

Start Writing!



Once you've found a seat, please take a minute to jot down some thoughts about the following on the note card we've provided:

Reflect upon your library's relationships with writing programs at your institution.

What are the *three most exciting* opportunities for partnership you see?

(we will be collecting these at the end of the session!)

Working with Writing Programs to Infuse Information Literacy Across the Curriculum



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Game Plan / Outcomes:



- Convince you that writing programs are ideal places to integrate information literacy into the curriculum, if you don't think so already
- Share strategies/ partnerships that have been effective
- Get you thinking about opportunities to work with writing folks on your campus
- Introduce you to some literature that you can use to become more aware of what's going on in writing programs, and suggest particular pieces you can use to open dialogue with your writing faculty

Working with First Year Writing Programs



- Council of Writing Program Administrators (WPA) Outcomes Statement for First-Year Composition
 - ✦ Understand a writing assignment as a series of tasks, including **finding, evaluating, analyzing, and synthesizing** appropriate primary and secondary sources
 - ✦ **Integrate** their own ideas with those of others
- Writing/research as a process—Carol Kuhlthau
 - ✦ Be aware that it usually takes **multiple drafts** to create and complete a successful text
 - ✦ Develop **flexible strategies for generating, revising, editing,** and proof-reading

Working with First Year Writing Programs



- Focus on specific IL skills that match up with writing program outcomes:

WPA Outcomes:

- ✦ Understand a writing assignment as a series of tasks, including **finding, evaluating, analyzing, and synthesizing** appropriate primary and secondary sources
- ✦ **Integrate** their own ideas with those of others

ACRL 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.
- Get an idea of skill level of students at your institution by reading student work

Working with Upper Level Writing Courses



- **Writing Across the Curriculum defined**
- **Staging the writing/research process**
- **Opportunity to focus on discipline specific research**
- **Similarities between WAC and IL create common ground (Elmborg)**

EMU: A Case Study



- Large regional university, 23,000 total students with an average GPA of 3.09 and ACT score of 21
- Commuter campus, employed student population
- Administratively chaotic
- University Library:
 - Subject specialist librarian to faculty ratio: **1:44**
 - Flat budget or budget cuts, last 5 years
 - Librarians who deliver instruction to student ratio: **1:1400**
 - Librarians are tenure track faculty

EMU: Writing Programs



- **First Year Writing Program (FYWP)**
 - Two first-year writing courses: ENGL 120 (Reading and Writing the College Experience) and ENGL 121 (Researching the Public Experience); ENGL 121 is one of two courses required of about 98% of incoming students under General Education Program
 - About 170 sections/year; 45 instructors
- **FYWP Learning Outcomes related to IL**
 - Understand multiple modes of inquiry and demonstrate the ability to incorporate significant research into writing that engages a question and/or topic.
 - Understand that writing takes place through recurring processes of invention, revision, and editing and develop successful, flexible strategies for their own writing through these processes.
 - Use academic citation systems (MLA or APA) for documenting work.
 - Acquire the ability to locate and critically assess sources available online.

EMU: Writing Programs



- **Writing Intensive (WI) structure – one upper level class required for graduation**
- **WI learning outcomes related to IL:**
 - Formulate research questions and employ strategies for researching and responding to those questions.
 - Understand conventions for communicating, disseminating, and interpreting information within a discipline.
- **University Writing Center**
 - Changes over the past year with funding and administration
 - Writing Center Workshops—targeted to FYWP and WI courses
 - Academic Projects Center (APC)

SWOT Analysis:



- **Strengths**
- **Weaknesses**
- **Opportunities**
- **Threats**

The Objective:



- **Work with writing and composition programs on campus in order to infuse information literacy across the curriculum.**

Our Strengths:



- **First Year Experience (FYE) and Information Literacy Librarians**
- **Other librarians on our faculty and University Librarian “on board”**
- **We do a lot of instruction**
- **Flat administrative structure**
- **Our backgrounds as former English majors**

Your SWOT Analysis: Strengths



- **What are some of the strengths that your library has in regard to working with writing and composition programs to infuse information literacy across the curriculum?**

Our Weaknesses:



- **Time / FYE Librarian responsibilities**
- **Ratio of instruction librarians to students**
- **Mindset that lots of classes means success**
- **Flat structure makes large changes slow to happen**
- **Relationships between librarians and departments vary greatly**

Your SWOT Analysis: Weaknesses



- **What are some of the weaknesses that your library has in regard to working with writing and composition programs to infuse information literacy across the curriculum?**

Our Opportunities:



- **Director of FYWP is non-territorial; FYWP instructors eager to collaborate**
- **Pedagogy behind FYWP focused on student strengths**
- **Library has been involved with Gen Ed**
- **Tenure-track status**
- **Level of student preparation**

Your SWOT Analysis: Opportunities



- **What are some of the opportunities in regard to working with writing and composition programs to infuse information literacy across the curriculum on your campus?**

Our Threats:



- **Turnover of instructors in FYWP**
- **WI faculty overwhelmed by writing content**
- **Instructor IL skills**
- **No IL requirement in Gen Ed**
- **Financial problems**
- **Student preparation**

Your SWOT Analysis: Threats



- **What are some of the threats in regard to working with writing and composition programs to infuse information literacy across the curriculum on your campus?**

Action Items:



- How did we **use** each **strength**?
- How did we **stop** each **weakness**?
- How did we **capitalize** on each **opportunity**?
- How did we **defend** against each **threat**?

How Did We Use Each Strength?



- **Used designated positions to build relationships with FYWP and develop in-service training for library faculty**
- **Developed materials and programming that “on board” librarians could use to “sell” library instruction and begin viewing themselves as teachers**
- **Used backgrounds and strengths as English majors to make connections with writing programs**

How Did We Stop Each Weakness?



- Tried to address problem of multiple sections by working on training trainers, modifying University of Washington's Research 101 tutorial, creating research guides, and video series
- Began a dialogue about the effectiveness of what we currently do: Asked librarians who judge quantity of one-shot sessions as a measure of success to think about how this serves as a measure of effectiveness

How Did We Capitalize on Each Opportunity?



- **Information Literacy is even more critical for our student population when considering their preparedness for college**
- **Focused on student strengths during instruction sessions, rather than focusing on covering a ton of material**
- **Took advantage of all opportunities to integrate the IL into the FYWP curriculum and courses that are vetted as WI and state these skills explicitly in syllabi**

How Did We Defend Against Each Threat?



- Stressed to FYWP instructors and other faculty the importance of being able to relate to the research process that their students go through
- Work closely with WAC director to include IL content in WAC faculty workshops
- Encourage all library faculty to reiterate the importance of IL when serving on committees or engaged in conversations related to curriculum
- Turn “threat” of student (lack of) preparation into an opportunity to reach out to them and teach them the skills they need

Outcomes of Action Items: The First Year Writing Program



- **Writing Center Workshops**
- **Tutorial ...is there something better?**
- **More targeted involvement with assignments**
- **Use this model to work with other first year courses**

Outcomes of Action Items: Writing Intensive Courses



- **Assessment pilot: Are students meeting research outcomes in WI courses?**
- **If not, use data to make the case for IL requirement**
- **Better integration of IL concepts into WAC workshops for faculty**
- **Served as the Co-Director of WAC last year**

Outcomes of Action Items: The Academic Projects Center



- **Successful three semesters of operation; recently moved into new, centrally located space in library**
- **Support on campus for project, requests for expanded hours**
- **Keeps us all working closely together**
- **Reinforce librarians' self-perception as teachers**

Get Started!



1. Expose yourself to literature about college composition and writing
2. Focus on strengths of students (and faculty) rather than deficits
3. Get involved in Gen Ed and Writing Programs on campus
4. Conceptualize yourself as a valuable resource for curriculum development.
5. Inform colleagues about what you've learned.

Questions???



- **Do you have questions for us?**
- **What ideas do you have for potential partnerships with writing programs on your campus?**

Feedback



On the back of your note card, please let us know:

- **What is the most useful or interesting thing you learned by participating in this session?**

Thanks for your time!



Contact us:

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