Integrating reference practices and information literacy in academic writing: A collaboration between faculty and library

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Linking literacies

- AL
- IL
- DL
Context: The Department

English unit at the Department of Languages and Literatures

Revised courses in **Academic Writing**

Major aims:

- To increase the quality of students’ output, especially in relation to BA theses
- To support students’ development in terms of academic literacy and academic writing
- To increase the number of students retained (i.e. students who stay for the second and third term)

Same teacher coordinates the courses on all levels – first, second and third term
**Progression**

**1st TERM**
- Academic register
- Paragraphing and sentence structure
- Quoting and paraphrasing
- Referencing conventions

**2nd TERM**
- Critical reading → identifying the main claim, arguments and support
- Selecting and assessing the literature (does the method match the RQs, do the findings support the claims, etc.)
- Advanced documentation (incl. use of software)

**3rd TERM**
- Pose, contextualise & justify relevance of a research question
- Select, present and justify a research method/theory
- Report on own analysis and results
- Discuss the findings (discipline and practice)
- Use of referencing software as support for own research project

**Development of authorial self**

**Critical reading, stance-taking & “the gap”**

**Basic argumentation, style basics & formalia**

**BA project (proposal and thesis)**

**Literature Review paper**

**Argumentative essay**
Context: The Students

• First term 80-100 students
  For many students first course in higher education
• Second term 30-40 students
• Third term 20 students

The participants in the courses are a mix between:
• Students from a BA program (i.e. International Language Programme)
• Students taking them as single subject courses
• International exchange students
• Students who have done first or second level at other Swedish universities
## Context: The Library

Rethinking content in our sessions to respond to department needs and mirror their progression

<table>
<thead>
<tr>
<th>Standard</th>
<th>Customized</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First term</strong></td>
<td><strong>First term</strong></td>
</tr>
<tr>
<td>1 h introductory lecture</td>
<td>1 h introductory lecture + 2 h reference writing workshop with course task to be submitted to the teacher</td>
</tr>
<tr>
<td><strong>Second term</strong></td>
<td><strong>Second term</strong></td>
</tr>
</tbody>
</table>
| 2/3 h search session | 2 h search session  
Student’s own essay topic                  |
| Fixed topics for the Literature Review paper  
Using Zotero for a course task to be submitted to the teacher |                                                                                         |
| **Third term**    | **Third term**                                                                                                                           |
| 2/3 h search session | 2 h search session  
Student’s own essay topic                  |
| Consolidate Zotero skills  
Student’s own essay topic |                                                                                         |
First term 1: Introduction

• Introduction to the university library and searching for literature

• Interpreting references and finding the text with examples from the reading list (book/book chapter/journal article)
AIM:
• To learn referencing conventions
• To learn basic search skills

CONTENT:
• Academic integrity and citing
• Introduction to the APA style and the elements of references
• Search tools

TASK:
• Create a reference list using the APA style by completing incomplete references
TASK. Consider the excerpt below. Identify the references in the text and use the information provided after the excerpt to find the secondary sources used by the author. Create a reference list following the APA guidelines. Submit your document to the "Library Task" assignment on GUL.

NB: Remember that a reference list should be organised in alphabetical order.

It is customary to identify three broad, overlapping schools of genre theory (Hyon, 1996 and Johns, 2003). The New Rhetoric approach, influenced by post-structuralism, rhetoric and first language composition, studies genre "as the motivated, functional relationship between text type and rhetorical situation" (Coe, 2002, p. 195). [...] Known in the US as the "Sydney School" (e.g., Hyon, 1996 and Johns, 2003), this model of genre stresses the purposeful, interactive, and sequential character of different genres and the ways language is systematically linked to context through patterns of lexicogrammatical and rhetorical features (Christie & Martin, 1997).

1) Hyon 1996: Genre in three traditions: Implications for ESL.
2) Johns 2003: Genre and ESL/EFL composition instruction.
4) Freedman & Medway 1994: Genre and the new rhetoric.
5) Swales 1990 Genre Analysis: English in academic and research settings.
6) Johns 1997: Text, role and context: Developing academic literacies.
8) Christie & Martin 1997: Genre in institutions: Social processes in the workplace and school.
First term – Experience

• Fun!
• Lots of student activity
• Encourages peer to peer activity
• Meets a demand
• Tutor rather than teacher
Second term: Search session/Zotero

Focus on Zotero not only to create reference lists but also to:

• Reflect on publication types and metadata

The students import a .ris file with references to their Zotero libraries.

Relationship between the example references:
Web site with news release about the dissertation
Newspaper article about a research project outlined in a journal article etc.
Second term: Search session/Zotero

Focus on Zotero not only to create reference lists but also to:
• Save search results for further analysis
• Keep track of files (i.e. article PDFs)
Second term: Search session/Zotero

The task instructions and a form to fill in with room for a reference list to be generated with Zotero copy and paste.

Library task
EN1210 Academic Writing and Speaking

During your visit to the library, choose 2 to 5 research papers of relevance to the topic you have chosen. Using Zotero (see below for more info), start creating your own database. The idea behind this task is to get you started in using reference-management software (i.e. Zotero) in preparation for your essay in this course. In addition, if you decide to write a C-uppats (BA project) in the future, this database will be a great help managing your secondary sources (which means this task will be of benefit to you beyond this course!).

At the end of the session: Insert the references you found as a reference list with Zotero’s Create Bibliography tool and fill in your search strategy as specified in the Library task template (see below p. 2). Upload the document on GUL assignments (assignment name: Library session AWS course) no later than a week after the session.

Search strategy
Name: 
Topic: Experimentation of Nature in Mary Shelley’s Frankenstein
Databases searched: Lion
Search terms: Frankenstein, Gothic, human, nature, experiment, Romantic

Search question that retrieved the result in this reference list:
(gothic OR romantic OR human OR nature OR experiment) AND Frankenstein

References


The Students’ evaluation

Online survey, part of the Department’s course evaluation
Overall positive response to the questions about Zotero and the task, from 52% to 81%.

Most positive:

Did it help you understand the types of documents you found in your search? - > 81%
Did it help you work on your Literature Review Paper? - > 68%

Most negative/problematic:

Do you think there was a balance between Zotero and searching strategies during the library session?
Yes 33.3% No 33.3% Don't know 33.3%

52% think they will keep using Zotero
I have never gone through information assessment like this before and Zotero's interface made it easier to do this.

It was done too late, and Zotero is a bit confusing since it may or may not work.

I would have liked to work a bit more with Zotero.

easy to save the sources I liked and then read and pick out which ones to use. Also sort them and easy access to them

It was too much focus on Zotero itself
Implications/Results/Outcomes

• Collaboration essential when it comes to linking our three literacies

• Tasks that reflect how library skills and writing skills are intertwined enhances student motivation and understanding

• Zotero can support students’ search and writing process

• Students need a basic preconception on referencing to be able to assess the output of reference management tools


