

Clatsop Community College Dora Badollet Library Instruction Plan

In keeping with the Dora Badollet Library mission, "...to support the college by providing resources, services, and instruction to support the teaching, learning, and inspiration of students, staff, faculty, and the greater community," the instruction plan focuses on the research needs of our patrons, especially the students who attend the College. Information Literacy is defined in the Association of College and Research Libraries (ACRL) Framework for Information Literacy as a "...set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning," and is a major point of emphasis of this plan.

Library instruction takes place in four main venues

- In one-on-one consultation with the Library Director, library staff and/or writing tutors
- Across the curriculum wherever and whenever applicable to the subject
- In LIB127 Information Research Skills
- With special emphasis in WR121 English Composition, the cornerstone class at the College in which all transferring students are taught information literacy concepts and afforded the opportunity to practice skills that enhance their information literacy.

In addition to being informed by the [ACRL Framework for Information Literacy](#), this plan also integrates advisory material provided by the Clatsop Community College strategic planning process, the Information Literacy Advisory Group of Oregon (ILAGO) and the Oregon Writing and English Advisory Committee (OWEAC). Specifically, ILAGO's [Outcomes and Criteria for Transferable General Education Courses in Oregon](#) and OWEAC's [Contextualizing Document for Updated OWEAC Outcomes—2016](#) documents guide outcomes for library instruction at Clatsop Community College. The work by ILAGO is especially helpful in situating the ACRL Framework, intended for higher education outcomes through graduate disciplines, within a transfer education scope. OWEAC's document helps guide the work conducted in the College's writing classes, especially WR121. While the OWEAC document maps outcomes for WR115, WR121, and WR122, which include Rhetorical Awareness, Processes, Metacognition and Transfer, Knowledge of Conventions, and Critical Thinking, Reading and Writing, the latter two outcomes about conventions and critical thinking speak to Information Literacy and library skills more directly.

One-on-one instruction takes place in the Library and/or Writing Center frequently and is driven by the informational needs of the patron. The instruction often

includes a primer on the use of library-specific resources such as articles databases, the library catalog, streaming educational films, electronic books or LibGuides. Often, components such as locating appropriate research support, evaluating source material, determining purpose or bias, or citation support take place during consultations with writing tutors. The Library Director is also on hand to support the research needs of students and community members.

Library skills are also taught in group sessions in many classes offered at the College. This often takes place in formal presentations by the Library Director or is provided by the instructor of record, or in collaboration. Examples include a detailed orientation for new Nursing students every fall, or instruction around a specific assignment, as occurs in classes such as Historic Preservation, History Western of Art, Criminal Justice, History of The United States, Public Speaking, State & Local Government and others. WR122 Advanced Composition also includes a heavy emphasis on research and citation, following closely on the skills established or refined in WR121.

WR121 English Composition is a special point of focus for library instruction at the College. While transferring students will be taught various library and information literacy concepts at the College, WR121 stands as the one class that every student must pass to earn a transfer degree. Students in this class are asked to critically use college-level texts, locate and evaluate sources that contextualize their research, and apply citation conventions. They are also asked to determine appropriate authority for a particular information need, describe how information is produced and disseminated, demonstrate an understanding that information has value, apply an understanding of the responsible use of information, consider increasingly complex questions, and recognize that scholarship is an ongoing, iterative conversation.

These conversations also take place in the LIB127 Information Research Skills class, taught by the Library Director. This one-credit elective class goes into further detail, and affords students even more opportunity to use library tools, cite sources according to established conventions, and conduct detailed research on the topic of their choice. Information literacy concepts such as inquiry, scholarship, strategic searching, the value of information, the information process, and authority are also examined.