

The SWOT Analysis:

Working with Writing Programs to Infuse Information Literacy Across the Curriculum

Strengths: Which attributes of the organization are helpful to achieving the objective?

Weaknesses: Which attributes of the organization are harmful to achieving the objective?

Opportunities: What are the external conditions that are helpful to achieving the objective?

Threats: What are the external conditions that are harmful to achieving the objective?

Questions to ask when you go back to work:

How can we **Use** each Strength?

How can we **Stop** each Weakness?

How can we **Exploit** each Opportunity?

How can we **Defend** against each Threat?

SWOT analysis. (2009, October 29). In *Wikipedia, the free encyclopedia*. Retrieved October 29, 2009, from http://en.wikipedia.org/wiki/SWOT_analysis

Next Steps

1. Expose yourself to the college composition and writing literature.
2. Focus on student (and faculty) strengths, rather than deficits.
3. However you can, get involved with your college or university's general education or writing programs through committee work, attendance at events, volunteering as a writing tutor, etc.
4. Conceptualize yourself as a valuable, pedagogical resource for faculty teaching writing courses.
5. Inform your librarian colleagues about what you have learned! Discuss the nature of writing programs on your campus, and the benefits of being involved with student products.

Bibliography

- Bean, J. C. (2001). *Engaging ideas : The professor's guide to integrating writing, critical thinking, and active learning in the classroom*. San Francisco: Jossey-Bass.
- Colorado State University. (2008). *WAC clearinghouse*. Retrieved October 21, 2009, from <http://wac.colostate.edu/>
- Council of Writing Program Administrators. (2008). *Council of writing program administrators*. Retrieved October 21, 2009, from <http://www.wpacouncil.org/>
- Council of Writing Program Administrators. (2008). *WPA outcomes statement for first-year composition*. Retrieved October 21, 2009, from <http://wpacouncil.org/positions/outcomes.html>
- Elmborg, J. Critical information literacy: Implications for instructional practice. *The Journal of Academic Librarianship*, 32(2), 192-199.
- Elmborg, J. K. (2003). Information literacy and writing across the curriculum: Sharing the vision. *Reference Services Review*, 31(1), 68-80.
- Elmborg, J. K., & Hook, S. (2005). *Centers for learning : Writing centers and libraries in collaboration*. Chicago: Association of College and Research Libraries.
- Harrington, S. , Malencyzk, R. , Peckham, I., Rhodes, K. , & Yancey, K. B. (2001). WPA outcomes statement for first-year composition. *College English*. 63(3), 321-325.
- Holliday, W. & Fagerheim, B. (2006). *Integrating information literacy with a sequenced English composition curriculum*.
- Hult, C. A. (2001). *Researching and writing across the curriculum* (2nd ed.). New York: Longman.
- McMillen, P. S. & Hill, E. (2005). Why teach "research as a conversation" in freshman composition courses? A metaphor to help librarians and composition instructors develop a shared model. *Research Strategies*, 20, 3-22.
- National Council of Teachers of English. (2009). *Conference on College Composition and Communication*. Retrieved October 21, 2009, from <http://www.ncte.org/cccc/>
- Norgaard, R. (2003). Writing information literacy: Contributions to a concept. *Reference & User Services Quarterly*, 43(2), 124-130.
- Norgaard, R. (2004). Writing information literacy in the classroom: Pedagogical enactments and implications. *Reference & User Services Quarterly*, 43(3), 220-226.
- Samson, S. & Millet, M. S. (2003). The learning environment: First-year students, teaching assistants, and information literacy. *Research Strategies*, 19, 84-98.
- Scharf, D., Elliot, N., Huey, H. A., Briller, V., & Joshi, K. (2007). Direct assessment of information literacy using writing portfolios. *The Journal of Academic Librarianship*, 33(4), 462-478.
- Sheridan, J. (1995). *Writing-across-the-curriculum and the academic library: A guide for librarians, instructors, and writing program directors*.
- Sult, L. & Mills, V. (2006). A blended method for integrating information literacy instruction into English composition classes. *Reference Services Review*, 34(3), 368-388.
- Whyte, S.B. Conversations betwixt and between: guiding principles. *Reference Services Review*, 30(4), 269-276.

WPA Outcomes Statement for First-Year Composition

Rhetorical Knowledge

By the end of first year composition, students should

- Focus on a purpose
- Respond to the needs of different audiences
- Respond appropriately to different kinds of rhetorical situations
- Use conventions of format and structure appropriate to the rhetorical situation
- Adopt appropriate voice, tone, and level of formality
- Understand how genres shape reading and writing
- Write in several genres

Critical Thinking, Reading, and Writing

By the end of first year composition, students should

- Use writing and reading for inquiry, learning, thinking, and communicating
- 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
- Understand the relationships among language, knowledge, and power

Processes

By the end of first year composition, students should

- 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
- Understand writing as an open process that permits writers to use later invention and re-thinking to revise their work
- Understand the collaborative and social aspects of writing processes
- Learn to critique their own and others' works
- Learn to balance the advantages of relying on others with the responsibility of doing their part
- Use a variety of technologies to address a range of audiences

Knowledge of Conventions

By the end of first year composition, students should

- Learn common formats for different kinds of texts
- Develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics
- Practice appropriate means of documenting their work
- Control such surface features as syntax, grammar, punctuation, and spelling.

<http://www.wpacouncil.org/positions/outcomes.html>