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### Going Vertical Together: An Interdisciplinary Infusion of Information Literacy with Research Writing in the Disciplines

Debra Frank Dew

*Valparaiso University*, [Debra.Dew@valpo.edu](mailto:Debra.Dew@valpo.edu)

Nora Belzowski

*Valparaiso University*

Trisha Mileham

*Valparaiso University*

Jonathan Bull

*Valparaiso University*

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Going Vertical Together:  
An Interdisciplinary Infusion of  
Information Literacy with Research  
Writing in the Disciplines

# Going Vertical Together: An Interdisciplinary Infusion of Information Literacy with Research Writing in the Disciplines

**Debra Frank Dew**

University Director of Writing

Debra.Dew@valpo.edu

**WIC** = Writing in the Curriculum  
**WID** = Writing in the Discipline  
**WAC** = Writing Across the Curriculum  
**VWP** = Vertical Writing Program  
**RWS** = Rhetoric and Writing Studies  
**LS** = Library Studies  
**IL** = Information Literacy  
**ISP** = Information Search Process

# Research Writing as Social Epistemic Knowledge Work

# ISP as Process Model Complements Writing Process and Task Analysis in Theory

# Threshold Concepts: RWS, Information Literacy and Subject Matter as Content

Conclusion:  
Going Vertical Thus Far  
and Rising



# Resources

Kuhlthau, Carol C. “Inside the Search Process: Information Seeking from the User’s Perspective.” *Journal of the American Society for Information Science*. 42.5, 1991. 361-71.

Paretti, Marie, Lisa McNair, Kelly Belanger, and Diana George. “Reformist Possibilities? Exploring Writing Program Cross-Campus Partnerships.” *Writing Program Administration*. 33.1-2 (Fall/Winter 2009). 74-113. Print.

Townsend, Lori, Korey Brunetti, and Amy R. Hofer. “Threshold Concepts and Information Literacy.” *Portal: Libraries and the Academy*. 11.3 (July 2011). 853-69. Print.

Valparaiso University. “Strategic Plan for Valparaiso University 2012-2016.” Board Approved. October 2011. Print.

# Committee to Learning Community: Using the Communities of Practice Model to Support Information Literacy and Writing Program Integration

**Nora Belzowski**

Assistant Professor of Library Services

## Three elements of a CoP:

**Domain** – a specific area of expertise that members share

**Community** – a set of people who interact, engage, talk, think and develop relationships with one another in the process

**Practice** – ways of dealing with the problems typical of their domain that is developed over time

## **Example 1:**

**Each year three community organizations form a committee to organize the annual La Porte Santa Parade.**

- The group meets once a week for five months each year
- Members are a diverse group of professionals
- They use their individual resources and network connections to organize the event
- Membership is voluntary
- Meetings have an agenda set by a chairperson
- The group gathers to complete their task (the downtown parade) then disperses until the next year

## **Example 2:**

### **University of Idaho**

**Some faculty members formed a group to help new faculty achieve promotion and tenure.**

- Membership was voluntary and limited to faculty
- The group determined goals: collaboration, publication, research, and fostering relationships between faculty members
- They met once a month during each academic year
- They drafted a charter and signed a group agreement to abide by a code of confidentiality and professional courtesy

## **Passion and Commitment**

Good communities work on passion. They work on people's identity and their identification with the domain. The community can create meaning and identity.

## **Innovation**

Innovation takes place under many different circumstances, but it is great to have a community within which you can discuss the latest ideas, explore them together and get feedback.

## **Boundary Crossing**

Communities are not limited by formal structures: they create connections among people across organizational and geographic boundaries.

~ Etienne Wenger

# Resources

- Belzowski, Nora F., J. Parker Ladwig, and Thurston Miller. "Crafting Identity, Collaboration, and Relevance for Academic Librarians using Communities of Practice." *Collaborative Librarianship*, 5.1 (2013): 3-15.
- Cox, Milton D, and Laurie Richlin. *Building Faculty Learning Communities*. San Francisco: Jossey-Bass, 2004.
- De Cagna, J. "Interview--Tending the Garden of Knowledge: A Look at Communities of Practice with Etienne Wenger." *Information Outlook* 5.7 (2001): 6-12.
- Henrich, Kristin J. and Ramirose Attebury. "Communities of Practice at an Academic Library: A New Approach to Mentoring at the University of Idaho." *Journal of Academic Librarianship*, 36.2 (2010): 158-65.
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- Wenger, Etienne. *Communities of Practice: Learning, Meaning, and Identity*. Cambridge, U.K: Cambridge University Press, 1998. Print.
- Wenger, Etienne C., and William M. Snyder. "Communities of Practice: The Organizational Frontier." *Harvard Business Review* 78.1 (2000): 139-145.
- Wenger, Etienne. *Communities of Practice: a Brief Introduction*. June (2006). [http://www.ewenger.com/theory/communities\\_of\\_practice\\_intro.htm](http://www.ewenger.com/theory/communities_of_practice_intro.htm)



# **Case Study: Campus Context and Our Cornerstone Opportunity**

**Trisha Mileham**

Director of Library Research Services



## Model of the Information Search Process

|                         | Initiation  | Selection   | Exploration                       | Formulation | Collection                         | Presentation   | Assessment                      |                                 |
|-------------------------|-------------|---|-----------------------------------|-------------|------------------------------------|--|---------------------------------|---------------------------------|
| Feelings<br>(Affective) | Uncertainty | Optimism  | Confusion<br>Frustration<br>Doubt | Clarity     | Sense of direction /<br>Confidence | Satisfaction or<br>Disappointment  | Sense of<br>accomplish-<br>ment |                                 |
| Thoughts<br>(Cognitive) | vague       |  |                                   |             | focused                            |  |                                 | Increased<br>self-<br>awareness |
| Actions<br>(Physical)   | seeking     | relevant<br>Exploring   | information                       | seeking     | pertinent<br>Documenting           | information  |                                 |                                 |

Kuhlthau, C. C. Seeking Meaning: A Process Approach to Library and Information Services, 2<sup>nd</sup> edition, Libraries Unlimited, Westport, CR., 2004.

[http://comminfo.rutgers.edu/~kuhlthau/information\\_search\\_process.htm](http://comminfo.rutgers.edu/~kuhlthau/information_search_process.htm)

# Resources

Donham, J., Steele, M. Instructional Interventional Across the Inquiry Process. College and Undergraduate Libraries, 14(4), 2007.

Donham, J. The Inquiry Process. <http://www.cornellcollege.edu/LIBRARY/faculty/information-literacy/inquiry-process.shtml>. Accessed August 22, 2013.

Kuhlthau, C. C. Seeking Meaning: A Process Approach to Library and Information Services, 2<sup>nd</sup> edition, Libraries Unlimited, Westport, CR., 2004.

Valpo Core LibGuide <http://libguides.valpo.edu/>

# **Case Study: English 408**

## Methods of Literary Criticism and Research

**Jonathan Bull**

Assistant Professor of Library Services

# English 408: Class Description and Research Assignment

- CORE/CC and English 200 prerequisites
  - 24-28 students (varies by section)
- 1-2 sections offered each year (varies by instructor)
- Class focuses on: Research methods (both Primary/Historical and Secondary/Critical resources); Literary critical theories/approaches
- Major Research Assignment: Gather, evaluate, and reflect on primary and secondary sources of a text published prior to 1950

# English 408: Where We Were

- Two sections, offered as one in Fall semester and one in Spring semester or two in Spring semester
  - Professor A – requested one-shot library instruction session, shared assignment
  - Professor B – no request for library instruction, did not share assignment
- One-shot instruction – various level of previous library research, review of bibliographic instruction, and a “dash” of information literacy
- Heavy reference traffic – students requesting help the week before the keystone research assignment is due; no assignment

# English 408: Where We Are

- Two sections, offered as one in Fall semester and one in Spring semester
- Professor A – requested two library instruction sessions (entire class and small group) with the option for a third, shared assignment
- Professor C – requested three library instruction sessions (entire class for all three)
- New Research Assignments – scaffolding across final seven-weeks of the course
  - Varied information literacy instruction with various group sizes

# English 408: Where We Are Going

- 20 students or less, each section
  - Continue collaboration and assignment design
  - Increased bibliographic instruction in English 200
- Increased online content for bibliographic instruction review
- More active learning and critical thinking (IL) activities/class exercises
- Increased grade value of information literacy sessions/activities

# The Larger Curricular Picture: Where We All Are Going

- Pilot for Writing-in-the-Discipline (WID) curriculum
  - Mapping across the four-tier writing curriculum
    - Participating in curriculum assessment
- Continue to demonstrate that the librarians can help significantly with research methods and support



# Resources

- Bartnik, L. (2007). The embedded academic librarian: the subject specialist moves into the discipline college. *Kentucky Libraries*, 71(3), 4-9.
- Gronemyer, K. and N. Dollar. (2011). Collaboration in Speech Communication: A Case Study in Faculty-Librarian Collaboration to Teach Undergraduates to Write a Literature Review. In C. Kvenild & K. Calkins (Eds.), *Embedded Librarians: Moving Beyond One-Shot Instruction* (pp. 107-119). Chicago, IL: American Library Association. Print.
- Manus, S. J. B. (2009). Librarian in the classroom: An embedded approach to music information literacy for first-year undergraduates. *Notes* 66(2), 249-261.
- Miller, C. (2011). Embedded and Embodied: Dance Librarianship within the Academic Department. In C. Kvenild & K. Calkins (Eds.), *Embedded Librarians: Moving Beyond One-Shot Instruction* (pp. 95-105). Chicago, IL: American Library Association. Print.
- Shumaker, D. (2012). *The Embedded Librarian: Innovative Strategies for Taking Knowledge Where It's Needed*. Medford, NJ: Information Today. Print.

**Questions?**