



**The University of Vermont Libraries**

## Information Literacy

The Association of College and Research Libraries, which guides and supports information literacy in higher education, defines information literacy as:

*“The 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.”*



# Integrated Approach to Information Literacy at UVM

At UVM two initiatives support the interrelated practices of writing and information literacy:

**Foundational Writing and Information Literacy (FWIL)** is for first-year students. Courses that fulfill this requirement address information literacy, critical reading, revision, and the ability to adapt one's writing to a particular audience and situation.

**Writing and Information Literacy in the Disciplines (WILD)** works to develop a curricular approach to information literacy and writing across a student's undergraduate experience.





## Continuum of Support for Information Literacy

**Point-of-need assistance** is available through various Ask-A-Librarian reference services.

**Student research support** is available through individual and group consultations with librarians.

**Library instruction** is available for individual courses to support specific research needs.

**Programmatic information literacy** is integrated into the curriculum in cooperation with faculty across campus.



## Librarians can work with you to...

- develop information literacy outcomes for your course.
- support specific assignments through targeted instruction.
- create tutorials and guides to enhance student learning outside the classroom.
- collaborate to create and assess effective assignments.

[Contact your librarian to start the conversation!](#)



# Academic Integrity

*Center for Student Conduct*

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# CODE OF ACADEMIC INTEGRITY

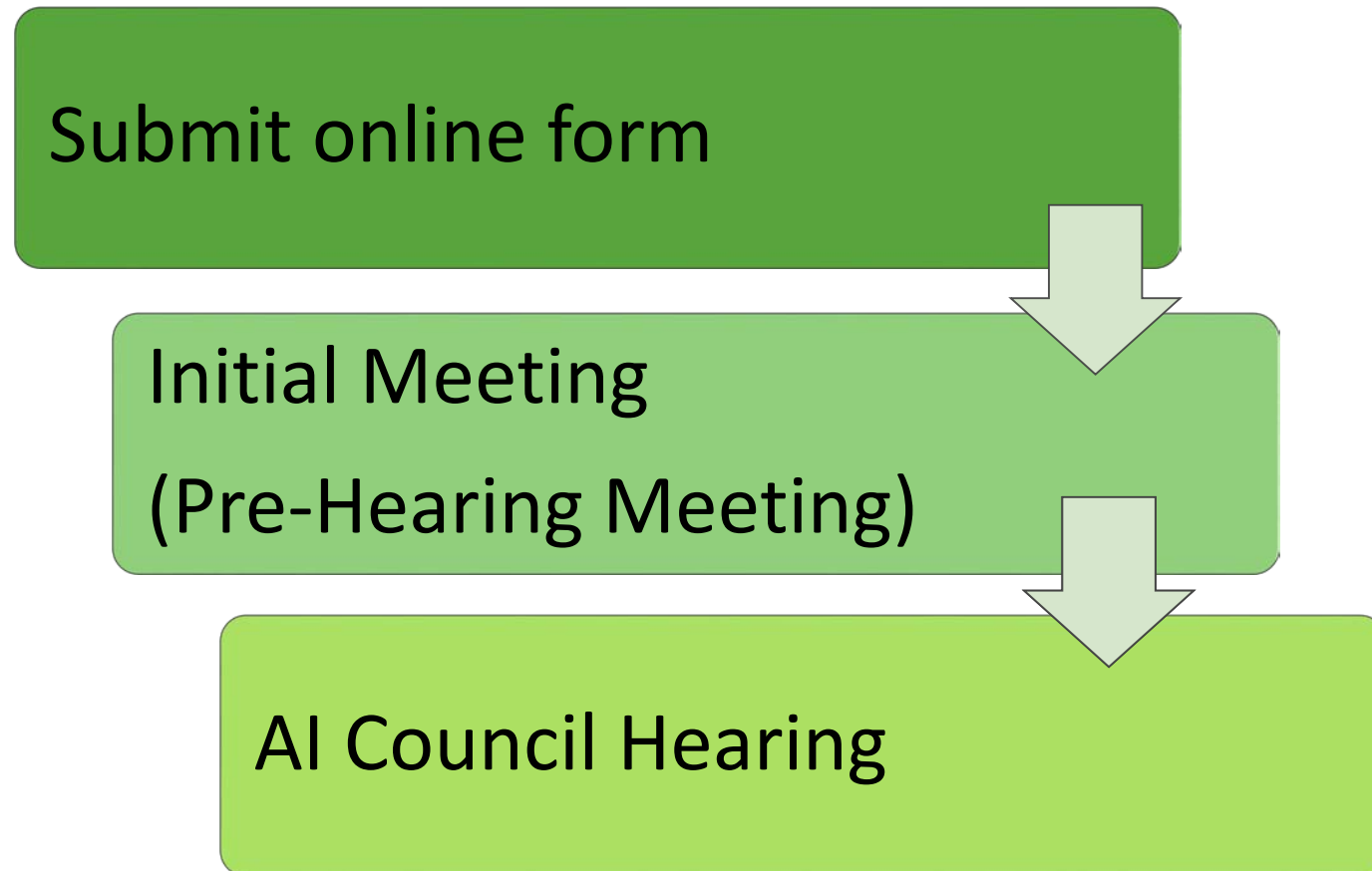
## **4 Standards:**

- Plagiarism
- Cheating
- Collusion
- Fabrication

## **Stats:**

- Average 185 students/year
- Only 1-2% of undergraduate students

# Centralized AI process: all reports go to Student Conduct





# Why Refer?



## Common reasons why

- Time management
- Internal/external pressure
- Google is the go-to “for inspiration”
- Turn to friends for help
- Personal beliefs of what constitutes cheating



# PREVENTION & ACCOUNTABILITY

- Set clear and specific expectations. Communicate expectations verbally and in writing.
- Be clear about use of technology and accessing information online.
- Be specific if students can/cannot work together or use outside sources.
- Clearly indicate when and how sources should be cited.

# SUBMITTING A REFERRAL

- Prior to making referral, talk with student to gain more information.
- Be timely.
- Submit online referral form on Student Conduct website.
- Faculty guide available online.





Writing in the Disciplines  
UVM Writing Centers



# What we know about college writing and college writers

- College writing can't be learned in high school
- Students learn
  - by taking on new roles
  - with practice
  - with feedback
  - from peers as well as mentors

# Writing Development

- Writing develops neither neatly nor linearly.
- All writers have something to learn
- There aren't general good writing skills that work in all times and places: writing is learned anew in new contexts
- Writing and information literacy are intertwined

# Writing and information literacy demands in college

Major area of study

Distribution requirements

Foundational Experiences

Transition to college;  
flexible starting points

Varied  
assignments;  
different  
levels

Breadth

Specialized  
discourse

Depth



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# Foundational Outcomes

- **Rhetorical discernment**, learned via practice composing for varying purposes and/or audiences
- **Substantive revision**, informed by peer and instructor feedback, aimed at effectiveness and complexity.
- **Critical reading**, or active engagement with ideas and texts
- **Information literacy**, introduction to accessing and working effectively and ethically with print and digital sources, including search strategies, evaluation strategies, and information management

# WILD: Writing & Information Literacy in the Disciplines

- Department or discipline-based approach to setting outcomes
- Focused on helping students understand what's truly important in each major field
- Aimed at helping students understand different expectations in different places
- Aimed at providing support over time

# Talking and learning about writing: we all do it better together

- WID provides support for faculty, departments, groups
- Writing Center provides tutoring sessions, mentors, presentations. Writing Centers are open to all students—graduate and undergraduate
- WID, the Center for Teaching and Learning, the Center for Cultural Pluralism, the Fleming Museum, the UVM Libraries all collaborate to support faculty