Teaching a Stealth Information Literacy Class

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Abstract:

How do you reach students who won’t take an information literacy class? Try calling it something different! In this presentation, I’ll talk about my class, “Reading The New York Times,” outline the information literacy goals and assignments, and discuss how you can adapt the idea to your environment.
Information Literacy Classes - Pros

- Successful!
- Systematically cover broad information literacy concepts
- Not required to fit around other professor’s content

https://visualclassrooms.com/about/casestudies
Information Literacy Classes

Cons:

● Either required or self-selected
● May see it as busy work
● Trouble connecting info lit concepts to other courses

http://thecontextofthings.com/2017/01/29/busywork-and-how-to-prevent-it/
How to reach others?

Topics class

○ Information literacy pedagogy, based on the ACRL framework

https://libguides.volstate.edu/instruction/infolit
Reading *The New York Times*

My course - Fall 2016

- First-year seminar
  - Intro writing course
  - Students choose FYS from brief descriptions
Course description for students

The New York Times is often referred to as “the paper of record” in the United States. Whether you ever pick up a hard copy of the paper or not, you will find yourself occasionally reading articles via links on social media, or through assigned readings by professors in other classes. In this seminar, we will examine the way news is published in The New York Times, and inquire about the messages and meanings in the content. As a result, you will become savvier consumers of content from all the media that you’re inundated with daily. We will write about our opinions and the ways we interact with the stories we read, and you will have the opportunity to focus on a particular subject of interest, as it’s reported in The New York Times.
Authority is constructed and contextual.

- Discussion of bias/reputation of news media
- Comparison paper (comparing the NYT with another source)
- Evaluating popular press coverage of science research
- Examination of Native Advertising
Information creation as a process

- Online vs. print versions
- Guest speaker from the *NYT*
- [http://newsdiffs.org/](http://newsdiffs.org/)
- Writing a review

https://pulitzercenter.org/education/meet-journalist-ben-c-solomon

https://www.youtube.com/watch?v=qm7ePvJjsxc
Information has value

- Writing exercises on quoting appropriately
- Plagiarism in NYT reporting
- Analysis of the readership of the NYT
Research as inquiry

- Frequent class discussions on what *ISN’T* mentioned
- Individual weekly reading logs on their personal area of interest
- Developing a research question derived from their semester’s reading log (final paper)
Scholarship as conversation

- Looking at online comments
- Sharing their reading logs
- Round-robin reporting
- Presenting their research paper findings to the class
Searching as strategic exploration

- Working NYT crossword puzzle
- Finding previous NYT coverage of “their” issue
- Final research project which required them to use additional sources

http://libguides.library.cofc.edu/c.php?g=562859&p=3876448
How did it go?

- Positive student feedback
- Improvement in their ability to analyze, make connections and ask the right kinds of questions
- Experience talking about difficult topics in respectful environment
How did it go?

- They didn’t get everything
- Too many ideas and not enough time
- Lack of assessment
- It’s hard
Adapting to other environments

● What opportunities do librarians have to teach in your setting?
  ○ Other models: Earlham College’s LIFT program

● Other topics in your personal areas of interest?