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Kathy Clarke & Justin Thurston (JMU Student), Mid-Atlantic Writing Centers Association
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Introduction
Hello. My name is Kathy Clarke and I'm a librarian at James Madison University in Harrisonburg, Virginia. I'm here to speak to you today about libraries, librarians and writing center collaborations in their varying forms. I will use my own experience as a lens to the terrain I've been traveling for the last year.

A little about me.
I've been an academic librarian since 1999 and a professional librarian for even longer. I have always served in a reference librarian capacity. This public side of this work plays out by teaching classes of students in a one-shot library settings, working a public help desk, and working with students who make appointments for individual help.

A little about Libraries.
 Libraries, are re-imagining themselves into "learning spaces." Simultaneously, there are simply not enough student hang-out or work spaces in our classroom buildings or residence halls. As such, the libraries have become natural hubs of student activity and our very high gate counts attest to that. Recently libraries, ours included, have begun to refer to designated spaces of shared activities (computing, coffee, desks with varying forms of help available) as *Learning Commons*. But the students still just think of it as a library.

Collaborative Beginnings (from the Center OUT)
In fall 2010, our library administration was approached by the director of the Writing Center to run a pilot, grant-funded program that would bring writing center tutors into the flagship library (Carrier) several nights during the week. This was designed to extend the current writing center hours beyond 5PM and offer services to students where and when they needed it. *Justin will talk a little about what it is like to tutor in the libraries versus the center in just a minute.*   This partnership between the libraries and the Writing Center opened up many other collaborative situational relationships in the Library Learning Commons; we now host peer advising, learning strategies, English Language Learning, and health center staff in our buildings to extend their services beyond their doors.

Libraries/ians to the Center?
But, can it go the other way? The JMU Writing Center is staffed by faculty who hail from our Writing Program, or came up through a Writing or English program, and most peer tutors come from this program or English. Last summer, the Writing Center approached me about spending a year in the Writing Center as Faculty Fellow. This was harder than it sounded. Succinctly, I describe the response as , "you writing people are more than welcome into *our* libraries, but could you not poach on *our* faculty?" I pushed and I got "release" time to spend a year in the Writing Center. A take-away for those

of you considering such an idea, be prepared for the lunacy of library bureaucracy and keep asking. Librarians are really, really bad at saying no – it's why we make so many rules.

Would you want to do this?

Why would you want a librarian in the Center? Academic librarians have written and embraced the Information Literacy Standards for Higher Education. These standards, written by the Association of College and Research Libraries, have been around since the late nineties and have found adoption on many campuses around the country. In essence they can be boiled down to these majors concepts; an information literate student - knows when information is needed, can find it efficiently, can evaluate information, can use it for a purpose, and uses information ethically. Librarians tend to be bit selective when they try to work towards these standards. Our natural comfort zones are with standards two (finding) and four ethical use (aka citing). But standard three – use it for a purpose is really what you get a chance to see in Writing Center work and spend time with students after the finding and before the citing; when they are trying to use the information. It was a gap in my knowledge and continues to be a gap for many of my colleagues. But if you want to try this kind of collaboration that is one way to approach it.

What does this work look like to us?

What does spent a year in the writing center look like to a librarian? At first it is bewildering I had the same feeling I know that every new to JMU student has when they walk in the library or to a writing center which is a good thing to remember. For the first few weeks, I watched more experienced faculty in their sessions and eventually felt comfortable enough to run on my own.

As I observed and began my own tutoring, I also participated in the Tutoring Writing Class – a class all potential peer tutors must complete prior to applying to become a peer tutor. If you have such a class or training methods, consider inviting a librarian to sit in. As I completed their readings and participated in class discussions , I watched these students learn and discuss the ethos of tutoring writing scholarship. This helped to see and understand the rich scholarship of writing centers which incidentally is an area I now actively collect in for the libraries (and a reason you might consider adding a librarian to your mix). I quickly learned that I was helping the writer not the writing, diagnosing the higher order issues first, and trying really, really hard not to touch the pen. Sitting in the class also gave me a rich relationship to a set of students (remember these are mostly writing majors/minors or students from English) who were unfamiliar with the many nuances of university-level research outside their disciplines. I had a chance to work with them one-on-one with some of their research work. I hope this helped them understand what librarians have to offer when it comes to researched writing. This is evidenced by the questions they ask me when I'm in the Center. Also, this class also opened my eyes to a new way we might approach creating library peer tutors. In our library, we "train" students to staff

service desks. That would be a cultural change that I would welcome, but would have to occur at the library organizational level. The culture of many parts of a library service provision is one of service, not teaching. And that is a difficult culture to shift, I will talk a little bit more about that shortly.

But I can change my own practice, so how has this year changed my current practice of librarianship or influenced my own writing? The work of teaching students one-to-one isn't new to me. That is the majority of the kind of teaching academic librarians typically do. But, this work with students on their writing was very new.   I had to move out of my expertise – my traditional role is that of expert in finding information – less so in showing use. Weird right? But this fellowship has emboldened me to move beyond simply finding information with and for students.   Now, I'm deliberate in my classroom opportunities to show students how experts use information in their work, which moved my classroom to time to less about the hows of research and more about the whys. I also welcome students who want me to read their papers or portions of them. Many of my librarian colleagues would find this profoundly uncomfortable, but tutoring moves you into a space that says, you can certainly look, and assuming you do no harm, you probably won't hurt.

One example of this is teaching the literature review. I regularly teach in the beginning research methods course for Communication Studies. This class does a substantial literature review and while I'm showing students how to find appropriate sources, I've added pieces that show how the authors we find use or create *their* literature review.

In the tutoring writing course, I've had the chance to teach those students what a librarian does, but also to suggest to potential tutors that they too can help students find information. We cover some research basics and when they should consider referring a student onto a librarian subject specialist. I am sharing with you a guide I made for students in that class for their referral. So when a student is in the beginnings of figuring out what to write about, your brainstorming or invention session is my background research. Suggesting a student look at an subject encyclopedia to get ideas about how to narrow a large topic to a manageable one is a simple suggestion I often share with tutors. Mentoring aspiring tutors is another way for librarians to share what we do or we can also offer some tutor professional development programing is another venue.

I'd like to finish up my talk with an example from my tutoring life that used all my skills to help a student. Student makes an appointment with me to discuss her Political Science paper. I seriously doubt she would have ever walked into the library with her problems. She is in a 200 level course and the assignment is to: Write a Literature Review using five scholarly articles.   As she speaks, I come to understand that she is really writing a long-form annotated bibliography. She has found one article on her topic – something about immigration – and is sent to JSTOR to hunt for four more sources to review.

With the one annotation in-hand it quickly became evident to me that this student was confusing reading, research and writing into one big overwhelming and very confusing task. Because I regularly instruct students on critical reading, I was able to show her what parts of the articles she should focus on. I showed her how to look for other sources, and how to use a source to find others that were

similar, and to decipher a citation so that she could locate those items if she wanted to use them. We worked together to use some of the pieces of her annotation and pull out parts that simply didn't belong. We then went looking for additional sources (first by using the citation list on the document in her hand) and by running searches with a much more narrow topic in disciplinary databases, not JSTOR. I then sent her along to the liaison librarian for Political Science. It was a ambitious appointment for both of us, and for the tutoring writing student who was sitting in. But it represented to me the importance of these kinds of collaborations, and how they can shorten the distance students must travel to get the help they need. There is much more work to be done.

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