Going Vertical Together: An Interdisciplinary Infusion of Information Literacy with Research Writing in the Disciplines

Debra Frank Dew  
Valparaiso University, Debra.Dew@valpo.edu

Nora Belzowski  
Valparaiso University

Trisha Mileham  
Valparaiso University

Jonathan Bull  
Valparaiso University

Follow this and additional works at: https://digitalcommons.georgiasouthern.edu/gaintlit

Part of the Curriculum and Instruction Commons, and the Information Literacy Commons

Recommended Citation
Dew, Debra Frank; Belzowski, Nora; Mileham, Trisha; and Bull, Jonathan, "Going Vertical Together: An Interdisciplinary Infusion of Information Literacy with Research Writing in the Disciplines" (2013). Georgia International Conference on Information Literacy. 22.  
https://digitalcommons.georgiasouthern.edu/gaintlit/2013/2013/22

This presentation (open access) is brought to you for free and open access by the Conferences & Events at Digital Commons@Georgia Southern. It has been accepted for inclusion in Georgia International Conference on Information Literacy by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.
Going Vertical Together: An Interdisciplinary Infusion of Information Literacy with Research Writing in the Disciplines
Going Vertical Together: An Interdisciplinary Infusion of Information Literacy with Research Writing in the Disciplines

Debra Frank Dew
University Director of Writing
Debra.Dew@valpo.edu
WIC = Writing in the Curriculum
WID = Writing in the Discipline
WAC = Writing Across the Curriculum
VWP = Vertical Writing Program
RWS = Rhetoric and Writing Studies
LS = Library Studies
IL = Information Literacy
ISP = Information Search Process
Research Writing as Social Epistemic Knowledge Work
ISP as Process Model Complements Writing Process and Task Analysis in Theory
Threshold Concepts: RWS, Information Literacy and Subject Matter as Content
Conclusion:
Going Vertical Thus Far and Rising
Resources


Committee to Learning Community:
Using the Communities of Practice Model to Support Information Literacy and Writing Program Integration

Nora Belzowski
Assistant Professor of Library Services
Three elements of a CoP:

**Domain** – a specific area of expertise that members share

**Community** – a set of people who interact, engage, talk, think and develop relationships with one another in the process

**Practice** – ways of dealing with the problems typical of their domain that is developed over time
Example 1:
Each year three community organizations form a committee to organize the annual La Porte Santa Parade.

- The group meets once a week for five months each year
- Members are a diverse group of professionals
- They use their individual resources and network connections to organize the event
- Membership is voluntary
- Meetings have an agenda set by a chairperson
- The group gathers to complete their task (the downtown parade) then disperses until the next year
Example 2:
University of Idaho
Some faculty members formed a group to help new faculty achieve promotion and tenure.

- Membership was voluntary and limited to faculty
- The group determined goals: collaboration, publication, research, and fostering relationships between faculty members
- They met once a month during each academic year
- They drafted a charter and signed a group agreement to abide by a code of confidentiality and professional courtesy
Passion and Commitment

Good communities work on passion. They work on people’s identity and their identification with the domain. The community can create meaning and identity.

Innovation

Innovation takes place under many different circumstances, but it is great to have a community within which you can discuss the latest ideas, explore them together and get feedback.

Boundary Crossing

Communities are not limited by formal structures: they create connections among people across organizational and geographic boundaries.

~ Etienne Wenger


De Cagna, J. “Interview--Tending the Garden of Knowledge: A Look at Communities of Practice with Etienne Wenger.” *Information Outlook* 5.7 (2001): 6-12.


Case Study: Campus Context and Our Cornerstone Opportunity

Trisha Mileham
Director of Library Research Services
Model of the Information Search Process

<table>
<thead>
<tr>
<th>Initiation</th>
<th>Selection</th>
<th>Exploration</th>
<th>Formulation</th>
<th>Collection</th>
<th>Presentation</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feelings (Affective)</td>
<td>Uncertainty</td>
<td>Optimism</td>
<td>Confusion</td>
<td>Frustration</td>
<td>Doubt</td>
<td>Clarity</td>
</tr>
<tr>
<td>Thoughts (Cognitive)</td>
<td>vague</td>
<td>focused</td>
<td>increased interest</td>
<td>Increased self-awareness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actions (Physical)</td>
<td>seeking</td>
<td>relevant</td>
<td>information</td>
<td>seeking</td>
<td>pertinent</td>
<td>information</td>
</tr>
</tbody>
</table>

http://comminfo.rutgers.edu/~kuhlthau/information_search_process.htm
Resources


Valpo Core LibGuide http://libguides.valpo.edu/
Case Study: English 408
Methods of Literary Criticism and Research

Jonathan Bull
Assistant Professor of Library Services
English 408: Class Description and Research Assignment

• CORE/CC and English 200 prerequisites

• 24-28 students (varies by section)

• 1-2 sections offered each year (varies by instructor)

• Class focuses on: Research methods (both Primary/Historical and Secondary/Critical resources); Literary critical theories/approaches

• Major Research Assignment: Gather, evaluate, and reflect on primary and secondary sources of a text published prior to 1950
English 408: Where We Were

- Two sections, offered as one in Fall semester and one in Spring semester or two in Spring semester
  - Professor A – requested one-shot library instruction session, shared assignment
  - Professor B – no request for library instruction, did not share assignment
- One-shot instruction – various level of previous library research, review of bibliographic instruction, and a “dash” of information literacy
- Heavy reference traffic – students requesting help the week before the keystone research assignment is due; no assignment
English 408: Where We Are

- Two sections, offered as one in Fall semester and one in Spring semester

- Professor A – requested two library instruction sessions (entire class and small group) with the option for a third, shared assignment

- Professor C – requested three library instruction sessions (entire class for all three)

- New Research Assignments – scaffolding across final seven-weeks of the course
  - Varied information literacy instruction with various group sizes
English 408: Where We Are Going

• 20 students or less, each section
  • Continue collaboration and assignment design
  • Increased bibliographic instruction in English 200
    • Increased online content for bibliographic instruction review
  • More active learning and critical thinking (IL) activities/class exercises
    • Increased grade value of information literacy sessions/activities
The Larger Curricular Picture: Where We All Are Going

- Pilot for Writing-in-the-Discipline (WID) curriculum
  - Mapping across the four-tier writing curriculum
    - Participating in curriculum assessment
  - Continue to demonstrate that the librarians can help significantly with research methods and support
Resources


Questions?