does not require an outline in his classes; any outlining done would be voluntary and for the student's own benefit.

²⁹ Students could choose as many of these statements as they wished. A few students did claim both that they learned and that they did not learn.

asking a friend, library databases, reading a book, and other. In all classes, the Google search was the most frequent response, with between eighty-nine and one hundred percent of students indicating that they searched Google, although some stipulated that they searched Google Scholar. A large number of students (between eighty-two and one hundred percent) also indicated that they searched library databases. Interestingly, only nineteen percent of students in the professor-taught classes asked a librarian for help in finding sources, while thirty-nine percent and forty-five percent of students in the classes in which a librarian had some presence requested help from a librarian. One reason to continue having librarians teach information literacy might be just to give students a familiar face with whom to connect at the library.

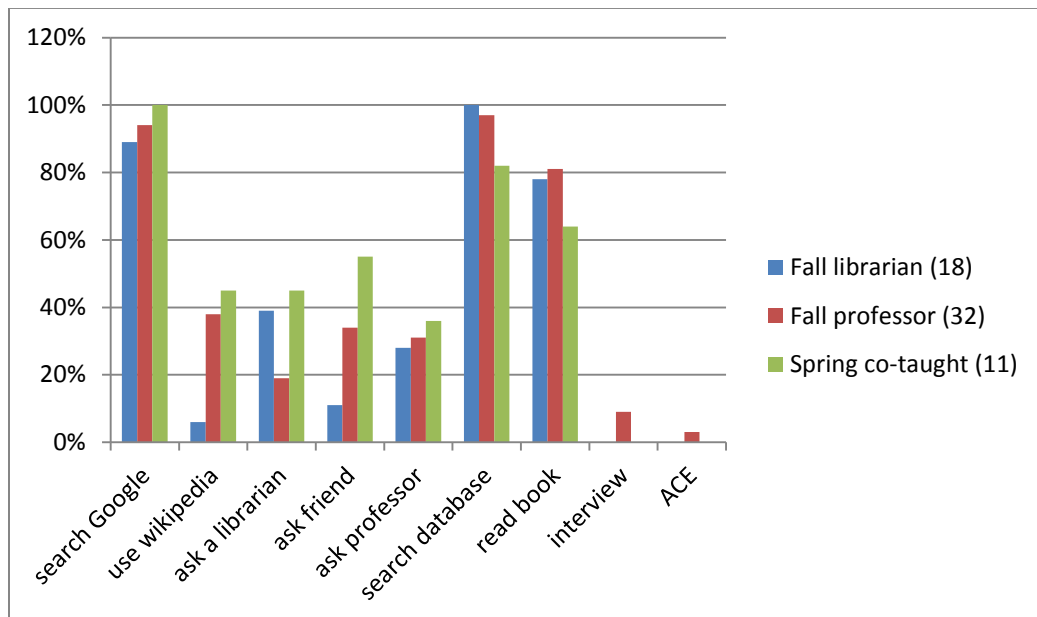


Figure 30: How Students Found Sources

I also asked how many sources they cited—Jason had no required number—and how many sources they read completely. The fall classes, both librarian and professor-taught, averaged eight sources per student, while the co-taught spring class had twelve

sources per student. Of these, the Fall Semester classes read about five of the sources completely, about sixty percent. The Spring Semester class read an average of eight sources completely, or about seventy percent. I would attribute this to the small class size (eleven) and the increased amount of personal attention—including the benefit of having two professors—that the Spring Semester students received, rather than to any difference in the way information literacy was taught.

Students had a variety of responses to the question asking for the most important thing they learned in the class about source use. I did not notice a pattern of responses that set one class apart from any of the others. The most common response (twenty students) dealt with evaluating sources; the idea that all sources are not equal and that students are responsible to weigh the credibility of the source before using it in an academic project was very important to them. Searching skills and citation skills were the other two responses that more than five students named. A similar question asked students to identify the one important hint they would give another student who was starting out with using sources. Again, the students tended toward Standard Three; they would tell friends to be choosy about which sources to use and to evaluate the sources before incorporating them into the paper. Other frequently mentioned advice: learn to use the library's databases; learn to cite correctly; and ask for help if you need it.

Overall, the conversations about information literacy that I conducted with Jason and Julie and my observations in their classrooms during the school year were productive and generative in my thinking about information literacy from different disciplinary perspectives, but the work that we did with the classes was less noteworthy. We were aware during the entire process that any real changes in students' information literacy

skills might or might not be attributed to any changes in our ways of teaching. Even having a librarian co-teach the entire class—while it did make the librarian much more aware of the thought process that goes into teaching Composition—did not markedly change students’ procurement or use of sources in their writing. The next step in this research would be to expand the study: to obtain a sample size that would allow for meaningful results and to introduce an information literacy course, or at least a multi-week information literacy module, into the general education sequence.

We did not feel that the time was wasted, however. Some local changes have resulted from our collaboration and research. I have shifted the emphasis in my own composition courses to writing about writing, and I dedicate a full class session to each of the five information literacy standards. The instruction librarians at Southeastern are redesigning the library instruction that has been used in Composition II for the past seven years to incorporate instructor preference, to visit the class when the instructor believes it will be most helpful, rather than for a week at a time, and to shift assessment from a twenty-question objective post-test to a more holistic model that takes the quality and use of sources that the student has actually located into account. These changes are direct results of the conversations and experiences that the librarians shared with the writing instructor over the course of the past year. I have also asked to be invited to at least some English Department meetings and hope to open doors to ongoing cross-disciplinary conversation about information literacy.

Chapter 6

Here we are then. We have examined the history of information literacy, through publishing records. We have seen three different aspects of the current state of information literacy: a local situation, online presence, and survey responses from nearly three hundred individuals in a wide range of institutions. In this chapter, I address the influence of administrators and accreditation requirements on information literacy programs. I then give recommendations to practitioners of both Rhetoric and Composition and librarianship on incremental improvement of local programs. Finally, I present my prognosis for information literacy, based on what I have learned through this process.

Administration and accreditation

Positioned as they are toward the bottom of the academic hierarchy, librarians and compositionists rarely have enough power to mandate institution-wide changes. For a program such as information literacy to gain a foothold at an institution, it seems imperative that at least one level of administration above the departmental would be involved. When this is the case, there are three main possibilities for the situation to have evolved. The regional accreditors may have instituted a mandate; the institution itself may have chosen information literacy as a cornerstone of an institutional improvement plan such as a QEP; or there may be an institutional requirement for graduation such as a core general education requirement or outcome related to information literacy.

The regional accreditors each have their own requirements for reaccreditation at the post-secondary level. The U.S. is divided into six regions for the purposes of accreditation: Northwest, North Central, New England, Middle States, Western and Southern. The Middle States Commission has gone the farthest in requiring information literacy for accreditation. Their requirements stipulate that “information literacy is an essential component of any educational program at the graduate or undergraduate levels” (Middle States Commission on Higher Education 42). This standard appears in the section on educational programs, not in the library section. It is no coincidence that institutions in the Middle States region have some of the strongest information literacy programs.

The Western Association also mentions information literacy as a critical component of the baccalaureate programs of the institution. Standard 2.2a states that baccalaureate programs should “also ensure the development of core learning abilities and competencies including, but not limited to, college-level written and oral communication, college-level quantitative skills, information literacy, and the habit of critical analysis of data and argument” (WASC Accrediting Commission for Senior Colleges and Universities 14). In other words, in the Middle States and the Western Association, information literacy is not viewed as a function of the library. By removing it from the library’s purview, these two accrediting agencies have already strengthened information literacy’s claim to be a program in its own right.

In the New England region, information literacy is listed both in the educational standards and in the library standards. Standard 4.6 under Academic Programs states:

The institution ensures that students use information resources and information technology as an integral part of their education. The institution provides appropriate orientation and training for use of these resources, as well as instruction and support in information literacy and information technology appropriate to the degree level and field of study (Commission on Institutions of Higher Education, New England Association of Schools and Colleges 7).

In the Northwest region, information literacy is not mentioned in the standards, although library instruction is. Standard 2.C.6 in the Education section states that “Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process” (Northwest Commission on Colleges and Universities), while Standard 2.E.3 in the Library section mandates that:

Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered (Northwest Commission on Colleges and Universities).

Similarly, the Southern Association does not mention information literacy. Its Standard 3.8.2 requires that “The institution ensures that users have access to regular and timely

instruction in the use of the library and other learning/information resources”

(Commission on Colleges, Southern Association of Colleges and Schools 29).

Finally, the North Central Association does not mention either information literacy or the library anywhere that I can find in its “Criteria for Accreditation.” The closest approximation to information literacy is their Core Component 4d which requires “support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly” (Higher Learning Commission of the North Central Association of Colleges and Schools). The strength of the regional associations, that they are answerable to the region’s membership, becomes a weakness with a specific topic like information literacy; some regions like the Western and Middle States have ideal support for information literacy built in to the standards, while others place information literacy in the library or do not mention it at all.

For the regions that do not have strong information literacy statements in the accreditation standards, there are still administrative options for strengthening the program. One of these is special accreditation requirements. To my knowledge, only the Southern Association requires a Quality Enhancement Plan (QEP). The Northwest Association mandates “themes” selected by the institution; several institutions in the region have information literacy as one of their themes. Information literacy or a closely related topic factors in to the QEP in quite a few schools in the Southern Association, among them the University of Central Florida, Texas Southern University, and North Georgia College and State University. Because the QEP must have significant institutional support, including budget and staffing, in order for the institution to qualify for reaccreditation, these institutions will have a solid foundation for continuing to

emphasize information literacy even after the plan is no longer a requirement for accreditation. Most schools will not want to abandon a plan that has had major contributions of time and money over a period of five to ten years.

When there is no support for information literacy from accreditation efforts, either at the regional or at the institutional levels, there is still opportunity for administrative support via general education or core competencies. Regional accreditors expect universities and colleges to have defined general education outcomes and core competencies for graduating students, and to have a way to measure students' knowledge of these competencies upon graduation. If the institution recognizes the importance of information literacy and adopts it in the general education or as a core competency, institutional support must follow upon that decision.

Frankly, without support at the administrative level, I do not believe that information literacy programs can be robust and self-sustaining. As Porter reminds us, institutional purchase must be gained bit-by-bit through rhetorical and political skill (Porter et al.). At the library and departmental level, solid partnerships can be built and nourished, and information literacy instruction can be introduced in composition classes, but one or two class sessions are not enough to teach and reinforce the information literacy standards, nor will students hear the same message from professors in upper division and majors classes. Assessment will be difficult because it will be limited to immediate feedback from the class that sponsors the information literacy session; no long-term assessment will be possible. Realistically, though, this will be the situation in which many librarians and writing instructors find themselves. The first step, then, is to

work together toward institutional change; meanwhile, my findings have revealed concrete steps that can be taken toward strengthening information literacy programs.

Writing Instructors

Writing instructors are very concerned about information literacy, but like Jason, many have taken relatively little time to intentionally improve their focus on this aspect of the curriculum. Within their own classes, writing instructors can make sure to be aware of the information literacy standards and assure that they are each being covered—and at best being covered and reinforced—by either the librarian or the instructor, or both. It is especially important to make sure that Standard Four, on incorporating sources into the student's own work, is thoroughly covered, since this is the standard that librarians are least likely to teach.

Familiarity and ease with current library resources is another way that composition instructors can support information literacy. Assignments that require the use of a resource the library does not own are an embarrassment to the faculty member, but in my experience, and according to the results of the survey, they are given more often than one might think. Being able to answer students' questions about searching databases and finding other resources reinforces the idea that this information is important to know in whatever discipline; research is knowledge within the discipline, not a mystery that requires a librarian/priest to intervene. Know the contents of the library website as they relate to your class and information literacy and make sure that students know it is there.

Most importantly, the faculty member should take sources and source use into account when grading. Even if the faculty member prefers that the librarian teach the information literacy portion of the course, since the librarian has no responsibility for grading in most cases, the instructor needs to take that responsibility. I have had students tell me that only librarians care about citation format because they have never been held accountable for it in a class. Students quickly learn that the “important” knowledge in a class is the knowledge that they are graded on. As Robinson and Schlegel found, it is an unfortunate truth that elements of learning which do not have grade consequences are generally not taken seriously (Robinson and Schlegel).

Other actions the composition instructor can take affect the relationship between the instructor and the librarians. Overarching any specifics would be an attitude of openness and a willingness to engage in conversation about information literacy. This needs to be evidenced in proactive engagement; if both groups wait for the other to initiate contact, the contact—desired by both disciplines, according to the survey results—may never take place. By virtue of their education and their daily practice, composition instructors have access to theoretical and practical knowledge that many, if not most, librarians do not have.

Pedagogical techniques are foremost here. Librarians often have no pedagogical training; even if they do, they do not know your class the way you know it by this point in the semester. Any tips you can give on teaching style, classroom management, or techniques that have worked particularly well with a certain class will be appreciated. Similarly, most librarians have no background in rhetoric. Take the time to give them an introduction to basic rhetorical concepts such as audience, context, and purpose. Give

examples of how sources can be used to accomplish a variety of rhetorical ends. Not only will the two of you be presenting a more unified message to your class, but the librarians will have new information that will allow them to place information literacy into a larger disciplinary context.

If your institution has a Writing Across the Curriculum or Writing in the Disciplines program, hold a conversation with the librarians about how they might use techniques from WAC in an information literacy program. With the budgetary difficulties that most libraries face, they may be near the point of having to consider an alternative to sending a librarian to every class to which one is invited. The model of equipping faculty to teach a skill combined with their own disciplinary knowledge will be one that more and more libraries will have to consider. My work with the survey indicates that many compositionists are already thinking along these lines with regard to information literacy, since they have experience with WAC/WID.

Until you are told otherwise, though, do continue to invite librarians in to your classroom whenever possible. The research in this dissertation has given quite a few solid reasons to do so: modeling interdisciplinary conversation; reinforcement of key concepts; practical evidence for the students that information literacy is important; and not least, familiarizing the students with a friendly face from the library who they will not hesitate to approach if they need individualized help.

Before the librarian visits your class, take the time to get together to have a conversation about the class. Let the librarian know what your goals are for the library visit for this particular class, what assignments the students are working on, and the elements of information literacy you would particularly like covered. In addition, ask the

librarian about assessment. Would it be helpful to have access to papers or work done as a result of the session for use in their assessment efforts? Both the survey results and my observations of Jason and Julie's conversations demonstrate that writing instructors find more value to their classes in information literacy instruction when the librarian shows rhetorical sensitivity to the context of the teaching.

During the class visit itself, be in attendance. Nothing sends the message that a class is unimportant like the instructor failing to be present. Not only will classroom management issues be much more likely to occur, impeding any teaching the librarian will be attempting, the students will know before class even starts that this is a class session which can be disregarded. Rather than sitting in the back of the classroom grading papers, interact with the librarian. Ask questions; make the librarian's comments class-specific by adding your own information. Your engagement in the process will encourage the students to be equally engaged.

Librarians

There are a number of steps that librarians can take to strengthen their institutions' information literacy programs. In terms of their relationships with the rest of the institution in general, and specifically with the writing department, first and foremost librarians need to be approachable and invite collaboration. The stereotype of the "noise Nazi" shushing and enforcing rules needs to be eliminated as the librarian's image. It is difficult to overstate this need; faculty and administrators alike do not react well to being held to seemingly arbitrary rules instituted and enforced by the petty tyrants of the library. A library that is welcoming and helpful to everyone across the campus needs to

be the top priority of everyone connected with the library program. Librarians must become more rhetorically aware of the effect of their words and actions. They have more power to influence how they are seen across campus than they may realize; their use of positioning rhetoric as an intentional way to shape their professional images will become more and more crucial.

Librarians tend to be characterized as quiet, introverted, and retiring, but even if their personalities tend toward the less outgoing end of the spectrum, their situation among the least-respected and understood group of faculty members requires that they take steps to make other faculty and administrators aware of their skills and accomplishments. Librarians must disregard their inner constraints against bragging or boasting, and make sure that the campus knows when they have presented, published, or been recognized by the academic community. They must recognize where library procedures introduce unnecessary bureaucracy into the faculty's interaction with the library and work to become less bureaucratic and more customer-friendly.

Within the library, there are some steps librarians can take to improve information literacy, even without institutional support. Library administrators can facilitate regular conversations about the library's relationship to the teaching of information literacy, including introducing some rhetorical theory and the idea of viewing information literacy as a process. This will give librarians some common vocabulary with writing instructors who are used to teaching their students about the writing process, of which the information literacy process is a subdivision. It will also move them away from the product orientation, which discourages context-sensitive, rhetorical awareness.

The library's approach to information literacy should be intentional in mapping the information literacy standards to the curriculum at large. If the composition class one-shot is not adequate—which virtually all librarians assert—then identify other key classes that will supplement it. Even without an institutional mandate, progress can be made in this area by having a logical plan and taking incremental steps to implement it. The survey results indicate that this kind of cross-curricular mapping is one of the top elements of a successful information literacy program.

Additionally, assessment needs to be a key part of the information literacy program. How assessment will be implemented at various institutions will differ, of course, but it needs to attempt to measure learning as well as to generate feedback on making the program stronger. Whether this will involve having input into student grades or not can be negotiated with the persons involved, but in any event, a strong program of assessment will be time-consuming. Librarians and library administrators need to recognize that without an assessment piece that gives meaningful feedback on the program, their information literacy efforts will have a very slim chance of improving, and an equally slim chance of being respected or implemented by anyone at a higher institutional level. Even skillful rhetorical maneuvering such as Porter suggests will be ineffective without a fully developed assessment program to demonstrate value to the institution. The time to make assessment a successful priority must be found in order to have a viable information literacy program. At Southeastern, we have been consistently assessing information literacy teaching for several years; the program we are currently developing will move from objective questions to a holistic assessment of sources and their use within the research paper; we hope that this will eventually lead to institution-

wide portfolios that cover the students' entire undergraduate experience and can be used to assess multiple outcomes holistically.

Librarians are justifiably proud of their LibGuides, but as I studied the various library websites, I noticed that there are some ways that librarians could make them even better. LibGuides are so easy to create that they tend to proliferate; they can be created by anyone with a login, so my assumption is that libraries that use departmental liaison programs allow librarians to create LibGuides for the departments with which they liaison. The result can be too many LibGuides and/or too much information within the LibGuides themselves, creating only more confusion for students and other library users trying to navigate the library's website. Libraries should have a plan for their websites and their Libguides; each LibGuide should have a specific and needed purpose and specific, focused, and limited information. This should tie in with the overall information literacy plan. Otherwise, even if the needed information is present, easily-discouraged searchers may become frustrated before they can find it. Librarians should also get input from writing faculty on LibGuides for composition classes or LibGuides that teach information literacy. This will avoid the duplication of labor, as writing faculty can point students needing the information to the library's web resources, rather than having to write their own. It will also insure that the necessary information is available for students in one easy-to-find location.³⁰

As librarians interact with composition instructors, there are two key ideas they should remember. First, in addition to any departmental-level agreements or

³⁰ Again, at Southeastern University we are attempting to follow through on this recommendation. Although we have fewer than one hundred LibGuides, I have asked the librarians to stop developing new ones until we can write a plan that will ensure that their continued development is logical, progressive, and warranted.

conversations, there should be one-on-one discussions with composition instructors about the specific needs of individual classes. How does the information literacy session fit into the semester as a whole? What are the instructor's goals for the session? What assignment will the students be working on that will reinforce the learning from the session? The librarian also needs to let the composition instructor know about other options for sessions; if the librarian is willing to teach on citation formats, source evaluation, topic narrowing, and other information literacy topics, let the composition instructor know this, rather than assuming that what librarians do and know is common knowledge. Jason was quite surprised at the range of topics librarians were willing to handle; once the professors are educated about the range of the librarian's competencies, they are more likely to expand their collaborative efforts.

Compositionists and Librarians

Finally, there are some pieces of advice that apply equally to both composition instructors and librarians as they work together to promote information literacy. Be intentional about opening lines of communication between the library and the writing program. It does not matter which group initiates the communication as long as someone does and both groups make a commitment to regular, open, constructive conversations. If there is little institutional support at higher levels for information literacy, work together on an institution-wide plan for teaching information literacy in as many settings as it takes to help students become information literate. Incorporate elements of Porter's institutional critique here; craft statements to produce the results you desire. Plans authored solely by one department have much less institutional clout and a much

narrower focus than plans engineered by faculty from multiple departments working together.

Within the two departments, consider innovative teaching methods. Perhaps there is a teaching technique that a librarian or a composition instructor has always wanted to try. Experiment with embedded librarianship, co-teaching, student-directed learning, and other educational innovations that you believe might enhance your teaching and help your students learn. Give one another ideas. Help one another to stay current in information literacy as it is emerging multiple disciplinary contexts.

As these conversations continue and relationships between individuals in the two departments begin to become stronger, do not take these relationships for granted. The relationships will need to be reinforced by regular meetings and conversations in order that they do not languish from lack of nourishment. Not only do the individual relationships need to be built, however. Take the time to put formalized structures into place that will outlast any current relationship. While it is important to occasionally revisit structures to make sure they are vital and necessary, and while it is important to remember that any program is not in existence to support the structure, but vice versa, a program with structures in place will be more difficult to dismantle. This will also make it more likely that students will be given relatively equal exposure to information literacy, rather than some students never hearing about information literacy while others receive the same instruction several times, as can occur in informal, relationship-based information literacy instruction.

In terms of their relationship with the campus at large, then, both groups should recognize that they are stronger together than apart, but that they are still only capable of

bringing about limited change until campus-wide faculty and administration are sold on information literacy to the extent that they are willing to take action at the institutional level. Both librarians and writing instructors can build relationships with disciplinary faculty and with administrators. Finding a champion for information literacy who has a voice that is respected campus-wide is crucial. Once this has been established, implementing curriculum mapping so that information literacy skills are taught and reinforced throughout the curriculum and at all levels can be initiated.

It is important to be politically and institutionally aware. If change is to come for the status of information literacy on campus, it will probably have to be hard-earned. It will not be enough to be good at doing what your department does—whether that is teaching composition or operating the library. Porter et al. remind us that “understanding the power and operation of [institutional] structures is important to developing strategies for changing them” (Porter et al. 626). If, as they claim, the most powerful opportunities for change are in the already-existing fault lines within the institution, the dysfunctional state of information literacy teaching on most campuses must certainly be one of these fissures.

The preceding recommendations have been gleaned from the research I did for this dissertation, whether it was the examination of websites, the responses from surveys, or the in-depth conversations I had with Julie and Jason. If institutions are already taking these steps, they probably have a stronger information literacy program than those that are not implementing them. It is probably not practical for an institution to adopt all of these recommendations, but they are presented in a way that allows for librarians and/or composition instructors to proceed incrementally as their situations allow.

Whither Information Literacy?

The steps that I recommended above are meant to be practical and fairly immediate, ideas that can be put into action in a local situation to take the information literacy program from its current state and make it a bit better. After doing the research and writing required by this dissertation, though, I believe that I need to give a more focused and less fragmented response to what I have discovered about information literacy instruction as it exists today.

In the introductory chapter, I named four possibilities for the future of information literacy: librarian-taught, writing instructor-taught; taught as collaboration between writing instructor and librarian; and taught as a separate body of knowledge. None of these models would be a disaster, and all of them may well be implemented by various institutions to address specific situations. The secret is time. If librarians are given the responsibility of teaching information literacy, at the very least it should have a semester-length class of its own—the next step toward information literacy as a discipline. If compositionists are to teach it, again, it should be given more time than it receives in most composition sequences. Collaboration between librarian and writing professor should lead toward the recognition that information literacy deserves a semester at least. Thus all of these options move information literacy toward becoming a more significant portion of the curriculum. The establishment of a semester-long class in information literacy is a key step, but it is really just a beginning. Information literacy needs to be mapped throughout the curriculum so that students who acquire foundational knowledge

in a general education course will be able to practice and build on that foundation as they deepen skills in their major fields.

Based on a course that the librarians at Southeastern University developed in 2011-2012 as an introduction to the honors thesis, this course might begin by examining various texts of the type the students will be writing (in this case, honors theses). This is followed by several class sessions on the implications of and possibilities inherent in topic choice. Once the students have chosen a topic, they begin to search for sources; during this time, they are receiving instruction on the subtleties of various databases and other types of searching, on writing critical annotations, and on interacting with source material with regard to the student's own topic. By the conclusion of this portion of the class, they have a thirty-six source annotated bibliography. The final segment of the course involves investigating disciplinary conventions as they convert their annotated bibliographies into research proposals.

I believe that information literacy today is in a very similar position to Writing Studies in the 1960s, and that its future needs to be similar. In many ways, information literacy has an easier task, since it has the successful model of rhetoric and composition studies to guide it. Like writing, information literacy is in many ways a set of skills that applies to all disciplines, yet that didn't stop Writing Studies from emerging as a discipline in itself. Likewise, information literacy needs to become its own discipline, with professors who prepare students for success in all disciplines. The explosion of information that is available to anyone with an Internet connection has changed the landscape of research, and this change will only accelerate; the amount of change the field has seen since 1980 will just increase in the years to come.

As the new discipline of Rhetoric and Composition emerged in the 1960s, those who were at the forefront of the movement had the rhetorical awareness and skills to shape the discipline as they thought best. Similarly, those who will come from the discipline of Rhetoric and Composition to assist in the birth of the discipline of Information Literacy will have the rhetorical power to shape the discipline as they think best. Maureen Daly Goggin describes the emergence and solidification of Rhetoric and Composition through its journals and professional organizations (Goggin); a similar path will probably be taken by the new practitioners of Information Literacy.³¹

Although librarians and writing instructors will never operate completely free from information literacy, there is evidence to indicate that it has evolved into a field that could exist outside of the library and/or the composition classroom. The repeated calls for separate classes that would be required of all students in order to graduate lend support to this position. If information literacy follows in the steps of rhetoric and composition, there would be general education classes taught from the information literacy department by information literacy faculty. Information literacy faculty would also guide the information literacy program across campus as it was mapped into upper division learning in the disciplines. Professors in every discipline would have the opportunity to attend workshops on teaching information literacy skills within their disciplines, and information literacy would be assessed across the curriculum as well, by the faculty in that department, who would then use the results to strengthen the program.

³¹ The journals *Communications in Information Literacy*, *Journal of Information Literacy*, *Research Strategies*, *Nordic Journal of Information Literacy in Higher Education*, and *SIMILE: Studies in Media & Information Literacy Education* and the National Forum on Information Literacy with the Australian, British, Scandinavian, and European organizations on information literacy already form the foundation for these disciplinary mouthpieces.

My thinking here has been guided by H.L. Vacher, of the University of South Florida, who has reenvisioned the university education. Although his concern is with quantitative literacy, the very same argument can be applied to information literacy—and indeed to composition and writing skills (Vacher). Not only, then, can practitioners in these areas speak to their own disciplines; they can and should also intentionally cross disciplinary lines, using the Writing Studies model of Writing in the Disciplines. Carmen Luke elaborates on this revision of the educational model:

Industrial-era collection code curriculum delivered through traditionally framed pedagogy measured academic outcomes and success on the accumulation and reproduction of isolated facts in discrete subject domains.... By contrast, in digitalized knowledge and networked environments, critical understandings of the relations among ideas... are as important if not more so.... The conceptual shift here is one from collection to connection (Luke 400).

In other words, information literacy will always be inextricably bound to composition and to librarianship, but if it is to receive the institutional attention that it needs in order to thrive, it should be recognized as worthy of teaching in its own right.

When students are cited as failures because they have not learned some of these core competencies which are rarely addressed in any class—as they are, for example, in *Academically Adrift* (Arum and Roksa)—an opportunity is opened for advocates of these competencies (i.e. critical thinking, quantitative literacy, writing, information literacy,

etc.) to make the case for a reenvisioned curriculum that teaches not only down the disciplinary “columns,” but across the competency-based “rows” as well.

What does this mean for the identity crisis in librarianship and the lack of institutional respect for composition? Librarians would at least be able to eliminate one identity from the many they can choose, as it breaks away to become its own entity. Some librarians might choose to become information literacy faculty rather than to stay in the library as librarians. Other than this, however, it does little to address the problems in the library universe that are the result of rapid changes to information structures. It would be unrealistic to expect that one subdiscipline, such as information literacy, which has never been “owned” by the library, in spite of librarians’ beliefs that it has, could save librarianship singlehandedly. It will be up to innovative and forward-thinking librarians to do that.

Compositionists would have a fledgling program to mentor, since they would potentially be the models for the new information literacy departments. They could consult with the new information literacy department about where information literacy and writing would fit in the curriculum and how to assess it. They would assist with familiarizing disciplinary faculty with the new department and could even promote the information literacy workshops in their own WAC/WID sessions. Perhaps there would be a new information literacy division of the Writing Center. Information literacy will never disappear from writing classes, just as writing will never disappear from other disciplines, but without this movement forward, information literacy could gradually disappear from institutional agendas through the lack of champions devoted to it alone. No matter what

the end result looked like on any individual campus, the three departments would continue to be natural allies in the efforts to produce educated citizens of the world.

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Appendix A: List of schools and websites used for website analysis

CCCU Schools

Abilene Christian (TX)

http://www.acu.edu/academics/library/distance_learning_resources/Online_Researching_T.html

<http://blogs.acu.edu/writingcenter/>

Biola (CA)

<http://libguides.biola.edu/>

<http://studentlife.biola.edu/academics/writing-center/>

Calvin (MI)

<http://libguides.calvin.edu/subjectguides>

<http://www.calvin.edu/academic/rhetoric/socialwork.htm>

Wheaton (IL)

<http://library.wheaton.edu/>

<http://www.wheaton.edu/Academics/Services/Writing-Center>

George Fox (OR)

<http://www.georgefox.edu/offices/murdock/SubjectGuides/index.html>

http://www.georgefox.edu/arc/wc/wc_svcs.html

Indiana Wesleyan (IN)

<http://www2.indwes.edu/library/>

<http://wildcat.indwes.edu/Writing-Center/>

Lee (TN)

<http://www.leeuniversity.edu/library/guides/default.aspx#Writing>

<http://www.leeuniversity.edu/academics/info/writing-lab.aspx>

Malone (OH)

<http://www.malone.edu/academics/language-and-literature/the-writing-center-at-malone.php>

<http://malone.libguides.com/>

Messiah (PA)

<http://www.messiah.edu/murraylibrary/guides2.html>

http://www.messiah.edu/academics/writing_center/

Palm Beach Atlantic (FL)
<http://libraryguides.pba.edu/>
<http://www.pba.edu/about-ar-center-for-writing-excellence>

Liberal Arts

Williams (MA)
<http://library.williams.edu/menu.php?s=4&t=Research+Advice>
<http://writing-programs.williams.edu/>

Pomona (CA)—Claremont colleges
<http://libraries.claremont.edu/>
<http://www.pomona.edu/academics/resources/writing-center/index.aspx>

Middlebury (VT)
<http://www.middlebury.edu/academics/lib/research>
<http://www.middlebury.edu/academics/writing>

Bowdoin (ME)
<http://library.bowdoin.edu/>
<http://www.bowdoin.edu/writing-project/>

Carleton (MN)
<http://apps.carleton.edu/campus/library/help/>
<http://apps.carleton.edu/campus/asc/writeplace/>

Davidson (NC)
<http://www3.davidson.edu/cms/x16948.xml>
<http://www3.davidson.edu/cms/x11014.xml>

Washington and Lee (VA)
<http://library.wlu.edu/ResearchFAQ.asp>
<http://www.wlu.edu/x38095.xml>

Wesleyan (CT)
<http://www.wesleyan.edu/library/guides/index.html>
<http://www.wesleyan.edu/writing/workshop/>

Vassar (NY)
<http://libguides.vassar.edu/home>
<http://ltrc.vassar.edu/writing-center/index.html>

Grinnell (IA)

<http://www.grinnell.edu/academic/writinglab>

<http://libweb.grinnell.edu/sp/subjects/guide.php?subject=TUT>

Research

Purdue (IN)

Purdue OWL owl.english.purdue.edu

<http://www.lib.purdue.edu/help/>

Arizona State (AZ)

<http://lib.asu.edu/>

<http://studentsuccess.asu.edu/writingcenters>

Harvard (MA)

<http://eresearch.lib.harvard.edu/V/R7XCX2C1HPV8BE4UAQ5KQPEJLXGP4XAP4HGITE9BNKFUPKK24C-54520?func=find-db-1-locate&mode=locate&F-WRD=&F-WCL=&F-WPB=&F-WFL=000000077-Language+and+Literature&F-WTY=Research+guides&restricted=all>

<http://isites.harvard.edu/icb/icb.do?keyword=k33202>

Yale (CT)

<http://guides.library.yale.edu/tutorials>

<http://writing.yalecollege.yale.edu/>

Columbia (NY)

<http://www.columbia.edu/cu/lweb/indiv/under/eval.html>

<http://library.columbia.edu/services/faq/eresources.html>

<http://www.college.columbia.edu/core/uwp/writing-center>

Stanford (CA)

<http://www-sul.stanford.edu/>

http://www.stanford.edu/dept/undergrad/cgi-bin/drupal_pwr/hwc/

Chicago (IL)

<http://www.lib.uchicago.edu/e/index.html>

<http://writing-program.uchicago.edu/index.htm>

Duke (NC)

<http://library.duke.edu/>

<http://twp.duke.edu/writing-studio>

Princeton (NJ)

<http://www.princeton.edu/main/library/>

<http://www.princeton.edu/writing/center/>

Penn (PA)

<http://www.library.upenn.edu/>

http://writing.upenn.edu/critical/writing_center/

Appendix B: Librarian Survey

Page 1 - Question 1 - Choice - One Answer (Bullets)

What is your position in the library?

- Director/Administrator/Dean
- Instruction librarian/Reference librarian
- Technical services librarian
- Other, please specify

Page 1 - Question 2 - Choice - One Answer (Bullets)

How many FTE students attend your institution?

- 0-500
- 500-1000
- 1000-2000
- 2000-3000
- 3000-5000
- 5000-10,000
- 10,000 +

Page 1 - Question 3 - Choice - One Answer (Bullets)

Do you regularly teach information literacy in one or more sections of composition or first-year writing?

- Yes
- No **[Skip to End]**

Page 1 - Question 4 - Choice - One Answer (Bullets)

How long do you generally have with each class?

- Less than one class period (less than one hour)
- One class period (one hour)
- Two class periods (2 hours)
- Three class periods (3 hours)
- More than three class periods

Page 1 - Question 5 - Choice - Multiple Answers (Bullets)

Which information literacy standards and/or skills do you try to cover in composition courses? (Choose all that apply)

Standard 1: The information literate student determines the nature and extent of the information needed.

Standard 2: The information literate student accesses needed information effectively and efficiently.

Standard 3: The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

Standard 4: The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.

Standard 5: The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

Other, please specify

Page 1 - Question 6 - Choice - Multiple Answers (Bullets)

Which information literacy standards and/or skills that you teach are then assessed? (Choose all that apply)

Standard 1: The information literate student determines the nature and extent of the information needed.

Standard 2: The information literate student accesses needed information effectively and efficiently.

Standard 3: The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

Standard 4: The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.

Standard 5: The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

Other, please specify

Page 1 - Question 7 - Choice - One Answer (Bullets)

Does the class professor remain in the classroom while you teach?

Always

Frequently

Sometimes

Rarely

Never

Page 1 - Question 8 - Choice - One Answer (Bullets)

Does the class professor participate in your teaching sessions?

- Always
- Frequently
- Sometimes
- Rarely
- Never

Page 1 - Question 9 - Choice - One Answer (Bullets)

Does the class professor cover aspects of information literacy in addition to the ones you cover?

- Yes, while I am present [Skip to 2]
- Yes, when I am not in the classroom [Skip to 2]
- No [Skip to 3]
- I don't know [Skip to 3]

Page 2 - Question 10 - Open Ended - Comments Box

What information literacy topic(s) does the professor cover that you do not cover?

Page 3 - Question 11 - Choice - One Answer (Bullets)

On average, how many sources are students expected to cite for their first-year composition research paper?

- 3-4
- 5-6
- 7-8
- 9-10
- 11-14
- 15-19
- 20-24
- 25+

Page 3 - Question 12 - Choice - One Answer (Bullets)

Do you have any input into the grading of the students' research papers/source use?

- Yes [Skip to 4]
- No [Skip to 5]

Page 4 - Question 13 - Open Ended - Comments Box

Describe the input you have into the grading of the students' research papers and/or sources:

Page 5 - Question 14 - Choice - Multiple Answers (Bullets)

Do you assess your information literacy instruction in any other way than by having input into grading the students' papers? (choose any that apply)

- Yes, by giving an objective test to the students.
- Yes, by giving a non-objective test or survey to the students.
- Yes, the professor assesses my teaching.
- Yes, through a general education assessment or exit exam.
- No.
- Other, please specify

Page 5 - Question 15 - Choice - One Answer (Bullets)

Is information literacy a formal part of your school's general education curriculum?

- Yes.
- No.

Page 5 - Question 16 - Choice - One Answer (Bullets)

Does the library teach any semester-long classes in research or information literacy?

- Yes. [\[Skip to 6\]](#)
- No. [\[Skip to 7\]](#)

Page 6 - Question 17 - Choice - One Answer (Bullets)

Are the library-taught classes at your institution required or elective?

- Required.
- Elective.

Page 7 - Question 18 - Choice - Multiple Answers (Bullets)

Looking specifically at Standard 1, which deals with recognizing the type and extent of information needed, choose all statements that apply:

- The librarian should teach this skill in an information literacy session.

The composition instructor should teach this skill in class.
Another professor should teach this skill in a class other than composition.
The librarian should assess the student's learning of this skill.
The composition instructor or other professor should assess the student's learning of this skill.
At my institution, librarians teach this skill.
At my institution, composition instructors teach this skill.
At my institution, other professors teach this skill.
At my institution, librarians assess this skill.
At my institution, composition instructors assess this skill.
At my institution, other professors assess this skill.
At my institution, no one teaches or assesses this skill.

Page 7 - Question 19 - Choice - Multiple Answers (Bullets)

Looking specifically at Standard 2, which deals with accessing the information needed, choose all statements that apply:

The librarian should teach this skill in an information literacy session.
The composition instructor should teach this skill in class.
Another professor should teach this skill in a class other than composition.
The librarian should assess the student's learning of this skill.
The composition instructor or other professor should assess the student's learning of this skill.
At my institution, librarians teach this skill.
At my institution, composition instructors teach this skill.
At my institution, other professors teach this skill.
At my institution, librarians assess this skill.
At my institution, composition instructors assess this skill.
At my institution, other professors assess this skill.
At my institution, no one teaches or assesses this skill.

Page 7 - Question 20 - Choice - Multiple Answers (Bullets)

Looking specifically at Standard 3, which deals with evaluating sources, choose all statements that apply:

The librarian should teach this skill in an information literacy session.
The composition instructor should teach this skill in class.
Another professor should teach this skill in a class other than composition.
The librarian should assess the student's learning of this skill.
The composition instructor or other professor should assess the student's learning of this skill.
At my institution, librarians teach this skill.
At my institution, composition instructors teach this skill.

- At my institution, other professors teach this skill.
- At my institution, librarians assess this skill.
- At my institution, composition instructors assess this skill.
- At my institution, other professors assess this skill.
- At my institution, no one teaches or assesses this skill.

Page 7 - Question 21 - Choice - Multiple Answers (Bullets)

Looking specifically at Standard 4, which deals with using sources in student writing and other academic work, choose all statements that apply:

- The librarian should teach this skill in an information literacy session.
- The composition instructor should teach this skill in class.
- Another professor should teach this skill in a class other than composition.
- The librarian should assess the student's learning of this skill.
- The composition instructor or other professor should assess the student's learning of this skill.
- At my institution, librarians teach this skill.
- At my institution, composition instructors teach this skill.
- At my institution, other professors teach this skill.
- At my institution, librarians assess this skill.
- At my institution, composition instructors assess this skill.
- At my institution, other professors assess this skill.
- At my institution, no one teaches or assesses this skill.

Page 7 - Question 22 - Choice - Multiple Answers (Bullets)

Looking specifically at Standard 5, which deals with using sources ethically and legally, choose all statements that apply:

- The librarian should teach this skill in an information literacy session.
- The composition instructor should teach this skill in class.
- Another professor should teach this skill in a class other than composition.
- The librarian should assess the student's learning of this skill.
- The composition instructor or other professor should assess the student's learning of this skill.
- At my institution, librarians teach this skill.
- At my institution, composition instructors teach this skill.
- At my institution, other professors teach this skill.
- At my institution, librarians assess this skill.
- At my institution, composition instructors assess this skill.
- At my institution, other professors assess this skill.
- At my institution, no one teaches or assesses this skill.

Page 8 - Question 23 - Open Ended - Comments Box

Please describe all assessments you do on students' information literacy learning:

Page 8 - Question 24 - Open Ended - Comments Box

Please describe all assessments writing instructors do on students' information literacy learning:

Page 8 - Question 25 - Choice - One Answer (Bullets)

Would you consider the information literacy teaching and assessment at your institution to be adequate?

Yes

No

Page 8 - Question 26 - Open Ended - Comments Box

Please give the reasoning for your answer to Question 26, above:

Page 8 - Question 27 - Open Ended - Comments Box

Describe the ideal relationship of librarians and writing instructors as it relates to teaching information literacy in the academy:

Page 8 - Question 28 - Choice - One Answer (Bullets)

Have you mapped information literacy skills to the curriculum? (i.e. you intentionally teach specific skills in specific classes in order to cover the entire scope of information literacy during the student's entire program)

Yes

No

Page 8 - Question 29 - Open Ended - Comments Box

How would you characterize the relationship of the library with the English Dept. (or the department that teachers writing at your school)?

Page 8 - Question 30 - Choice - Multiple Answers (Bullets)

How do you believe the writing instructors view your information literacy sessions (choose all that apply)?

They find them essential to the course.

They find them helpful, but not essential.
They find them an inconvenience.
They find them a waste of time.
They would prefer to teach information literacy skills themselves.
They see you as a partner in the teaching/learning enterprise.
They see you as a clerical staff worker.
Other, please specify

Page 8 - Question 31 - Open Ended - Comments Box

What is the one single change that would make the most improvement in your current institutional situation with regard to information literacy?

Appendix C: Writing faculty survey

Page 1 - Question 1 - Choice - Multiple Answers (Bullets)

What is your role at your institution (mark any that apply)

Director/Administrator/Dean

Full-time faculty

Adjunct faculty

Other, please specify

Page 1 - Question 2 - Choice - One Answer (Bullets)

What is the approximate number of FTE students at your institution?

0-500

500-1000

1000-2000

2000-3000

3000-5000

5000-10,000

10,000 +

Don't know

Page 1 - Question 3 - Choice - One Answer (Bullets)

Do you regularly teach one or more sections of composition or first-year writing or another writing intensive class?

Yes

No **[Skip to End]**

Page 1 - Question 4 - Choice - One Answer (Bullets)

Do you assign a research paper or project?

Yes

No **[Skip to 2]**

Page 1 - Question 5 - Choice - One Answer (Bullets)

Do you stipulate the number of sources students are to use in their research paper/project?

- Yes
- No

Page 1 - Question 6 - Open Ended - Comments Box

Do you stipulate the type(s) of sources that must be used (i.e. website, scholarly article, book, etc.)? If yes, please give the instructions they receive.

Page 1 - Question 7 - Choice - One Answer (Bullets)

Do you invite a librarian to present to your class on research?

- Yes
- No [\[Skip to 2\]](#)

Page 1 - Question 8 - Choice - One Answer (Bullets)

Do you remain with the class during the librarian's presentation(s)?

- Always.
- Frequently.
- Sometimes.
- Rarely.
- Never.

Page 1 - Question 9 - Choice - One Answer (Bullets)

Do you participate in the librarian's teaching sessions?

- Always
- Frequently
- Sometimes
- Rarely
- Never

Page 1 - Question 10 - Choice - One Answer (Bullets)

Do you cover aspects of information literacy in addition to the ones taught by the librarian?

Yes, while the librarian is present.
Yes, when the librarian is not in the classroom.
No
I don't know

Page 2 - Question 11 - Choice - Multiple Answers (Bullets)

Which information literacy standards and/or skills do you and/or the librarian try to cover in composition courses? (Choose all that apply)

Standard 1: The information literate student determines the nature and extent of the information needed.
Standard 2: The information literate student accesses needed information effectively and efficiently.
Standard 3: The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.
Standard 4: The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.
Standard 5: The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.
Other, please specify

Page 2 - Question 12 - Choice - Multiple Answers (Bullets)

Which information literacy standards and/or skills that are taught are then assessed by you and/or the librarian (Choose all that apply)

Standard 1: The information literate student determines the nature and extent of the information needed.
Standard 2: The information literate student accesses needed information effectively and efficiently.
Standard 3: The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.
Standard 4: The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.
Standard 5: The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.
None.
Other, please specify

Page 2 - Question 13 - Open Ended - Comments Box

Specifically, how are students assessed in their use of sources for the research paper/project?

Page 2 - Question 14 - Choice - One Answer (Bullets)

What percentage of the total paper grade reflects the students' use of sources?

- 0
- 1-10
- 11-25
- 26-49
- 50-90
- 91-100

Page 2 - Question 15 - Open Ended - Comments Box

Do you and/or the librarians assess information literacy skills in any way other than via the research paper? If yes, please specify.

Page 3 - Question 16 - Choice - One Answer (Bullets)

Is information literacy a formal part of your school's general education curriculum?

- Yes.
- No.

Page 3 - Question 17 - Choice - One Answer (Bullets)

Does the library teach any semester-long classes in research or information literacy?

- Yes.
- No. [\[Skip to 4\]](#)

Page 3 - Question 18 - Choice - One Answer (Bullets)

Are the library-taught classes at your institution required or elective?

- Required.
- Elective.

Page 4 - Question 19 - Choice - Multiple Answers (Bullets)

Looking specifically at Standard 1, which deals with recognizing the type and extent of information needed, choose all statements that apply:

- The librarian should teach this skill in an information literacy session.
- The composition instructor should teach this skill in class.
- Another professor should teach this skill in a class other than composition.
- The librarian should assess the student's learning of this skill.
- The composition instructor or other professor should assess the student's learning of this skill.
- At my institution, librarians teach this skill.
- At my institution, composition instructors teach this skill.
- At my institution, other professors teach this skill.
- At my institution, librarians assess this skill.
- At my institution, composition instructors assess this skill.
- At my institution, other professors assess this skill.
- At my institution, no one teaches or assesses this skill.

Page 4 - Question 20 - Choice - Multiple Answers (Bullets)

Looking specifically at Standard 2, which deals with accessing the information needed, choose all statements that apply:

- The librarian should teach this skill in an information literacy session.
- The composition instructor should teach this skill in class.
- Another professor should teach this skill in a class other than composition.
- The librarian should assess the student's learning of this skill.
- The composition instructor or other professor should assess the student's learning of this skill.
- At my institution, librarians teach this skill.
- At my institution, composition instructors teach this skill.
- At my institution, other professors teach this skill.
- At my institution, librarians assess this skill.
- At my institution, composition instructors assess this skill.
- At my institution, other professors assess this skill.
- At my institution, no one teaches or assesses this skill.

Page 4 - Question 21 - Choice - Multiple Answers (Bullets)

Looking specifically at Standard 3, which deals with evaluating sources, choose all statements that apply:

- The librarian should teach this skill in an information literacy session.
- The composition instructor should teach this skill in class.
- Another professor should teach this skill in a class other than composition.
- The librarian should assess the student's learning of this skill.

The composition instructor or other professor should assess the student's learning of this skill.

At my institution, librarians teach this skill.

At my institution, composition instructors teach this skill.

At my institution, other professors teach this skill.

At my institution, librarians assess this skill.

At my institution, composition instructors assess this skill.

At my institution, other professors assess this skill.

At my institution, no one teaches or assesses this skill.

Page 4 - Question 22 - Choice - Multiple Answers (Bullets)

Looking specifically at Standard 4, which deals with using sources in student writing and other academic work, choose all statements that apply:

The librarian should teach this skill in an information literacy session.

The composition instructor should teach this skill in class.

Another professor should teach this skill in a class other than composition.

The librarian should assess the student's learning of this skill.

The composition instructor or other professor should assess the student's learning of this skill.

At my institution, librarians teach this skill.

At my institution, composition instructors teach this skill.

At my institution, other professors teach this skill.

At my institution, librarians assess this skill.

At my institution, composition instructors assess this skill.

At my institution, other professors assess this skill.

At my institution, no one teaches or assesses this skill.

Page 4 - Question 23 - Choice - Multiple Answers (Bullets)

Looking specifically at Standard 5, which deals with using sources ethically and legally, choose all statements that apply:

The librarian should teach this skill in an information literacy session.

The composition instructor should teach this skill in class.

Another professor should teach this skill in a class other than composition.

The librarian should assess the student's learning of this skill.

The composition instructor or other professor should assess the student's learning of this skill.

At my institution, librarians teach this skill.

At my institution, composition instructors teach this skill.

At my institution, other professors teach this skill.

At my institution, librarians assess this skill.

At my institution, composition instructors assess this skill.

At my institution, other professors assess this skill.

At my institution, no one teaches or assesses this skill.

Page 5 - Question 24 - Open Ended - Comments Box

Please describe all assessments you do on students' information literacy learning:

Page 5 - Question 25 - Open Ended - Comments Box

Please describe all assessments librarians do on students' information literacy learning:

Page 5 - Question 26 - Choice - One Answer (Bullets)

Would you consider the information literacy teaching and assessment at your institution to be adequate?

Yes

No

Page 5 - Question 27 - Open Ended - Comments Box

Please give the reasoning for your answer to Question 26, above:

Page 5 - Question 28 - Open Ended - Comments Box

Describe the ideal relationship of librarians and writing instructors as it relates to teaching information literacy in the academy:

Page 5 - Question 29 - Choice - One Answer (Bullets)

Has your institution mapped information literacy skills to the curriculum? (i.e. intentionally teaching specific skills in specific classes in order to cover the entire scope of information literacy during the student's entire program)

Yes

No

Page 5 - Question 30 - Open Ended - Comments Box

How would you characterize the relationship of the library with the English Dept. (or the department that teaches writing at your school)?

Page 5 - Question 31 - Choice - Multiple Answers (Bullets)

How do you view librarian-taught information literacy sessions (choose all that

apply)?

They are essential to the course.

They are helpful, but not essential.

They are an inconvenience.

They are a waste of time.

I would prefer to teach information literacy skills on my own.

I view librarians as a partner in the teaching/learning enterprise.

I view librarians as clerical staff workers.

Other, please specify

Page 5 - Question 32 - Choice - One Answer (Bullets)

How prepared do you feel to teach information literacy?

Very prepared; that is why I enjoy teaching it myself.

Very prepared; the librarian and I work together.

Fairly well-prepared, but I let the librarian teach it.

Fairly well-prepared, and I teach it on my own.

Not prepared; that is why the librarian teaches it.

Not prepared, but I try to teach it anyway.

Other, please specify

Page 5 - Question 33 - Open Ended - Comments Box

What is the one single change that would make the most improvement in your current institutional situation with regard to information literacy?

Appendix D: Pre- and Post-test Used at Southeastern University

1. Scholarly journal articles must meet what criteria? (Standard Three)
 - a. The article is full text online
 - b. The article appears in popular magazines (Time, Newsweek, People)
 - c. The author has a degree in the subject area you are writing about
 - d. The date it was written

2. After an initial information check on a subject, it is important not to modify your original topic. (Standard One)
 - a. True
 - b. False

3. Which type of source should NOT be checked first for basic information, fast facts and statistics? (Standard Three)
 - a. Encyclopedias and almanacs
 - b. World wide web
 - c. Scholarly journal articles
 - d. Your professor

4. Information found on the World Wide Web should not be used for a research paper, since there is no reliable way to evaluate and verify accuracy. (Standard Three)
 - a. True
 - b. False

5. What database would you use to find books housed in the Steelman Library? (Standard Two)
 - a. Google
 - b. Sparc
 - c. Classical.com
 - d. EBSCO

6. To narrow a search so fewer results are retrieved, use the Boolean operator: (Standard Two)
 - a. ALSO
 - b. OR
 - c. WHERE
 - d. AND

7. Due to strict government standards, all search engines search the Internet in the same fashion. (Standard Two)
 - a. True
 - b. False

8. What database would you use to find scholarly full-text journal articles? (Standard Two)
 - a. Google
 - b. Sparc
 - c. Classical.com
 - d. EBSCO

9. To broaden a search so more results are returned, use the Boolean operator: (Standard Two)
 - a. OR
 - b. AND
 - c. ALSO
 - d. NOT

10. Which of the following should you do if you cannot find materials on your topic? (Standard Two)
 - a. Give up
 - b. Get depressed
 - c. Ask the librarian for help
 - d. Change your topic

11. According to the new MLA manual, each Works Cited citation must now include: (Standard Five)
 - a. Any awards the site may have acquired
 - b. The number of hits to the site
 - c. The total number of web pages
 - d. The format of the resource (web, print, etc)

12. What piece of information do you need from the library catalog to locate a book on the shelf? (Standard Two)
 - a. Author's Name
 - b. The call number
 - c. ISBN number
 - d. The title of the book eliminating the initial article (a, an, or the)

13. An example of a biased Web site would be: (Standard Three)
 - a. A drug company promoting a particular drug
 - b. A national news site giving weather reports
 - c. A college library allowing access to its reference material
 - d. An airline listing future flights for advance reservations

14. When searching a journal database, you may wish to see the abstract of an article. An abstract is defined as: (Standard One)
- A short, objective summary of an article
 - A list of information needed to locate a magazine, such as publication date, volume and author.
 - A printout containing critical reviews of the article
 - A complete, full-text reading of an article
15. In the EBSCO result list, the brief citation will usually show you: (Standard Two)
- choice of subject, or keyword search
 - summaries of current non-fiction books
 - author, title, date, number of pages
 - full-text listing of a magazine article
16. If you are unable to locate information on your topic, you may be using the wrong keywords. A good way to proceed would be to: (Standard Two)
- Change the order of the keywords
 - Try to use a synonym in place of the subject word you were searching
 - Change your topic
 - Try another computer
17. Criteria you should use to evaluate an information web site include all of the following except: (Standard Three)
- | | |
|------------|----------------------|
| a. Author | b. Date last updated |
| b. Brevity | d. Association |
18. When a journal article is “peer-reviewed,” it means the article is _____ (Standard Three)
- considered suspect and should not be used for research
 - guaranteed to have study design that excludes all bias
 - critically evaluated by other professionals in the field
 - reviewed solely for presentation and style
19. “Ask a Librarian” is: (Standard Two)
- The Steelman Library motto
 - A online service to chat with a librarian
 - The name of the library online catalog
 - Name of the scholarly journal database
20. Depending on the instructor’s requirements, two commonly used citation formats for college research papers are: (Standard Five)
- | | |
|----------------|-----------------|
| a. MLA and APA | b. SAT and PSAT |
| b. NBA and NFL | d. FAQ and MAT |

Appendix E: Student Survey

1. What is your age?
2. What time does your class meet?
3. Which of the following actions did you take to find your sources (choose all that apply)
 search Google
 use Wikipedia
 ask a librarian
 ask a friend
 ask your professor
 search a library database
Which one(s)?
 read a book
 other (what?)
4. How many sources did you cite in your bibliography?
5. Of the sources you cited, how many did you read completely?
6. Here are some steps in the process of writing a paper. Number them in the order that you performed them. If you did not do a step, leave it out or cross it out.
 write an outline of the paper
 find sources
 read sources
 write paper
 write the Works Cited/Bibliography
 edit/proofread/revise the paper
7. Did a librarian talk to your class about sources?
8. Did your professor talk to your class about sources?
9. What was the most important thing you learned about using sources this semester?
10. Do you know enough about the rules of academic writing to avoid being accused of plagiarism?
11. In terms of your knowledge of your topic, which of these is true? (mark any that apply)
 I know about the same amount now as I did at the beginning of the semester.
 I learned more about my topic as I read my sources.
 I learned more about my topic as I wrote my paper.
12. If you were going to teach a student in next semester's class about using sources in writing, what is the one most important thing you would say?

Appendix F: IRB Approval Letter



DIVISION OF RESEARCH INTEGRITY AND COMPLIANCE
Institutional Review Boards, FW/ANo. 0001669
1260 Peacock Building, 6865 Bay Area Blvd., FL 33611-4799
(813) 974-4888 • FAX (813) 974-4616

9/9/2011

Glenn Veach
English
4704 Southwood Ln.

RE: Expedited Approval for Initial Review
IRB#: 1100065368
Title: At the Intersection: Writing Studies and Librarianship

Dear Mr. Veach:

On 9/9/2011 the Institutional Review Board (IRB) reviewed and **APPROVED** the above referenced protocol. Please note that your approval for this study will expire on 9/9/2012.

Approved Items:
Protocol Document(s):

protocol.docx 0.01

Consent/Assent Documents:
A waiver of informed consent documentation for both the Librarian/Faculty population and Student population.

It was the determination of the IRB that your study qualified for expedited review which includes activities that (1) present no more than minimal risk to human subjects, and (2) involve only procedures listed in one or more of the categories outlined below. The IRB may review research through the expedited review procedure authorized by 45CFR46.110 and 21 CFR 56.110. The research proposed in this study is categorized under the following expedited review category:


- (5) Research involving materials (data, documents, records, or specimens) that have been collected, or will be collected solely for nonresearch purposes (such as medical treatment or diagnosis).
- (7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, projective evaluation, human factors evaluation, or quality assurance methodologies.

Your study qualifies for a waiver of the requirements for the documentation of informed consent as outlined in the federal regulations at 45CFR46.116 (c) which states that an IRB may approve a consent procedure which does not include, or which alters, some or all of the elements of informed consent, or waive the requirements to obtain informed consent provided the IRB finds and documents that (1) the research involves no more than minimal risk to the subjects; (2) the waiver or alteration will not adversely affect the rights and welfare of the subjects; (3) the research could not practically be carried out without the waiver or alteration; and (4) whenever appropriate, the subjects will be provided with additional pertinent information after participation.

As the principal investigator of this study, it is your responsibility to conduct this study in accordance with IRB policies and procedures and as approved by the IRB. Any changes to the approved research must be submitted to the IRB for review and approval by an amendment.

We appreciate your dedication to the ethical conduct of human subject research at the University of South Florida and your continued commitment to human research protections. If you have any questions regarding this matter, please call 813-974-8639.

Sincerely,



John A. Schinka, Ph.D., Chairperson
USF Institutional Review Board

Cc: Christina Calandre
USF IRB Professional Staff