

Information Literacy: A Story of Collaboration and Cooperation
Between the Writing Program Coordinator and Colleagues 2003 - 2010

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Abstract

This narrative describes collaboration among librarians, writing program coordinator, and professors on an information literacy task force. Their attempts to infuse the University's curriculum with information literacy are described. Authors define the term, explain its history with three professional organizations, and describe processes for engaging the faculty in grasping the range to ACRL Standards, performance indicators, and outcomes. Authors show how mapping outcomes may be foundational for designing curriculum in response to the needs of learners and educators amidst constantly evolving systems. Collaborative efforts at integrating IL workshops into Core writing courses are described. In a culture of evolving digital literacy, infusing IL skills at points of need, and developing accessible guides about using resources in evolving systems are described.

The term Information Literacy (IL) arose in 1974 when first described by Paul Zurkowski. The term, more familiar to librarians, attempts to capture the range of complex thinking and the application of learned skills for locating needed information, selecting from available sources that which is most relevant to an inquiry, and applying what is learned to solve problems in an individual's personal, civic, academic and professional contexts. Zurkowski, then president of the Information Industry Association, had intended for the term to apply to such problem solving in the work environment. It now has come to be applied to a range of knowledge, skills and dispositions that relate to lifelong learning.

In 1989, the American Library Association (ALA) identified an information literate person as one who is "able to recognize when information is needed" and has "the ability to locate, evaluate and use effectively the needed information" (American Library Association Presidential Committee on Information Literacy, p. 72). Those who coordinate college writing programs would have been familiar with the range to performance indicators published by the ALA, but they would have known them in relation to language and processes for "research and writing."

In 1989 the Association of College and Research Libraries (ACRL) had refined what it meant for a college or university student to be information literate, and worked toward developing the ACRL Standards 2000, which then were disseminated in the higher education community. While the National Outcomes for Writing also were disseminated in 2000, the Middle States Commission on Higher Education (MSCHE) had integrated the more comprehensive ACRL Standards in an important document-- *The Characteristics of Excellence in Higher Education: Standards for Accreditation of the Middle States Commission on Higher Education (2002)*. This document continued to stress resource-based learning while clarifying the need for IL experiences in all educational courses and programs. MSCHE further recognized

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that in order to institute the Standards, it would require faculty engagement and development as learners, interestingly, an essential feature of already recognized signature writing across the curriculum programs.

Similar outcomes to those identified by the ALA were formalized in the WPA national Writing Outcomes Statement for First-Year Composition, adopted by the Council of Writing Program Administrators (CWPA) in April 2000, which initially had been published in the fall/winter 1999 issue of *WPA: The Journal of Writing Program Administration*. These outcomes which characterize expectations for many college-wide Core writing programs and many writing across the curriculum programs, are described in language without the term “information literacy,” yet they reflect similar outcomes about reading, thinking critically, writing, researching, and presenting results in both oral and written texts.

Randall McClure and Lisa Baures (2007) contrast outcomes from these two significant documents, arguing how the “proscriptive” nature of the WPA Outcomes are reconciled by the “prescriptive” nature of the ACRL Standards with its highly specified standards, performance indicators, and outcomes. McClure and Baures (2007) suggest a process of triangulating the ACRL standards, indicators and outcomes to institutional and program outcomes as a means to design and assess a coherent developmental model of IL instruction (The Process of Triangulating Standards and the Attendant Benefits, para. 3). In yet another article by Weiss, Corso, and Kelly (2005/2006), a different kind of curriculum mapping is described by their having correlated ACRL standards and performance indicators to features of Bloom’s Taxonomy. (See Figure 1.)

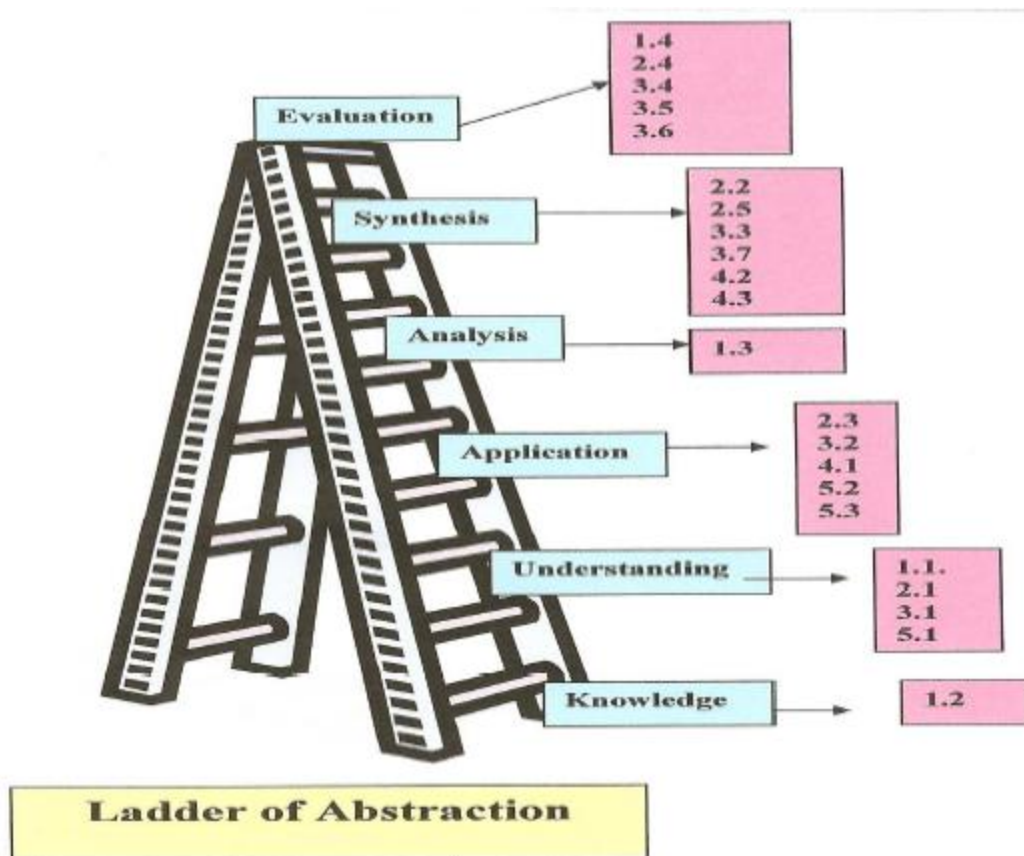


Figure 1.0: The Weiss, Corso, and Kelly Ladder of Abstraction with ACRL Standards for Information Literacy Correlated to Bloom's Taxonomy from Weiss, S. M., Corso, G.S., & Kelly, D.A. (1992/2005/2006). Developing a model curriculum for information literacy standards in a small liberal arts college. *The International Journal of Learning*, 12 (8); 329- 346.

Such models indicate the need for instructors to think more broadly about the range to “research and writing” and other aspects of IL in ever evolving technological research and writing environments. In a current culture of outcomes assessment for programs, the ACRL Standards appear readily accessible for mapping IL learning outcomes across the disciplines and for generating curricular modification, creation, or redesign, as needed, and assessment.

This narrative about collaboration among colleagues from across the curriculum and with reference librarians and the writing coordinator is one that details ongoing curricular design and modifications, ongoing faculty development both face-to-face and virtually, in response to the ever-changing needs of both the students and the faculty during the university's transition to more pervasive digital tools and environments for research and writing.

The national Writing Outcomes, as McClure and Baures (2007) claim have lagged behind those set by the ALA, as digital literacy seems to have been underemphasized initially by the professional writing organization. In the WPA Outcome for Critical Thinking, Reading, and Writing (2000), the relevant standard reads:

By the end of first year composition, students should

- Use writing and reading for inquiry, learning, thinking, and communicating
- Understand a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources
- Integrate their own ideas with those of others
- Understand the relationships among language, knowledge, and power

(The National Outcomes for Writing, 2000).

For the Processes standard, one of seven outcomes relates to competence with IL: "By the end of first year composition, students should 'Use a variety of technologies to address a range of audiences'" (Outcomes, 2000). Finally, in the WPA Outcomes for First-Year Composition (2000) for Knowledge and Conventions, one of four outcomes relates to IL: "By the end of first year composition, students should: 'Practice appropriate means of documenting their work.'"

In 2008, at long last, the WPA Outcomes were modified to reflect the reality of pervasive systems and environments for composing in electronic environments, outcomes that the ACRL Standards already had delineated. Each of the three WPA standards for the electronic environments outcome relates to IL, as follows:

By the end of first-year composition, students should:

- Use electronic environments for drafting, reviewing, revising, editing, and sharing texts
- Locate, evaluate, organize, and use research material collected from electronic sources, including scholarly library databases; other official databases (e.g., federal government databases); and informal electronic networks and Internet sources
- Understand and exploit the differences in the rhetorical strategies and in the affordances available for both print and electronic composing processes and texts (National Outcomes for Writing, 2008).

While many leading writing programs across the nation were familiar with this important modification, its recognition and acceptance in higher education seemed less pervasive than those Standards published by the ACRL in 2000.

We make explicit in this article the history of IL from 2003– 2010 at one small university in southeastern Pennsylvania, as three professional organizations-- the ACRL, the CWPA, and MSCHE set the framework for improved instruction and needed ongoing faculty development in relation to IL. We also attempt to show why the ACRL Standards with its inclusive framework laid the groundwork for important discussions about improving teaching

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and learning not just in writing courses, but in programs with carefully-scaffolded instruction and research assignments in place.

We include here a brief timeline of national and local initiatives that reflect our deepening awareness of IL. (See Figure 2.)

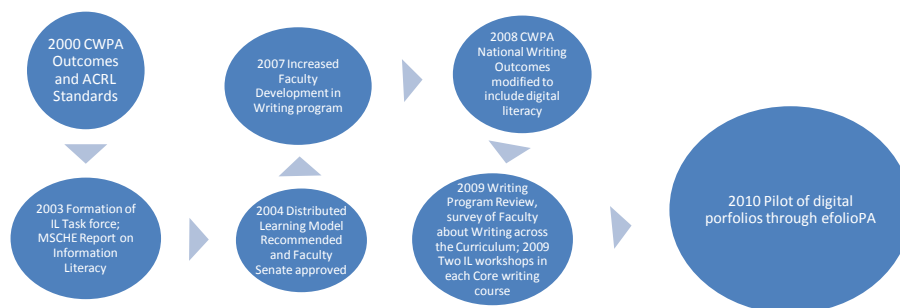


Figure 2. Timeline for Curricular Modification and Assessment Activities in Relation to ACRL IL Standards, MSCHE Guidelines for Information Literacy in the Curriculum, and CWPA National Outcomes for Writing

These initiatives by three professional organizations for institutions in higher education engaged faculty and librarians at this small university in grappling with one of the major goals of our university-- engaging in lifelong learning.

Formation of Neumann's Information Literacy Task Force

In 2003, a Task Force at Neumann University with an inter-divisional team of faculty collaborated with two reference librarians on integrating IL across the curriculum. Sandra Weiss, Director of Clinical Lab Science, another co-author of this paper, served as the chair of Neumann's IL Task Force. As part of this team, the writing coordinator, Gail Corso, one of the co-authors of this article, participated. While IL already was integrated into the two-course Core

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writing sequence, this inter-disciplinary dialogue would engage and perhaps better educate faculty from diverse programs and disciplines at the university in discussions about the distinctions between beginning levels of skill and accomplished or greater mastery of such skills. The nature of research and writing in the first year course sequence also would be made explicit, as would processes to promote transfer of basic skills from these two Core writing courses to others. Evolving technologies and expanded access to electronic databases and e-texts also needed to be better understood, and most importantly, for the transfer of learning to occur, faculty from major programs would need to learn the language of the outcomes, processes to engage in university-specific subscribed services, and to use other rapidly emerging systems in the library.

In a culture of change, especially in the University's movement to increased electronic resources, select faculty members and librarians collaborated on identifying frameworks for shared or distributed responsibilities for IL instruction. Such a distributed, as opposed to a compartmentalized, model for IL assumes that while first-year composition courses may introduce students to basic or developing outcomes, more developmentally-appropriate and discipline-specific outcomes ideally could be introduced strategically in major and minor programs and through co-curricular activities. It is assumed that more mature students in major program courses are predisposed to such discipline-specific learning, for, as the Middle States Commission reports:

[the more mature students] bring a wide range of experience to the process of framing the research question, identifying more obscure sources to explore, devising more complex search strategies, engaging in deeper analysis of the

content, and presenting new insights or even new knowledge to their chosen audiences. (MSCHE, 2003, p. 17)

In the literature of exemplary information literacy programs, such a distributed or integrated model has been documented as successful (Hines, Swinker, Frey, & Broughton, 2005; Maid, 2004; Nerz & Weiner, 2001; Verhey, 1999).

It is no coincidence that over time, at Neumann University, the reference librarians and the writing coordinator, and the then appointed coordinator of IL, Tiffany McGregor, another co-author of this article, have collaborated on the redesign of select workshops for the two course sequence in Core writing. Not only are these two library workshops important for the students, but instructors may need to be oriented to the University's ever-changing systems and ever-changing rules for both the APA and MLA styles. Tom Peele and Glenda Phipps (2007) in "Research Instruction at the Point of Need: Information Literacy and Online Tutorials" emphasize the under-examined reality about educators being less skilled teaching in environments with increasingly electronic resources, and even worse, programs may be in denial about this lack of instructor competence, confidence, and skill:

that many instructors ... have not changed the way they teach students to conduct research nor faced the truth that most faculty members are unaware of the variety of information and/or search strategies that are needed to conduct research in an online environment.(Peele & Phipps, 2007, *Imagine You're a Student*, para. 6)

Educate the educators seems at the heart of improving teaching and learning environments for IL. Such pedagogy at the point of need will prepare instructors and students on how to navigate more intentionally through ever-changing systems and subscribed services.

In this narrative we describe the beginning of an ongoing collaboration among several members of this initial inter-divisional team of faculty and reference librarians, a team that attempted to grapple with educating not only students, but faculty members, about ever-changing systems for retrieving information, documenting information when needed, and attempting to identify IL across levels of instruction in the Core's two course writing sequence, across the disciplines, and in the graduate program.¹

Research Processes by the IL Task Force 2003-2004

Since IL was a requirement of the Middle States Commission for continuing accreditation, in 2003, the then Vice President for Academic Affairs at Neumann University appointed the interdivisional task force of six faculty members along with one administrator from instructional technology and two librarians to recommend an Information Literacy (IL) program. The team was composed of faculty from each division, two from Arts and Sciences with one from science and the other from humanities, one from Business, one from Nursing, one from Adult Programs, one from Education, along with the individual from Information Technology, the Director of the Library, and the Reference Librarian. One of the representatives from Arts and Sciences was the coordinator of writing, and the other representative was a science professor—two of the three authors of this current text.

¹ At the time of this article revision, 2012, the library's instructional lab has become a traditional classroom, and the library has subscribed to more electronic subscriptions and books. The librarians and coordinator of writing have created focused contextualized outcomes for a specific researched report in 2010-2011, and again in 2011 and 2012. The institution is using a writing rubric across all levels of instruction with IL as a distinct outcome. Again in English 102, the outcomes have been scaled back to those relevant to the inquiry which students are conducting. The focused nature of such workshops and streamlined online tutorials assist students at points of need to "complete assignments they are working on" (Peele and Phipps, 2007, "Introduction," para. 1).

The goal of the Task Force was to develop recommendations for an Information Literacy Program that would link IL instruction and assessment at the institutional, program, and course levels. Through our research members of the Task Force agreed to recommend a distributed model of instruction for IL across the curriculum. The members of the Information Literacy Task Force met weekly from early October 2003 through February 2004 in order to

- Discuss and define information literacy
- Research best practices at other colleges and universities
- Assess Neumann University's (then College's) current information literacy practices
- Design and distribute a faculty survey about information literacy learning objectives
- Make recommendations for the University to move forward with an Information Literacy plan

Results from analyzing best practices, identifying IL as specified on course syllabi from each of the divisions at the University, and synthesizing the results of the faculty survey confirmed that the University's curriculum was already addressing many of the ACRL information literacy competency standards, but in less than a systematic and developmental way. Many lower-level cognitive skills were being taught in higher-level courses; some skills which were expected to have been taught at the Core or foundational level in a major program apparently never were taught or assessed.

The Task Force concluded that in order to ensure that all students learned all the necessary skills, an orderly, multi-level curriculum plan, or a distributed model, was necessary,

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with certain standards to be achieved at one level before progressing to the next. Scaffolded learning was intended to be embedded throughout the curriculum.

In fall 2004, Task Force members presented a resolution to the University's Faculty Senate based on their having synthesized information from their literature review and the data which they had analyzed. Interviews and best practices from the member institutions of the SouthEastern Pennsylvania Consortium for Higher Education (SEPCHE) of which Neumann is a member, and from a range of other colleges and universities, including Gloucester County College, Wartburg College, Siena College, Quincy College, Alvernia University, Rowan University, St. Francis University, University of St. Francis, St. Bonaventure University, York College, Towson University, SUNY, and California State University were examined by the Task Force members.

After analyzing various models for IL instruction, Task Force members extracted from Neumann's course syllabi any ACRL IL standard, performance indicator or outcome, and added that information to an evolving spreadsheet about IL across Neumann's curriculum in diverse programs. This attempt to quantify the frequency of standards in courses and major programs provided the initial insight into the prevalence of the ACRL Standards across the curriculum. The spreadsheet created by our reference librarian portrayed a less than systematic approach to IL in major programs. The results of a faculty survey further confirmed that IL in upper-level courses in major programs, especially for the standard-- "Understand many of the economic, legal, and social issues surrounding the use of information and access and use information ethically and legally" was less valued, little understood, or neglected to be implemented (Weiss, Corso, & Kelly, 2005/2006, pp. 341 – 42).) Finally, the Task Force members adhered to the information from the Middle States Commission on Higher Education (December 2003), which

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affirmed that any recommended action plan needed to be consistent with the expectations of the Middle States Commission.

Information Literacy Final Resolution for Neumann University

Members of the Task Force wanted IL to be supported by a majority of faculty members. In response to faculty feedback, the Final Resolution had been revised several times before it was presented to Faculty Senate and finally approved in May 2004. The first part of the Resolution contained the agreed upon definition of IL. Rather than creating a definition unique to Neumann University, the Task Force accepted the definition of IL based on the ACRL standards which had been endorsed by the MSCHE. IL is defined as “an intellectual process that entails a range of critical thinking, including:

- Framing a research question
- Locating and selecting sources
- Understanding how these materials relate to the initial research question
- Evaluating the types of sources used for reliability, pertinence to the question, and reference to what the researcher already knows
- Using the information selectively to support the purposes of the inquiry
- Using the information ethically to support the purposes of the inquiry” (ALA, Information literacy competency standards, 2000, pp. 2-3).

The Task Force further developed IL program goals that would identify Neumann University graduates. These IL institutional goals, developed by correlating the ACRL standards to nine of Neumann University’s Mission and Core curriculum outcomes, are as follows:

- To recognize the need for information

- To access information from appropriate sources
- To develop skills in using information technologies
- To critically analyze and evaluate information
- To organize and process information
- To apply information for effective and creative decision making
- To generate and effectively communicate information and knowledge
- To understand and respect the ethical, legal, and socio-political aspects of information and its technologies
- To develop attitudes which lead to appreciation of life-long learning (Neumann University Mission and Core Curriculum Outcomes and Values, 2004)

The Task Force strongly recommended that an Integrated or Distributed curricular model for IL rather than a Compartmentalized model, be adopted by the University. Similar to a writing across the curriculum model, students would need to be introduced at various levels of instruction to processes for raising appropriate disciplinary questions, locating needed information, and integrating information from relevant and reliable sources to solve problems, complete tasks, write papers and deliver presentations. Task force members assumed that both the maturity of the learner whose deepening awareness of a discipline's questions and methods for research combined with the scholarly interests of the instructor best predispose the learners for greater achievement and mastery of IL processes and skills.

The major advantage to the Distributed model is another assumption that when IL instruction and assignments are embedded in a course within a discipline, the students' grasp of relevant research questions, skills for locating needed sources in discipline-appropriate sources, and transfer of critical thinking within what is generally understood as their desired field of

instruction will better engage them in IL processes. In the Core program, students may have been introduced to knowledge, skills, and values related to IL, but it is generally understood that in their major fields or programs of study, disciplinary expectations and conventions will be introduced developmentally with IL outcomes specified for different levels of instruction, or for the learner's level of expertise—Beginning, Developing, Achieving, or Mastering. First-year courses, such as INT 101, First Year Experience, English 101, and English 102 that introduce the concepts of information literacy, were to be perceived as appropriate for the developing learner, whereas, in the 200- and 300-level courses in major programs, IL instruction would be strategically designed with greater expectations.

To implement such a developmental model, the academic units across the University would need to revise basic entry-level courses for each major or minor program to incorporate expected IL standards, and performance indicators of learning outcomes. The middle- and upper-level courses in a major were to enhance and to extend IL concepts, building on the prior knowledge, skills, and values of the students. Such a curricular model very much aligns with assessment outcomes.

This model—*information literacy across the curriculum*—seems much like writing across the curriculum, as it is comprehensive. The ACRL Standards with its highly-specified performance indicators and learning outcomes may serve as a springboard for program mapping of learning outcomes, even comprehensive institutional mapping and subsequent assessment of IL across the curriculum.

To secure faculty members' and administrators' support and acceptance, the Task Force explicitly tied IL to Goal III of the University's Core curriculum which stated: "To have students investigate different ways of learning; acquire a sense of curiosity; develop an inquiring attitude

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and employ a variety of different complex reasoning strategies.”(Catalog, 2003-2004). Since the Task Force was appointed by the Vice President for Academic Affairs, the recommendation report about IL was submitted to that office; however, the Task Force members assumed that in order to have widespread support from both administrators and faculty, the resolution would have to be accepted and endorsed through Faculty Senate processes.

To implement an IL program, resources through the Academic Affairs unit of the University were needed to provide adequate staffing, funding, space, and materials. In addition to recommending faculty development workshops, faculty members also needed to work collaboratively with the library staff on coherent integration of IL into program and major curricula. Offices of Information Technology and Instructional Technology needed to cooperate with the library staff to create ready access to the IL resources developed through the partnership between faculty and library staff members. Task Force members recommended a plan to develop incentives and compensation as a reward for faculty members who successfully developed their IL learning outcomes in their courses and programs. Task Force members also recommended that exemplary major programs at the University be recognized by the University.

Perceived Obstacles to Information Literacy at Neumann University

The Task Force in 2004 recognized that there were several barriers to achieving an information literate culture at the University, barriers that related to insufficient resources in space, time, and technology. Faculty and students, too, might resist such an orchestrated effort in programs. Faculty resistance to such a broad-sweeping Distributed model presented the first major obstacle for the following reasons:

- Faculty members often misunderstand the scope of “information literacy”

- Faculty members' expertise in their own disciplines may not necessarily translate into skillful teaching of IL
- Faculty members recognize their priority to disciplinary content rather than to IL instruction
- There are no incentives or recognition for faculty involved in the development of courses with IL

These tensions between time on content as opposed to time teaching processes contribute to the resistance for infusing the curriculum with IL. Such tensions parallel those that often describe prevention of sustainable writing across the curriculum programs.

Insufficient time prevented faculty members and librarians from collaborating to sequence a range of IL assignments in programs and courses. Inadequate instructional/classroom space in the library initially hampered efforts at introducing IL systematically. Students with limited reading ability complicated their learning IL at sequenced levels of complexity. In addition, many students, whose time is consumed by responsibilities and roles that conflict with their being students, are hindered from engaging in critical reading and exercising selective reasoning, both of which take time and energy to engage fully in IL skills. Frustration caused by insufficient technical support and limited access to Neumann's subscription databases *in 2004-2005* inhibited students from practicing their IL skills. In the absence of discipline-specific IL tools, such as tutorials, software, and web resources, many students during the first few years of this initiative had an absence of an appropriate instructional resource system for individualized instruction other than one-on-one with the librarians or staff in the Academic Resource Center (ARC).

Specific IL classes for students in English 102, the second course in a two course sequence for writing began taking place in the library upon the delivery of final recommendations of the Task Force to the Faculty Senate. Classes at this time were held in the main area of the Library where general patron computers are located. When needed, this open area would simply be cordoned off for class use. Displaced users of the library computers were offended by this practice, and general patrons working in the library were often bothered by the noise of the ensuing class. The classes were generally 50 minute, one-shot sessions where librarians tried to lead students through navigation of the Library web site, online catalog, and various electronic databases. This was often difficult as projection equipment was not available to provide any modeling. Also absent from the initial IL scenario were lesson-planning, use of different pedagogical methods, and any form of assessment.

Students' Initial Decline in Academic Performance in 2005-2006

As faculty members and librarians grappled with infusing the curriculum with IL, in 2005-2006, even with an energized focus on change and reform, there appeared to be a sharp decline in first-year students' performance in many areas of the curriculum. In 2005-2006, performance by students in the writing sequence (as well as in foreign language, math, and science) showed a sharp decline in comparison to past years. Based on results in writing from that year, the writing coordinator initiated additional faculty development sessions, and expanded data collection for the Writing program. Several of the immediate changes included:

- For August 2006, all instructors of writing were required to participate in an all day orientation workshop; in 2002, the administration already had initiated orientation workshops for all adjunct instructors.

- At the end of each semester, instructors engaged in Modified Portfolio Assessment days; this activity had moved to an asynchronous discussion in Blackboard.
- *The Journal of Neumann's First-year Knight Writers* was introduced with instructors on the editorial advisory board. This team of faculty collaborated on selecting what they perceived as students' best quality writing in the two course Core writing sequence. Instructors as well as the students seemed to need models for what was expected for the varied writing assignments in English 101 and English 102. This first issue (2008), one year in its planning, and its subsequent issue (2011) may be accessed through Neumann's web site (<http://www.neumann.edu/KnightWriters/KnightWritersVol1Spring2008.pdf>)
- During meetings twice each month, instructors agreed that "text-based" writing needed to be emphasized more so in the first course in the writing sequence to better prepare students for the semester-long researched inquiry in English 102.
- In collaboration with the coordinator of IL, IL workshops were refined to assist students at points of need in their research processes.

Solutions to Several Initial Barriers 2007-2010

Collaboration between the Reference Librarian and WPA sought to address some of the overwhelming IL content issues by adding an additional IL session to the first semester of the First-Year Composition program, English 101. Funding was also provided by the previous VPAA for the creation of an enclosed computer lab classroom inside the Library that would address the multitude of issues that had been raised by conducting classes in the open library. This lab was opened for use in fall 2007, becoming the new location for IL sessions and a true

asset to the program. At this time, a survey was also implemented in order to assess students' IL knowledge prior to instruction and again upon completion of the second session.

The extreme spacing between the collections of assessment data proved somewhat inconclusive, but the observations of librarians and writing faculty identified that student IL skills still seemed lacking. Many of the First-Year students arrive at college having had minimal if any experience writing research papers, or using a library at all.

Major changes to the Writing Program have occurred since fall 2010 and continue to occur in order to address these shortcomings. For one, the number of IL sessions attended by students in the Writing program has increased from one to two sessions each semester. Initially, this extra time was used to incorporate even more content into each session, but it quickly became apparent that this approach only overwhelmed the students.

Pedagogy, assessment, and curriculum redesign 2009 – 2010. At this small Catholic, Franciscan university located in southeastern PA, in the greater Philadelphia region, typically 24 sections of English 101, Rhetoric and Writing I, and eight sections of English 102, Rhetoric and Writing II are offered in the fall semester. These courses are offered to satisfy the needs of the 600 + students enrolled in the first-year writing class. This two course sequence (English 101 and English 102) has been delivered in a blended environment since 1996 with a 19 student cap in English 101, and 22 in English 102. In AY 2009-2010, as a result of a writing program review and a survey of faculty from across the disciplines in spring 2010, English 101 was redesigned to focus on genres (See Survey Questions in Appendix A).

Two IL workshops with problem-based activities then were embedded in the two-course sequence to assure that students are developing competence across a range of outcomes, and they are learning by doing; to achieve this greater integration, the library workshops dovetail with the

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design of a specific program source-based writing task, and they align better with the problem-based inquiry (See Appendix B for Outcomes for Information Literacy in English 101 and English 102 for AY 2009 – 2010.). In 2009 – 2010, a criterion based rubric for writing was in place (See Appendix C for the 2009 – 2010 Writing Rubric). Since 2010, a comprehensive rubric for five features of writing (Rhetorical Knowledge, Content Development, Information Literacy, Genre, and Grammar, Sentence Style, Usage) that measures performance across four stages of learning—Beginning, Developing, Achieving, Mastering has been implemented. (See Appendix D. 2009-2010 Rubric for Five Features of Writing.)

Contextualized information literacy sessions in English 101: 2009 – 2010. In this narrative about infusing IL across the curriculum from 2003 – 2010, reform at the course and program levels underscores initiatives each year to respond to the needs of the students and the increasing number of adjunct instructors. For 2010-2011, the writing program implemented use of its five feature rubric and a study that would be examining growth in IL from English 101 to English 102. With a program shift in writing to emphasize genre conventions, students were prompted to write a brief researched report on issues related to Facebook. Prior to the library workshop, students would have done some preliminary writing on the issue of interest to them, they would have discussed shared class readings, and many would have listened to a podcast by a lawyer who overviewed some issues with Facebook. This podcast “Facebook Privacy Talk with Mary Kay Jacono” has been archived On Neumann’s media page accessible asynchronously (<http://media.neumann.edu/radio/podcast/facebookprivacytalk.mp3>). The IL workshop would be situated *in medias res* for this writing assignment, and a more controlled assessment of IL outcomes was planned.

Our librarians agreed that contextualizing the workshop in relation to their research questions would better engage students in developing competence and ease with refining their search skills. After midterm, in a second information literacy workshop, the students were tested again by our reference librarians on their skills in searching and using sources related to the Facebook assignment, and students were asked to reflect upon their researching and critical thinking abilities. Students were expected to post their findings in their digital portfolio, piloted in 2009 - 2010 in efolioPA. Librarians created libguide resources accessible online for the creation of the students' first-year portfolios in efolioPA, which the University had secured as a pilot to facilitate assessments. (See Appendix E for 2009 – 2010 libguides screenshot.)

Greater emphasis on research in Core writing program: 2009 – 2010. In 2009-2010, the writing coordinator facilitated a program review of Core writing with the external evaluator, Dr. Deirdre Pettipiece, Associate Dean for Faculty Development and External Funding at neighboring West Chester University. For 2009-2010, the writing program coordinator examined the results of a pilot for integrating public speaking into select sections of English 101 in fall 2009, and then into English 102 in spring 2010. Results from the study support the need for further analysis of this pedagogy that faculty had perceived as better engaging the students in their research and writing processes.

Continued research on writing in Core program: 2010-2011. The integration of the IL activities related to two shared assignments CONTEXTUALIZES the library workshop. As a result of the ongoing collaboration between the writing coordinator and the current information literacy coordinator, outcomes for writing and for information literacy, it is hoped, will show even more positive results.

Conclusions

While the Information Literacy (IL) Task Force recommended an integration of IL skills across the disciplines, the initial implementation manifested itself primarily in collaborative efforts between the Writing Program and the librarians. This collaboration continues to be strong and has supported the program through a number of administrators and numerous curricular changes. Each semester proves to be another iteration of a program that draws closer to attaining the IL goals initially agreed upon by Neumann's Faculty Senate in 2004.

Assessment of IL from 2004 – 2010

Assessment methods for IL have also been diversified and enhanced since the Faculty Senate Resolution was first approved in 2004. Library surveys have been revised so that they are specific to each section of the Writing sequence with questions relating directly to the established learning outcomes. Pre and post tests using the revised surveys are administered by the librarians each semester, eliminating long gaps between collections and producing more reliable results for analysis. Clicker technology has been incorporated into IL lessons in order to aid with assessment during class, while research assignments and rubrics are begun by students during IL sessions and carried over into the Writing classroom for completion. This practice provides additional assessment and also intensifies relevance of the IL sessions for students as they complete real writing assignments.

The approaching academic year 2010-2011 will bring the incorporation of an electronic portfolio, efolio PA (<http://www.efoliopa.com/>), use of a five-feature rubric for writing with one feature focusing exclusively on information literacy; each change will further aid assessment on an institutional level. Through collaboration between the Library instructional staff, the Coordinator of Writing, and the Assistant Vice President for Academic Affairs, the creation of

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digital learning portfolios through efolio PA promises to facilitate assessment of specific IL and Writing outcomes.

All of the IL instruction delivered in the Library setting will be supported by electronic sources which are accessible via the Library Web Page, the Blackboard interfaces of all ENG 101 instructors, as well as directly via the World Wide Web

(<http://libguides.neumann.edu/eng101>, (See Appendix E) , <http://libguides.neumann.edu/efolio>, See Appendix F). These resources act as electronic texts and include video tutorials, content-specific information, worksheets, and portals to additional resources. These open access resources are designed to be used directly as part of classroom instruction as well as in the capacity of support tutorials accessible immediately at an individual's point of need.

While the distributed IL model itself slowly infuses each of the disciplines at the University and continues to forge supplemental aids to instruction , the strong collaboration between the Library and Writing Program ensures that students in this program are always first to experience the benefits from improved curriculum and practice. Each semester IL practices adjust according to what each collaborator learns from assessment data, student observation, and professional development. The ongoing collaboration among colleagues at Neumann University provides valuable feedback at each institutional structure which fosters a culture of continuous improvement, especially as it relates to the changing needs of its students and instructors for enhanced IL instruction. .

Acknowledgments

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Appendix A:

Writing Across the Curriculum Survey Administered Electronically through the University's System in
Spring 2010

Name: Department/Division: Number of Years of college-level teaching experience:

Names/numbers of the courses you usually teach:

Which of the courses that you teach have a writing component?

Please describe this writing component (for example, the kinds of writing assignments, number, purpose, audience, etc.).

What criteria do you use to evaluate the writing that students do in your course? (for example, ability to follow assignments, focus, development, organization, mechanics, etc.)

Of the criteria you use to evaluate student writing, which are the most important to you, and why?

Do the criteria you use to evaluate student writing and the importance assigned to certain criteria depend on the particular kind/level of course that you are teaching?

What is your overall assessment of students' writing strengths and weaknesses? Please be specific.

What kinds of writing assistance do your students get? (for example, assignment sheet, teacher and/or peer feedback, ARC consultations, opportunities for revision, SmartThinking tutor online, etc.)

Which kinds of writing assignments (listed below) do you include in the 100 and 200 levels of instruction in the Core, major, or minor programs? What is the length of the assignment?

Source-Based Position Paper

Source-based Analysis

Source-based Argument

Reflective Response

Proposal

Summary Response

Critical Review

Powerpoint slide show

Essay Responses

Case Study Analysis

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Letter
Field Research Report
Threaded Dialogue
Short Answer Response
Analysis of Experiment or Lab Report
Fact Sheet
Newspaper Story
Co-authored Project
Web Pages
Brochure
Notes or other Informal Writing
Commentary of Opinion Pieces
Creative Writing—poetry, fiction, drama, creative non fiction
Other

Are there any writing assignments that you would like to use but do not because you feel they would require too much writing instruction on your part, or your students do not seem ready for them?

Describe the kinds of writing assignments that you require in upper-level (300 and 400-level courses). See the list.

For your courses at the 100 and 200 levels, which writing style do you require--APA, MLA, or other?

For your courses at the 300 and 400 levels, which writing style do you require- APA, MLA, or other?

Does your program provide students with a list of relevant databases or reference books to support students' research?

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Appendix B **Information Literacy Learning Outcomes, Pedagogy, Assessment & Standards by Course:**
English 101 and English 102 in AY 2009 – 2010

ENG 101:
 SESSION NUMBER ONE

ADDITIONAL ASSESSMENT: ENG 101 Information Literacy Skill PRE-TEST

- LO: Students will examine the design of the physical & virtual library in order to (IOT) identify the location of library materials and resources.
 P: Tour through Library en route to classroom; overhead model of Library web site, navigation, and Francis (catalog) **Supplement: On-line tour posted to Library web site**
 A: Clicker questions
 S: Zone 2 (from ACRL/ Middle States matrix)

- LO: Students will identify the physical and content differences between popular and scholarly journals IOT specify the proper information type and characteristics when selecting sources.
 P: PowerPoint demo, Popular Vs. Scholarly handout, hands-on journal identification exercise
 A: Observation of hands-on, follow-up clicker questions
 S: Zone 2, 5

- LO: Students will explore A-Z databases IOT identify the availability of journal titles in electronic, full-text format.
 P: Overhead model of purpose & use, hands-on guided search using journal from above exercise
 A: Observation of hands-on, follow-up clicker questions
 S: Zone 2, 5

ENG 101: SESSION NUMBER TWO

ADDITIONAL ASSESSMENT: ENG 101 Information Literacy Skill POST-TEST

- LO: Students will identify differing types of information and source characteristics in order to (IOT) recognize bibliographic requirements and properly analyze with regard for authority and bias.
 P: Overhead model of examples, APA handout, group web site activity (evaluation & citation)
 A: Clicker questions, observation & discussion of group activity outcomes
 S: Zone 2, 3, 4, 5, 6 (from ACRL/ Middle States matrix)

- LO: Students will identify the general critical criteria associated with web-based material IOT evaluate sources for credibility, relevance, value, and objectivity.
 P: Web site evaluation handout, group web site activity (evaluation & citation)
 A: Discussion of group activity outcomes
 S: Zone 2, 3, 4, 5, 6

- LO: Students will employ Advanced Search techniques IOT develop more specific and sophisticated search queries and results.
 P: Common Craft on YouTube: Web Search Strategies in Plain English, guided hands-on Google basic and advanced searches
 A: Observation and clicker questions
 S: Zone 1, 2, 4, 5

ENG 102: SESSION NUMBER ONE

ADDITIONAL ASSESSMENT: ENG 102 Information Literacy Skill PRE-TEST

- | | |
|-----|--|
| LO: | Students will locate database access points in order to (IOT) select those most appropriate for use with their topics. |
| P: | Video tutorial, classroom practical exercise, individual hands-on Research Plan worksheet |
| A: | Observation of classroom exercise, Research Plan Rubric |
| S: | Zone 1, 2, 3 (from ACRL/ Middle States Matrix) |
-
- | | |
|-----|--|
| LO: | Students will develop a preliminary thesis (probing) question IOT formulate keyword lists, search strings, and a collection of possible sources. |
| P: | PowerPoint, Modeling, classroom practical exercise, Research Plan worksheet |
| A: | Observation of classroom exercise, Research Plan Rubric (for ENG section instructor) |
| S: | Zone 1, 2, 4, 5 |
-
- | | |
|-----|--|
| LO: | Students will understand the function of sources within their writing IOT better evaluate the strength of potential information sources. |
| P: | PowerPoint, lecture, Research Plan worksheet |
| A: | Observation of classroom exercise, Research Plan Rubric |
| S: | Zone 2, 3, 4, 5 |

ENG 102: SESSION NUMBER TWO

ADDITIONAL ASSESSMENT: ENG 102 Information Literacy Skill POST-TEST

- | | |
|-----|---|
| LO: | Students will identify the location and format of bibliographic information in order to (IOT) formulate proper APA citations. |
| P: | Review of APA tools provided by the Library, Group citation exercise |
| A: | Observation of exercise (mini-presentations w/ whiteboards) |
| S: | Zone 1, 4, 5, 6 (from ACRL/ Middle States matrix) |
-
- | | |
|-----|--|
| LO: | Students will explore electronic database features IOT originate electronic folders for resources and investigate citation aids. |
| P: | model, hands-on |
| A: | observation of created accounts, class evaluation of citation aids, clicker questions |
| S: | Zone 2, 4, 5, 6 |
-
- | | |
|-----|--|
| LO: | Students will review preliminary sources and initial probing questions IOT ascertain whether or not their current strategy will allow for the creation of a compelling and supported thesis statement. |
| P: | lecture, individual review |
| A: | self-assessment, clicker questions |
| S: | Zone 1, 4, 5 |

THIS IS THE ENG 102 CULMINATING PROJECT: Can rubric data be shared?
 LO: Students will discriminately select relevant information sources IOT expand their personal knowledge base and integrate the information into their own writing.

Appendix C 2009 – 2010 Feature Analysis Rubric for Analytic Writing

<i>Rubric for Feature Analysis of Writing in Analytic Essays 2009-2010</i>			
<i>Feature for Analytical Essay</i>	<i>High Mastery</i>	<i>Average Mastery</i>	<i>Low Mastery</i>
<i>Rhetorical Purpose and Engagement with the Topic</i> <i>Overall rating: ____</i>	____ Responds well to assignment ____ Voice and style work well for this assignment and the needs of the reader ____ An inviting introduction engages the reader, and the conclusion leaves the reader satisfied. ____ A clearly stated thesis with author's perspective	____ Attempts to fulfill assignment ____ Voice and style work, but lapse in some areas ____ The introduction is evident, but it may leave out background information, the context, the project's importance, or the method, or it may not create a strong sense of the essay's purpose; the conclusion may not reflect how the parts relate to the whole essay. ____ The thesis may be unfocused or unclear.	____ Does not work for assignment ____ Voice and /or style may not have been considered ____ The introduction and/or conclusion may be missing, or the introduction may not relate to the assignment, or the conclusion may not show how parts of the essay relate to the whole; the reader is left wondering about the author's intent. ____ No clear thesis
<i>Structure, Development of Ideas, and Demonstration of Literacy and Critical Thinking about the Topic</i> <i>Overall rating: ____</i>	____ Paragraphs are well focused ____ Sequencing of ideas is logical and effective ____ Use of details, examples and evidence supports topic sentences or claims ____ Transitions show how ideas connect ____ Sound and logical analysis shows an understanding of issues ____ Use of select relevant and reliable sources ____ Appropriate balance between supporting evidence from sources and author's opinion ____ Essay is convincing and original	____ Paragraphs can lack focus or unified meaning ____ Sequencing shows logic, but gets derailed ____ Greater analysis of supporting evidence is needed ____ Some transitions are unclear ____ Lapses in logic and understanding ____ Limited use of relevant sources ____ Balance between evidence and opinion seems a bit skewed ____ The essay seems less convincing	____ Paragraphs generally lack focus ____ Sequencing seems illogical, forced, or trite ____ Analysis of how evidence supports ideas seems needed ____ Transitions seem needed ____ Surface treatment of the topic ____ Questionable sources ____ Sources are inappropriate, or they are used ineffectively ____ The essay reflects a surface perspective
<i>Syntax and Mechanics</i> <i>Overall Rating: ____</i>	____ Words and level of formality work well ____ Sources are cited correctly in text, and reference follow expected conventions ____ Clear sentences ____ Grammar and usage contribute to clarity ____ Punctuation follows conventions	____ Several words may be imprecise or inappropriate ____ While sources may be cited, the sentences do not flow clearly, or conventions seem imprecise, or the citation may seem less relevant. ____ Several sentences are awkward or unclear. ____ Several errors in grammar; internal sentence punctuation has problems	____ Many words seem imprecise or inappropriate ____ Frequent errors in format, sentences with paraphrases, summaries, or quotes do not flow clearly, or citation conventions are imprecise. ____ Many sentences are confusing. ____ Errors in punctuation cause lack of clarity ____ Faulty Punctuation may cause misreadings

Appendix D. Scoring Guide for Writing Samples 2010-2011: Assessing Writing for Overall Quality and for Isolated Features*

In ENG 101, a genre may be for one of the following: *profile, researched report, commentary, critique/review, position paper, memoir or personal narrative, reflective letter*.

For ENG 101, a rating at 2 or higher represents passing quality with 2 being acceptable for minimal passing quality. Passing quality is C or higher.

For ENG 102, the genres are: annotated references, proposal, critique, comparative review, lengthier position paper than in ENG 101, and reflective letter.

For ENG 102, a rating of 3 or higher for four or five of the categories with no more than one category lapsing to a 2 rating represents passing quality. Passing quality is C or higher.

Level of Performance For Categories Related to Writing	Mastered [Capstone]	Accomplished [Milestones (3)]	Developing [Milestones (2)]	Beginning [Benchmark (1)]	Does Not Respond to Topic-	
RHETORICAL KNOWLEDGE						
	Mastered [Capstone]	Accomplished [Milestones (3)]	Developing [Milestones (2)]	Beginning [Benchmark (1)]	Does Not Respond to Topic-	
Purpose, focus, understanding of audience needs, and context for the writing task(s)	Responds well to topic; voice and style appeal to the reader for the context; introduction and conclusion engage the reader; the thesis or focus is evident throughout for the genre. Disciplinary conventions are evidenced.	Attempts to respond to topic; voice and style work; introduction and conclusion work, but the text may lapse in focus; the audience needs may not be adequately addressed.	Shows a beginning awareness of audience's values and beliefs; the introduction may exclude needed information for the analysis, or to establish its purpose; while the thesis is evident, the conclusion may lapse in showing how parts relate to	The underlying structure for the text shows little understanding of the text's purpose, focus, or the audience's needs for information.		

			the whole.			
CONTENT DEVELOPMENT						
	Mastered [Capstone]	Accomplished [Milestones (3)]	Developing [Milestones (2)]	Beginning [Benchmark (1)]	Does Not Respond to Topic-	
	Responds to the audience's need for logical reasoning; supporting evidence and descriptive details relate to the overall focus and purpose of the text; relevant information, anticipated sources and data, known points of contention, and preferred are evidenced; shows sophisticated understanding of subject though a disciplinary framework.	Uses relevant and appropriate content, showing critical thinking about the development of ideas and inclusion of supporting details and examples.	<i>Through most of the text,</i> explores appropriate ideas, and develops relevant and appropriate content.	Shows limited critical thinking about the topic; ideas are under-developed; connections between parts of the text may be misplaced, or connections between ideas and examples may not be explicitly stated, or they may be inadequately developed.		

GENRE & DISCIPLINARY CONVENTIONS						
	Mastered [Capstone]	Accomplished [Milestones (3)]	Developing [Milestones (2)]	Beginning [Benchmark (1)]	Does Not Respond to Topic-	
Formal and Informal rules for structure, content, presentation, formatting, and stylistic choices inherent in the expected genre or for the expected discipline or professional audience.	Exhibits detailed attention to and effective integration of a wide range of conventions appropriate to a specific context, discipline, or writing task; such attention includes the audience's expectation for structure, style of writing, content, format, appropriate voice, tone, and word choice.	Integrates style conventions appropriate to the specific context, discipline, or writing task.	Includes basic content, and satisfies basic requirements for format and structure; voice, tone, and word choice meet the reader's basic expectations.	Neglects to satisfy the expectations for a combination of these genre features: content, structure, format, style, voice, tone, and word choice; genre choice may seem inappropriate for the assignment.		

INFORMATION LITERACY: USE OF SOURCES AND EVIDENCE						
	Mastered [Capstone]	Accomplished [Milestones (3)]	Developing [Milestones (2)]	Beginning [Benchmark (1)]	Does Not Respond to Topic-	
	Sources used reflect very strong critical judgment about their relevance and quality; attribution in text and in the References reflects accuracy, and as needed, identification of any perceived biases; research is integrated in an ethically, responsible way, showing an understanding of the audience's needs, genre conventions, and preferred style of the discipline.	Sources used reflect some critical judgment about their relevance and quality; attribution in text and in the References reflects accuracy, and as needed, identification of any perceived biases; sources are used in an ethically, responsible way that shows an understanding of the audience's needs, genre conventions, and preferred style.	Uses appropriate sources to support the writing task and context; shows basic understanding of how to show attribution in text for summaries, paraphrases, and quotes.	Sources used show weak judgment about their relevance, authority, or reliability; conventions for attribution indicate a misunderstanding of how to summarize, paraphrase, and/or quote.		

CONTROL OF SYNTAX, MECHANICS, USAGE						
	Mastered [Capstone]	Accomplished [Milestones (3)]	Developing [Milestones (2)]	Beginning [Benchmark (1)]	Does Not Respond to Topic-	
	Text is written in clear sentences that reflect the writer's fluency and control over syntax, grammar, punctuation, and spelling.	Text is written in straightforward language that conveys complex meaning; text shows few errors with syntax, grammar, punctuation, and spelling.	Text generally follows appropriate conventions and communicates ideas, but errors with syntax, grammar, punctuation, and spelling seem to require further attention.	Text shows many unclear sentences that reflect lack of proofreading and editing; syntax, grammar, punctuation, and spelling errors impede the reader's understanding of the text, or reflect an unprofessional stance.		

*This rubric combines features and descriptors from Neumann University's writing outcomes.

Appendix E Screen Capture of Online LibGuides 2009 – 2010

<http://libguides.neumann.edu/eng101>

ENG 101

A guide for getting started with your research and seeing it through to the end- easily, efficiently, and ethically!

Last update: Aug 20th, 2010 | URL: <http://libguides.neumann.edu/eng101> | [Print/Mobile Guide](#) | [RSS Updates](#) | [SHARE](#) [f](#) [t](#) [e](#) [...](#)

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Welcome!

Welcome to the Neumann University Library's Guide to Effective Research! This guide will help to familiarize you with many of the helpful tools that the library has to offer. Along the way you will find guides, tutorials, & tips to help you use library tools strategically, effectively, and efficiently. This Guide is here to help, but don't forget that we Librarians are also available to help you in person, by email, or via Meebo Instant Message!


Use the "Getting Started" tab to make sure that you cover all of the research bases in a logical progression.

Good luck and happy researching!


[Comments \(0\)](#)

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Appendix F Screen Capture of LibGuide for EfolioPA 2009 – 2010

<http://libguides.neumann.edu/efolio>

eFolio
Tags: [efolio neumann](#)

This guide will be an instructional resource for eFolio, an electronic portfolio created to showcase education, career, and other accomplishments. eFolio will be integrated into Neumann University's curriculum through a joint effort by faculty and staff.

Last update: Aug 20th, 2010 | URL: <http://libguides.neumann.edu/efolio> | [Print Mobile Guide](#) | [RSS Updates](#) | [SHARE](#) [f](#) [t](#) [e](#) [...](#)

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Questions?

Scott Beadenkopf, Neumann University's Director of Academic Computing, is the primary resource for eFolio. He can be contacted at beadenks@neumann.edu.

[Comments \(0\)](#)

Introduction to eFolio

eFolio (<http://www.efoliopa.com>) is an electronic portfolio system used to digitally showcase your education, career, assignments, goals, and any other accomplishments. It serves as a place to develop a professional online presence and allows you to share this presence with others. At Neumann, eFolio will be used by staff (including advisors, librarians, and others) as well as by faculty to help students market themselves online in an organized and professional way.

[Comments \(0\)](#)

Sample eFolio Account

- [Sample eFolio Account](#)
This is a sample eFolio for a student in Pennsylvania. While each student's eFolio will be unique, this is a strong example of what content can be added and how it can be organized.

[Comments \(0\)](#)

eFolio for You

What will you be doing with your eFolio account?

In one of the library instruction sessions for ENG 101, Neumann students will create and add their first content to eFolio. There are specific elements that will be added to the portfolio to provide. The ENG 101-related elements that will be added in the library session are:

- An Introduction and Statement of Goals.** Students will add a brief introduction that includes biographical information and their current major. Students will also state the goals that they created in their INT class.
- Uploaded Artifact.** Students will upload an example of their best or favorite work.
- Reflection of Artifact.** Students will spend a short time writing a reflection of their research process for their first uploaded artifact and why they chose to upload that particular artifact.

Subject Guide

Maureen Williams

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