We’ve got you covered! Using an Umbrella Approach for Research and BEAM to Build Student Research Papers: How Library Instruction and English Composition Classes Lay the Foundation for Information Literacy and Research Skills

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A Cooperative, Rhetorical Approach to Research Instruction

Refining Our Approach to Information Literacy Through Umbrellas & BEAMs

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Who We Are, Who We Serve
Auburn University at Montgomery
Montgomery, Alabama

- 4-year college
- WAC Campus

Snapshot of Undergraduate Student Demographics:
- Data for 2014-15 (AUM Institutional Research Office)

| 19  | Average Age of 1st-Time Freshman |
| ~60% | First generation college students |
| 54%  | ACT English Score of 18-23 |
Who We Are, Who We Serve

Amy Locklear
Distinguished Lecturer, Composition Administration Coordinator

Samantha McNeilly
Teaching & Outreach Librarian; Archives & Special Collections Librarian
UNIV 1004 Instructor
Our Collaboration:

**Sam:**
Teaching & Outreach Librarian, UNIV 1004 Instructor

**Amy:**
Composition Lecturer, Department of English & Philosophy

**Goals:**
Renegotiate, Reconceptualize Our Relationship & Practices

**Shared Groundwork:**
Disciplinary Research & Pedagogy; *Bizup’s BEAM*

**Overlapping Praxis:**
Rhetoric, Vocabulary, Metacognition
Setting the Stage: Overlapping Exigence

Influential Research Studies*:

**JOSEPH BIZUP**

*Columbia University*

**BEAM: A Rhetorical Vocabulary for Teaching Research-Based Writing**

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*Recent publication by McClure & Purdy explore several of these together in The Future Scholar: Researching and Teaching the FRAMEWORKS for Writing & Information Literacy (2016)*
ACRL & WPA: Influence of Disciplinary Frameworks
Provide Us With:

- important disciplinary trends
- common theoretical ground
- common vocabulary & rhetorical lens
- shared goals... compared

1 McClure & Purdy The Future Scholar: Researching and Teaching the FRAMEWORKS for Writing & Information Literacy, © 2016
Exigence: Undergrad Students’ Research Behaviors, Library - Writing Class Connections

- Jamieson, Moore Howard, & Serviss (The Citation Project, AUM): assessed student research practices by examining writing artifacts (student papers)
- Pedagogical implications for us: Changes to perspectives of “use”
  - “narrow views of plagiarism impede ways in which writing is taught to students and how students come to use sources in papers.”
  - “If instructors know how shallowly students are engaging with their research source … then they know what responsible pedagogy needs to address.”
- **Our Cooperative Goals:** Change the Lens & Our Approach

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1 “Unraveling the Citation Trail.” Project Information Literacy Smart Talk no. 8, Sandra Jamieson and Rebecca Moore Howard, The Citation Project. 15 Aug. 2011. Web.
A Rhetoric of Classification: Where Bizup Leads Us

- Bizup: current vocabulary used by writing teachers is part of the problem.

- Calls for a Rhetorical Shift --
  - from “what their sources are” to
  - what students “as writers might do with them” (75).

- Rhetorical renegotiation of pedagogical terms:
  - provides an “alternative vocabulary that emphasizes ...the functional role” of a source (75),
  - shifts power to the student...promotes agency, metacognition

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### Adding A Rhetorical “BEAM”¹:
Renegotiating the Meta-Language

<table>
<thead>
<tr>
<th>Source Type</th>
<th>Description</th>
</tr>
</thead>
</table>
| **Background / Background**| • “materials whose claims a writer accepts as ‘facts’” (75).  
• “noncontroversial, used to provide context...facts and information” |
| **Exhibit / Exhibit**      | • “materials a writer offers for explication, analysis, or interpretation.”  
• “exhibit...is not synonymous with the conventional term evidence, which designates data offered in support of a claim.”  
• “Exhibits can lend support to claims, but they can also provide occasions for claims.”  
• “Understood in this way, the exhibits in a piece of writing work much like the exhibits in a museum or a trial” (75) |
| **Argument / Argument**    | • “materials whose claims a writer affirms, disputes, refines, or extends in some way.”  
• “argument sources are those with which writers enter into ‘conversation’” (75-76). |
| **Method / Method**        | • materials “can offer a set of key terms, lay out a particular procedure, or furnish a general model or perspective” (76). |

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Reframing The Search
The Umbrella + BEAM

Renegotiating IL Instruction

- Metacognition
- Our Roles & Meta-language
- Students’ Perceptions
Pre-Library: In the Writing Classroom

- Assignment Sequence:
  - Phase 1: Topic Exploration
  - Phase 2: Annotated Bib & Evaluation

- 1st 6 Weeks: Paving the Way
  - Introducing Terms
    - “exploring the conversation”
    - “discourse communities”
    - “inquiry:” questions & perspectives
    - “arguable issue” vs. “research”
    - principles of BEAM

- Pre-Library Worksheet
  - core ideas = key search terms informed by BEAM principles
Library Instruction Session

One-shot session with focus on Research Skills:

1) How to find sources using library databases and other resources
2) How to evaluate information sources
3) How to effectively use information sources
Introducing the Research Umbrella
• Think of your research as an Umbrella: Start broad with your main topic or theme which would be the fabric of the umbrella.

• Next, the framework, or supports of the umbrella, are what make up the fabric of the topic.

• The handle of the umbrella represents your thesis, or what you want to grab hold of within the fabric.
Research is connected to your writing. Relevant sources will address your questions. Ask yourself:

What could a writer do with this source?

**Background**
- Present Information, Establish Facts

**Exhibit**
- Explicate, Interpret, Analyze

**Argument**
- Affirm, Dispute, Refine, Extend

**Method**
- Critical lens; key terms, theory, style, perspective, discourse
Evaluate For  Control With

Relevancy  ➞  Key Words

Rhetorical Context  ➞  Search Tool

Author?  Audience?  Purpose?

How Could I Use This Source?

BEAM
<table>
<thead>
<tr>
<th>Purpose:</th>
<th>Sources to Consider:</th>
<th>Search Tools:</th>
<th>Your Citation:</th>
<th>I could use this source to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background</td>
<td>Encyclopedia, Books</td>
<td>Library</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exhibit</td>
<td>Films, Articles, Blogs, Facebook page, lab results, stats, data, case studies, etc.</td>
<td>Google, Library</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Argument</td>
<td>Articles, Books</td>
<td>Library, JSTOR, Ebsco</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Method</td>
<td>Course Readings, Textbook, Articles</td>
<td>Textbook, Library, Librarian</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Resources / Bibliography:

1. Website Resources / Reports:

ACRL -- Framework for Information Literacy for Higher Education: http://www.ala.org/acrl/standards/ilframework

Council of Writing Program Administrators, the National Council of Teachers of English, and the National Writing Project -- Framework for Success in Postsecondary Writing: http://wpacouncil.org/framework

PLI -- Project Information Literacy: http://projectinfolit.org/

The Citation Project -- original site is now password protected, but discussion of the results appear in publications section below

2. Publications & Presentations:


https://sandrajamieson.files.wordpress.com/2013/02/jamieson-sandra-rebecca-moore-howard-newdigitalsscholar-ch5.pdf


Moore Howard, Rebecca, Tanya K. Rodrigue, and Tricia C. Serviss. "Writing from Sources, Writing from Sentences." Writing and Pedagogy 2.2. Fall 2010. 177-192

“Unraveling the Citation Trail.” Project Information Literacy Smart Talk no. 8, Sandra Jamieson and Rebecca Moore Howard, The Citation Project. 15 Aug. 2011. http://projectinfolit.org/smart-talks/item/110-sandra-jamieson-rebecca-moore-howard