Exploring Writing and Research Connections

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Putting “Literacy’ in “Information”: Exploring Writing & Research Connections

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Objectives

- Exploring the comparison between the writing & research process
- Defining the role of librarians in the writing process
- Sharing teaching strategies for both processes
- Offering resources for faculty-librarian collaborations
Think, Pair, Share

- Turn to your neighbor, introduce yourself, and for three minutes brainstorm about if the writing and research processes intersect, and if so, where?
- Think about your own processes in terms of time and steps
The Writing Process

- Prewriting/Invention
- Critical Reading
- Thesis/Organization
- Drafting/Composing/Word-Processing
- Revision
- Documentation
- Proofreading
Writing Process as Recursive
The Research Process

- Identifying & selecting manageable topics
- Creating research questions
- Setting up a search plan
- Matching questions/search terms to resources
- Identifying & evaluating your sources
- Citing sources appropriately
Research Process is also Recursive
Misconceptions

What might be some misconceptions about the writing and the research processes? How does this affect writing instructors and librarians?
Where Do They Overlap Generally?

*Discovery, questioning, organization, and process*—Sheridan (1995)

- What do we know already about a topic?
- Evaluation: how good are other people's interpretations of a problem?
- What hasn't been said already?
Where Do They Overlap the Most in Library Instruction?

Much of research, though not all, occurs in the prewriting/critical reading. Thesis and organization often develop as students identify their information need (creating a research question). Documentation overlaps with IL goal of citing sources appropriately.
Librarians and the Writing Process

1. Librarians often help students create manageable topics and therefore manageable theses.
2. Teaching students how to evaluate their sources is part of the critical reading phase.
Librarians and the Writing Process

(2)

- Where does research fit into the curriculum?
  - First Year Composition
  - Research Methods Classes
  - Other research-intensive courses
Librarians and Writing Instructors

- Issues of boundaries
Question Method

- Personal voice (i.e. the true reason why citing sources is important)
- The "Socratic Method"
- What is a Fluid Thesis?
The Need for Librarian-Faculty Collaboration

- Knowledge of course and curricula to customize instruction to challenges students face
- Ability to scaffold both writing & research within course management systems
Embedded-ness & Information Literacy

- Cover the basics with tutorials, webcasts, podcasts in the course management system, so that face to face instruction is at a higher level

- Inserting content that helps scaffold student learning (handouts, PowerPoints, and other materials)
Wrap-up

Discussion

Questions??
Additional Resources

- A selection of annotated articles
- Our RefWorks folder
- Concept Exercise
- Selection from the *Bedford* writing textbook
- Guide to Faculty-Librarian Collaboration
- Best Practices Information Literacy Wiki