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

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COMPOSING

INFORMATION LITERACY

Georgia International Conference on Information Literacy 2015

Michelle Albert and Caroline Sinkinson, University of Colorado Boulder
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)
COLLABORATIONS

TRUST ONE ANOTHER & HAVE A SENSE OF SHARED OWNERSHIP

ARTICULATE OUR GOALS & PURPOSES TOGETHER

SHARE INSIGHTS, BOTH PRACTICAL & THEORETICAL
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”
LEARNING GOALS
PWR FIRST-YEAR WRITING COURSE

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
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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 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
FRAMEWORK FOR SUCCESS IN POST SECONDARY WRITING

HABITS OF MIND
- Curiosity
- Openness
- Engagement
- Creativity
- Persistence
- Responsibility
- Flexibility
- Metacognition
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EXPERIENCES
RHETORICAL KNOWLEDGE
CRITICAL THINKING
FLEXIBLE WRITING PROCESSES
KNOWLEDGE OF CONVENTIONS
MULTIPLE ENVIRONMENTS
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FRAMEWORK FOR SUCCESS IN POST SECONDARY WRITING

- Rhetorical Knowledge
- Critical Thinking
- Knowledge of Conventions
- Flexible Writing Processes
- Multiple Environments
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IS CONSTRUCTED & CONTEXTUAL

INFO CREATION
AS PROCESS

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HAS VALUE

RESEARCH
AS INQUIRY

SCHOLARSHIP
AS CONVERSATION

SEARCHING
AS STRATEGIC

CURIOUSITY
OPENNESS
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CREATIVITY
PERSISTENCE
RESPONSIBILITY
FLEXIBILITY
METACOGNITION
OPENNESS

EXAMINE THEIR OWN PERSPECTIVES TO FIND CONNECTIONS WITH THE PERSPECTIVES OF OTHERS

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
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
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BACKWARDS
DESIGN
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.
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


