Composing Information Literacy: A Pedagogical Partnership Between Rhet/Comp and Library Faculty

Michelle A. Albert  
*University of Colorado Boulder, michelle.albert@colorado.edu*

Caroline Sinkinson  
*University of Colorado Boulder, caroline.sinkinson@Colorado.EDU*

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COMPOSING

INFORMATION LITERACY

Georgia International Conference on Information Literacy 2015

Michelle Albert and Caroline Sinkinson, University of Colorado Boulder
Our Story

Serendipity

Curiosity

Conversation
IF WE COULD DESIGN A CURRICULUM THAT NO LONGER TREATS INFORMATION LITERACY AND RHETORIC AND COMPOSITION AS SEPARATE AND THAT ACKNOWLEDGES THE COMPLEX INFORMATION LANDSCAPES IN WHICH WE RESIDE AND THE MULTIPLE MODES IN WHICH OUR STUDENTS COMPOSE, WHAT WOULD IT LOOK LIKE?
THE TENDENCY TO RESIST A MORE COMPREHENSIVE DISCIPLINARY UNDERSTANDING OF THE GLOBAL, RECURSIVE RELATIONSHIPS BETWEEN INFORMATION LITERACY AND STUDENT WRITING MAY SERVE TO PERPETUATE OUTMODED NOTIONS OF WHAT IT MEANS TO BE INFORMATION LITERATE, OR WHAT IT MEANS TO COMPOSE IN A DIGITAL AGE.

(Artman et al 2010:95)
CONTEXT
UNIVERSITY OF COLORADO BOULDER
Collaborations

Trust one another & have a sense of shared ownership

Articulate our goals & purposes together

Share insights, both practical & theoretical

Photo: Benches by Amy Aletheia Cahill CC BY SA
A good starting point for partnerships could be using the WPA & ACRL documents in local conversations among compositionists & librarians to determine values, outcomes, & standards for researching & writing they share.

(McClure 2009:23)
“HABITS OF MIND AND EXPERIENCES WITH WRITING, READING, AND CRITICAL ANALYSIS THAT SERVE AS FOUNDATIONS FOR WRITING IN COLLEGE-LEVEL … COURSES.”
“INTEGRATED ABILITIES ENCOMPASSING THE REFLECTIVE DISCOVERY OF INFORMATION, THE UNDERSTANDING OF HOW INFORMATION IS PRODUCED AND VALUED, AND THE USE OF INFORMATION IN CREATING NEW KNOWLEDGE AND PARTICIPATING ETHICALLY IN COMMUNITIES OF LEARNING”
DEVELOP YOUR INFORMATION LITERACY, MAKING CRITICAL CHOICES AS YOU IDENTIFY A SPECIFIC RESEARCH NEED, LOCATE AND EVALUATE INFORMATION AND SOURCES, AND DRAW CONNECTIONS AMONG YOUR OWN AND OTHERS’ IDEAS IN YOUR WRITING
professional values

student learning goals

transfer for lifelong learning

call to action

adaption & design

photo: Boulder Archway by Amy Aletheia Cahill CC BY-SA
FRAMEWORK FOR INFORMATION LITERACY FOR HIGHER EDUCATION

AUTHORITY IS CONSTRUCTED & CONTEXTUAL

INFORMATION CREATION AS PROCESS

INFORMATION HAS VALUE

RESEARCH AS INQUIRY

SCHOLARSHIP AS CONVERSATION

SEARCHING AS STRATEGIC
FRAMEWORK FOR INFORMATION LITERACY FOR HIGHER EDUCATION

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SEARCHING AS STRATEGIC
DISPOSITIONS
Describe ways in which to address the affective, attitudinal, or valuing dimensions of learning.

FRAMEWORK FOR INFORMATION LITERACY FOR HIGHER EDUCATION

KNOWLEDGE PRACTICES
Demonstrations of ways in which learners can increase their understanding.
FRAMEWORK FOR INFORMATION LITERACY FOR HIGHER EDUCATION

DISPOSITIONS
Describe ways in which to address the affective, attitudinal, or valuing dimensions of learning.

KNOWLEDGE PRACTICES
Demonstrations of ways in which learners can increase their understanding.
FRAMEWORK FOR SUCCESS IN POST SECONDARY WRITING

HABITS OF MIND
- Curiosity
- Openness
- Engagement
- Creativity
- Persistence
- Responsibility
- Flexibility
- Metacognition
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FRAMEWORK FOR SUCCESS IN POST SECONDARY WRITING

EXPERIENCES

RHETORICAL KNOWLEDGE
CRITICAL THINKING
FLEXIBLE WRITING PROCESSES
KNOWLEDGE OF CONVENTIONS
MULTIPLE ENVIRONMENTS
FRAMEWORK FOR SUCCESS IN POST SECONDARY WRITING

EXPERIENCES
- RHETORICAL KNOWLEDGE
- CRITICAL THINKING
- FLEXIBLE WRITING PROCESSES
- KNOWLEDGE OF CONVENTIONS
- MULTIPLE ENVIRONMENTS
FRAMEWORK FOR SUCCESS IN POST SECONDARY WRITING EXPERIENCES

- Rhetorical Knowledge
- Critical Thinking
- Knowledge of Conventions
- Flexible Writing Processes
- Multiple Environments
- Flexible Writing Processes
- Multiple Environments
FRAMEWORK FOR SUCCESS IN POST SECONDARY WRITING

EXPERIENCES
Rhetorical Knowledge
Critical Thinking
Flexible Writing Processes
Knowledge of Conventions
Multiple Environments
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Rhetorical Knowledge
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PHOTO: Norlin Library By Casey A. Cass
PHOTO Library Window By Amy Aletheia Cahill CC BY SA
AUTHORITY IS CONSTRUCTED & CONTEXTUAL

DEVELOP & MAINTAIN AN OPEN MIND WHEN ENCOUNTERING VARIED & SOMETIMES CONFLICTING PERSPECTIVES.

DEVELOP AWARENESS OF THE IMPORTANCE OF ASSESSING CONTENT WITH A SKEPTICAL STANCE AND WITH A SELF AWARENESS OF THEIR OWN BIASES & WORLDVIEW

OPENNESS

EXAMINE THEIR OWN PERSPECTIVES TO FIND CONNECTIONS WITH THE PERSPECTIVES OF OTHERS
TRUST ONE ANOTHER & HAVE A SENSE OF SHARED OWNERSHIP

ARTICULATE OUR GOALS & PURPOSES TOGETHER

SHARE INSIGHTS, BOTH PRACTICAL & THEORETICAL

PHOTO: Benches By Amy Aletheia Cahill CC BY SA
INQUIRY & SCHOLARSHIP
AS DIALOGIC

AGENCY & FLEXIBILITY
IN A MESSY PROCESS

ENGAGEMENT
PARTICIPATION & RESPONSIBILITY

CONTEXT
AUTHORITY & GENRE

METACOGNITION
REFLECTION & TRANSFER

ENVIRONMENTS
NEW & EMERGING
INQUIRY & SCHOLARSHIP
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PARTICIPATION & RESPONSIBILITY

CONTEXT
AUTHORITY & GENRE

METACOGNITION
REFLECTION & TRANSFER

ENVIRONMENTS
NEW & EMERGING
Inquiry & Scholarship as Dialogic Agency & Flexibility in a Messy Process

Participation & Responsibility

Context

Authority & Genre

Environments

Reflection & Transfer

Metacognition

New & Emerging
INQUIRY & SCHOLARSHIP
AS DIALOGIC

AGENCY & FLEXIBILITY
IN A MESSY PROCESS

ENGAGEMENT
PARTICIPATION & RESPONSIBILITY

CONTEXT
AUTHORITY & GENRE

METACOGNITION
REFLECTION & TRANSFER

ENVIRONMENTS
NEW & EMERGING
OFFER LEARNING EXPERIENCES IN WHICH STUDENTS DEVELOP PRACTICES OF OPEN & SELF-DIRECTED EXPLORATION CRITICAL REFLECTION AS THEY EXPLORE INFORMATION CONTEXTS, POSE RESEARCH QUESTIONS, NAVIGATE CONVERSATIONS, FORMULATE ARGUMENTS AND COMPOSE AND CIRCULATE TEXTS FOR A VARIETY OF AUDIENCES AND PURPOSES AND IN A VARIETY OF MODES & MEDIA.
LEARNING OUTCOME
STUDENTS INVESTIGATE & RECOGNIZE INQUIRY, INFORMATION, & COMMUNICATION PRACTICES IN ACADEMIC ENVIRONMENTS.

SUBCOMPONENTS
STUDENTS WILL:
- examine how ideas and theories are formulated and re-formulated over time in academic environments

ACTIVITIES
- Students will track and create a profile of a specific writer/scholar to examine the trajectory of the scholar’s work and the varied means of communicating that work, be that formal or informal venues.

PHOTO: CU Boulder Campus By Doug Dugdale CC BY SA
LEARNING OUTCOME
STUDENTS INVESTIGATE & RECOGNIZE INQUIRY, INFORMATION, & COMMUNICATION PRACTICES IN NEW MEDIA ENVIRONMENTS.

SUBCOMPONENTS
STUDENTS WILL:
● compare how authority is constructed in various new media contexts

ACTIVITIES
● Students curate online conversations around a topic of inquiry, using a tool such as Storify, and evaluate, through annotations, how the conversation progressed over time.
LEARNING OUTCOME
STUDENTS INVESTIGATE AND RECOGNIZE THEIR ONLINE BEHAVIOR AND IDENTITY.

SUBCOMPONENTS
STUDENTS WILL:
● measure the affordances and constraints of different technologies to build an online presence

ACTIVITIES
● Students construct a digital identity map or a narrative of their online activities.
LEARNING OUTCOME

STUDENTS DETERMINE OPTIONS FOR COMMUNICATION AND COMPOSITION, INCLUDING MODES, MEDIA, AND TECHNOLOGIES.

SUBCOMPONENTS

STUDENTS WILL:

- choose among technologies and modes of communication that are best suited for their purpose and audience

ACTIVITIES

- Students evaluate the anatomy of two different genres and report on the conventions of each, including language, design, and style, and also note their responses to both pieces.
LEARNING OUTCOME
STUDENTS COMPOSE A VARIETY OF TEXTS, MAKING RHETORICAL CHOICES BASED ON PURPOSE, AUDIENCE, CONTEXT, AND GENRE.

SUBCOMPONENTS
STUDENTS WILL:
● Establish, develop, and support a main claim that responds to a research question

ACTIVITIES
● Students will compose an inquiry-driven research-supported argument essay for an academic audience, and a persuasive multimodal piece on the same topic designed to appeal to a specific popular audience.
QUESTIONS

THANK YOU
REFERENCES


