

# **Designing and Evaluating Writing Sessions as an Effective Means of Developing IL Skills in College Learners**

Rusty Carpenter and Barbara Rau Kyle  
University Writing Center  
University of Central Florida

Presentation for the Georgia Conference on Information  
Literacy, October 2007

# The Information Literate Student . . .

- Determines the information needed
- Accesses needed information
- Evaluates and incorporates selected information
- Uses information effectively to accomplish a purpose
- Understands economic, legal, and social issues surrounding information

# “Writing to Learn”

- Brain, eye, and hand
- Language and concept formation
- Social constructionism, collaborative learning, and the WC community
- WAC and discourse communities

# Pre-writing Is . . .

- Discovery
- Interaction
- Formulation

# Rough Draft (ing) Is . . .

- Integrating
- Synthesizing
- Consolidating

# **Information Literacy in the Main Campus UWC**



**Information Literacy**

**Technology Literacy**

**Critical Thinking**

# “IF” Collaboration on a Regional Campus

- Writing Center
- Library
- Faculty
  - Business
  - Education
  - Communications

# Developing the Project: Communication

- Who are our students?
- Who are we?
  - What will we contribute?
  - What do we expect from other team members?

# Developing the Project: Interventions

- Information-fluid workshops
- Library-supported one-on-one writing consultations

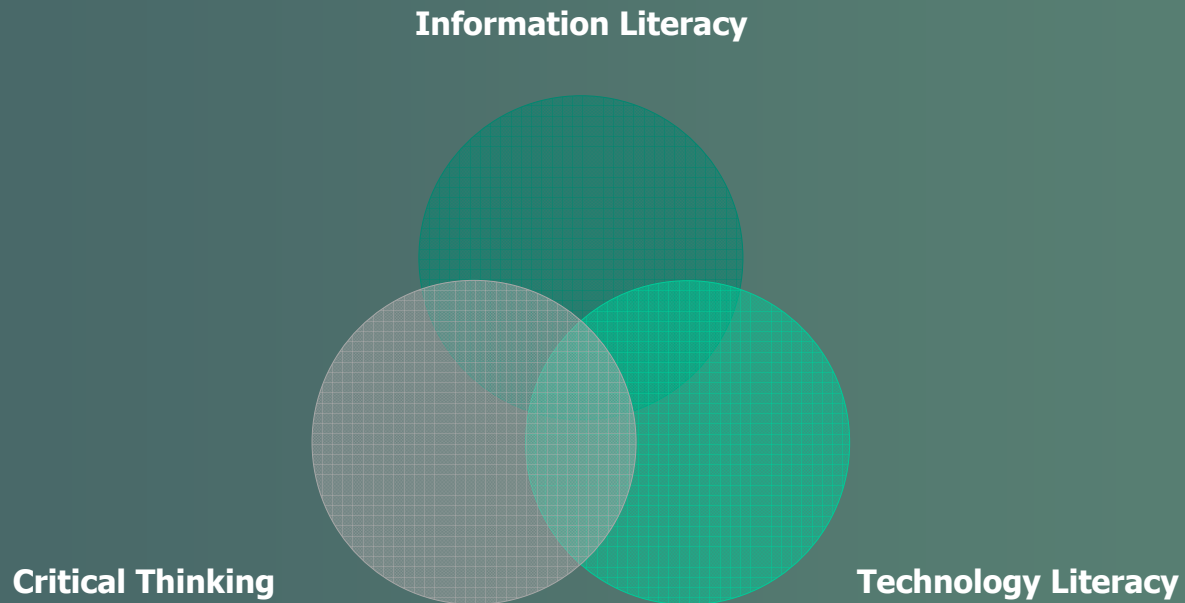
# Developing the Project: Training

- Cross-training
- Questions, questions
- Student paper hot spots

# Developing the Project: Assessment

- Team roles in student IL outcomes
- Student self-assessment
- UWC records and evaluative tools
- Faculty assessment of student outcomes
- Standardized IL instruments

# Information Fluency at UCF



# References

- Bruffee, Kenneth A. *Collaborative Learning: Higher Education, Interdependence, and the Authority of Knowledge*. Baltimore: Johns Hopkins UP, 1999.
- Clark, Irene L. "Information Literacy and the Writing Center." *Computers and Composition* 12 (1995): 203-09.
- Elmborg, James K., and Sheril Hook. *Centers for Learning: Writing Centers and Libraries in Collaboration*. Publications in Librarianship 58. Chicago: ACRL, 2005.
- Emig, Janet. "Writing as a Mode of Learning." *College Composition and Communication* 28 (1977): 122-28.
- Haviland, Carol Peterson. "Writing Centers and Writing-Across-the-Curriculum: An Important Connection." *Writing Center Journal*, 23.2 (2003). <<http://louisville.edu/as/writingcenter/wcenters/wcj.html>>.
- Herrington, Anne. "Writing to Learn: Writing Across the Disciplines." *College English* 43 (1981): 379-87.
- Holiday-Goodman, Monica, Buford T. Lively, Ruth Nemire, and Joan Mullin. "Development of a Teaching Module on Written and Verbal Communication Skills." *American Journal of Pharmaceutical Education* 58 (1994): 257-61.
- "Information Literacy and Writing Assessment Project: Tutorial for Developing and Evaluating Assignments." University of Maryland University College. Information and Library Services. <[http://www.umuc.edu/library/tutorials/information\\_literacy/toc.html](http://www.umuc.edu/library/tutorials/information_literacy/toc.html)>.
- McLeod, Susan H., and Margot Iris Soven, eds. *Composing a Community: A History of Writing Across the Curriculum*. West Lafayette, IN: Parlor, 2006.
- Vygotsky, L. S. *Thought and Language*. Cambridge, MA: MIT P, 1986.

# Contact Us

- Rusty Carpenter  
rgcarpen@mail.ucf.edu
- Barbara Rau Kyle  
bkyle@mail.ucf.edu

University Writing Center  
University of Central Florida