Sep 21st, 4:15 PM - 5:30 PM

"Need, Find, Assess, Use" Translating IL Standards into Higher Education Curricula

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Armstrong Atlantic State University, GA

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Need, Find, Assess, Use: Translating ACRL Standards into the Writing Classroom

Jewell Anderson, MLIS
Lane Library

ARMSTRONG ATLANTIC STATE UNIVERSITY
FYE @Armstrong

• Academic Learning Communities comprised of core classes paired with a one-credit University Studies / Student Success course in place since early in the millennium.

• In 2008 Armstrong formalized institutional commitment to First Year success.

• First Year Learning Communities

• First Year Seminars

• Common Read Program

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IL @Armstrong

• As early as 2002, Lane librarians were collaborating with teaching faculty to introduce Information Literacy (IL) to the campus.

• In 2005 Lane librarians presented at this very conference on the topic of “Library Assignments and Faculty Collaboration.”

• Reference & Instruction Librarians continue to work with teaching faculty to address IL during bibliographic instruction sessions.
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• March 2011: FYE Faculty reach out to Lane library faculty re: let’s teach a FYE Academic Learning Community together

• Three-credit ENGL 1101

• One-credit IL including college readiness and study skills
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- Barriers to Collaboration
  - Disciplinary languages
  - Territorialism – or the expectation thereof
  - Concepts of student’s gaps in knowledge

- How to use a Word document (beyond basic functions)
- Facebook ≠ Technological Literacy
- How to access or navigate learning management systems
- How to optimize technology for research and writing purposes
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• Overcoming Barriers to Collaboration
• Open Communication
• Zero Expectations
• Plenty of Planning Time

• Planning started in March 2011 for an August, Fall, 2011 course
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- Outcomes:
  - Fulfill Standards that promote critical thinking
    - ACRL
    - Composition Studies
  - Meet Special Needs of Freshman Students
    - First-Year Experience

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- Achieving Outcomes: ACRL Standards

- 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.

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• Achieving Outcomes: Composition

• Course Organized into “Modules”

• Permits professors to teach to their strengths and specializations

• Outlines the trajectory of the course

• Scaffolding

• Backwards Design

• Devise complementary assignments that maximize composition and research skill-building at once

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Planning for Success
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Standards =
Need, Find, Assess, Use = Modules
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Week 1: So what is this all about?
August 15 M: Ice Breaker Cover Syllabus / Pre-Test (Assignment 1: In-Class)
Homework: Read Allyn & Bacon p. 97 – 99, 119, 536 – 37, 38 & 39

August 17 W: In-class discussion; How To Read – There are lots of ways to read and lots of things to read, but this lesson will cover the most basic forms from an educational perspective with specific focus on critical assessment and analysis of text.
Homework: Assignment 2: Print and read this & return the copy to me beginning of next class – don’t forget to put your name on it...

Week 2: 
August 22 W: Information Overload video w/discussion
Handout: Graph on p. 207
Assignment 1 DUE:
Assignment 2 In-Class writing

August 24 W: Return Papers: Discuss Computer Skills Tutorial

Week 3:
August 31 W: CAMPUS FIELD TRIP - Counseling Services

Week 4: Shitty
September 5 M: NO CLASS – LABOR DAY
September 7 W: Critical Thinking & Engagement
Read p. 267

And then, four class, because I’m an awesome nerd. I had to leave this be blank so Week 5 could be listed on the syllabus all together instead of breaking across pages... js
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Week 11: Books
October 24 M: Books – Specifically – Parts of, Types of
October 26 W: Books – Access
Assignment 9: In-Class Quiz

Week 12: Periodicals
October 31 M: Periodicals – Specifically – Parts of, Types of
November 2 W: Periodicals – Access

Week 13: No Books No Periodicals
November 7 M: CAMPUS FIELD TRIP: Library 2.3
Meet at the classroom, we’ll all troop over together.
November 9 W: Assignments: Homework: Assignment 10: Research & Writing Experiences

Week 14: Bringing It All Together
November 14 M: Sharing Your Writing and Research: Responsibly Bringing Your Voice & Participating in Academic Conversation
Assignment 10 DUE
November 16 W: CAMPUS FIELD TRIP: Writing Center
Meet at the classroom, we’ll all troop over together.

Week 15: Shorty
November 21 M: Citation & Writing Styles – An Overview

November 23 W: NO CLASS – T-GIVING

Week 16: Proper Citation: It’s Kind Of A Big Deal – Also, this week, you will see me in your Dr. Mason lab!
November 28 M: The Modern Language Association or MLA – in text citation
November 30 W: MLA – works cited list
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NEED : Composition

Added New Modules to ENGL 1101 Syllabus

• “How to Read in College”

• “How to Write to College”

NEED : IL

What type of need do you have?

Personal?

Professional?

Academic?

Emotional?

Financial?

Where to find, and what comprises, topical resources that provide foundation knowledge as well as provide more specific or focused knowledge
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FIND : Composition

- Discovery Exercise or “Practice” Research Project
- Mindmapping and Organization with Dr. Mason
- Guided Research and Resource Introduction with Prof. Anderson
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FIND: IL

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<thead>
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<th>ASSESS : Composition</th>
<th>ASSESS : IL</th>
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<tr>
<td>•“Reading” other types of texts</td>
<td>•Determining if info need has been met</td>
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<tr>
<td>•“Thinking Rhetorically About How Messages Persuade”</td>
<td>•With regard to sources</td>
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<td>•“Writing” in unconventional situations</td>
<td>•Currency</td>
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<td>•The “Ghastly Resort” Project</td>
<td>•Relevance</td>
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<td>•Purpose</td>
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USE : Composition
• “Reading” other types of texts
• “Thinking Rhetorically About How Messages Persuade”
• “Writing” in unconventional situations
• The “Ghastly Resort” Project

USE: IL
• Applying Knowledge
  • In Life
  • Campus Offices & Resources
• In Research
  • Citing Sources
  • Incorporating research into writing
Outcomes
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- Research: Spring 2012
- Our Students (Experiment) vs. Not (Control)
- All 1 – 5 scale, 1 good or high, 5 bad or low
  - Q1. Rate Confidence in Understanding of Assignments:
    - Experiment: 4.81
    - Control: 4.01
  - Q2. Rate Confidence in Research Skills
    - Experiment: 4.75
    - Control: 4.06
  - Q3. Willingness to Ask Librarians for Help
    - Experiment: 4.73
    - Control: 4.27

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Ongoing IL+ FYE @Armstrong

• In 2011 an plan with a significant Information Literacy component was selected to fulfill regional accreditation standards.

• The pilot program for that has launched and is comprised of 10 ALC’s that combine core classes with a one-credit IL course.

• Full implementation is slated for Fall 2013.

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