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Making Frameworks Work: Using the ACRL and Common Core Standards to Ease the Transition from High School to College

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Making Frameworks Work: Using the ACRL Framework and Common Core Standards to Ease the Transition from High School to College

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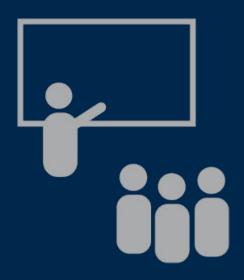Liz Settoducato | esetto@umich.edu

Who We Are...

Liz Settoducato

Deirdre Hirschtritt

University Library Associates (ULAs) at the University of Michigan Libraries

Context + Background

⭐ Meaningfully integrate ACRL Framework into instruction

⭐ Support students by bridging the gap between high school & college

⭐ Turn standards students already know into a roadmap for successful research

Why Common Core Science?

Crosswalks and Correlations (1)

Common Core English Language Arts Standards » Science & Technical Subjects » Grade 11-12	ACRL Framework for Information Literacy for Higher Education
CCSS.ELA-LITERACY.RST.11-12.2 - Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.	**Research as Inquiry**
CCSS.ELA-LITERACY.RST.11-12.5 - Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.	
CCSS.ELA-LITERACY.RST.11-12.6 - Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.	

Crosswalks and Correlations (2)

Common Core English Language Arts Standards » Science & Technical Subjects » Grade 11-12	ACRL Framework for Information Literacy for Higher Education
CCSS.ELA-LITERACY.RST.11-12.4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11-12 texts and topics*.	Information Has Value
CCSS.ELA-LITERACY.RST.11-12.8 - Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.	
CCSS.ELA-LITERACY.RST.11-12.10 - By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.	

Crosswalks & Correlations (3)

Common Core English Language Arts Standards » Science & Technical Subjects » Grade 11-12	ACRL Framework for Information Literacy for Higher Education
CCSS.ELA-LITERACY.RST.11-12.1 - Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.	**Authority is Constructed and Contextual**
CCSS.ELA-LITERACY.RST.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.	**Scholarship as Conversation**

ACRL Framework: Research as Inquiry

CCSS.ELA-LITERACY.RST.11-12.2 - Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

CCSS.ELA-LITERACY.RST.11-12.5 - Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

CCSS.ELA-LITERACY.RST.11-12.6 - Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

ACRL Framework: Information Has Value

CCSS.ELA-LITERACY.RST.11-12.4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11-12 texts and topics*.

CCSS.ELA-LITERACY.RST.11-12.8 - Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

CCSS.ELA-LITERACY.RST.11-12.10 - By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

Compare to frequency of other Framework ideas

Research as Inquiry

Information Has Value

Information Creation as a Process

Searching as Strategic Exploration

Scholarship as a Conversation

Authority is Constructed and Contextual

Case Study - Introduction

- **Instructor request for 90 minute information literacy session**
- **Course in the English department: "Race in the Age of Obama"**
- **Primary learning outcome: students will be able to critically and effectively evaluate sources for relevance and usefulness in future assignments**

Learning Objectives (check these off on the board as they're covered):
- Be able to evaluate sources for use in scholarly work
- Navigate the MLibrary website
- Be able to search our catalog (Mirlyn)
- Be able to search databases using filters, Boolean operators and other tricks (**)
- Understand where to check for citation styles

Write on the Board:
- My name & email address
- Class Objectives
- Library Homepage URL

To Begin: **(2 min)**
- Ask professor if she wants to make any announcements
- Stretch!

Step 1: Introduce Class Objectives **(2 min)**
- Why are you here?
- For your **group project**, you need **at least 5 outside sources** to support your presentation. **At least 5 outside sources** for your **final paper -- you'll write about these in your annotated bibliography**.
- You already have your topics for both of these assignments
- We're here to talk about how to find these sources and how to evaluate whether what you find is worthy of being included in your research or not.
- You can use **both popular and academic sources**, but you'll have to know the difference between these, so we'll talk about that.
- By the end of these 50 minutes, you'll know how to
  - Navigate our library website
  - You'll understand some techniques for evaluating sources like articles, including what a peer-reviewed article is
  - Search for books, articles and multimedia resources
  - And you'll know where to look for help forming citations

Step 2: Scholarly vs. Non-scholarly **(15 min)**
- For your research, you're going to have to gather 5-15 sources to support your paper. You have to know the difference between what's scholarly and what's not. [ask: What does this mean? Why is this important?]
- Let's look at two texts and see the differences between the two
  - Langford, Catherine L., and Montené Speight. "#Blacklivesmatter: Epistemic Positioning, Challenges, And Possibilities." *Journal Of Contemporary Rhetoric*

English 125 Lesson Plan 2.22.16 [1]

Case Study - Choice of Articles

THE POLITICAL SCENE
MARCH 14, 2016 ISSUE

THE MATTER OF BLACK LIVES

A new kind of movement found its moment. What will its future be?

BY JELANI COBB

Alicia Garza, a labor organizer in Oakland, espouses a type of ecumenical activism.
PHOTOGRAPH BY AMY ELKINS FOR THE NEW YORKER

On February 18th, as part of the official recognition of Black History Month, President Obama met with a group of African-American leaders at the White House to discuss civil-rights issues. The guests—who included Representative John Lewis, of Georgia; Sherrilyn Ifill, the director-counsel of the N.A.A.C.P. Legal Defense and Educational Fund; and Wade Henderson, who heads the Leadership Conference on Civil and Human Rights—were intent on pressing the President to act decisively on criminal-justice issues during his last ye[...] office. Their urgency, though, was tempered by a degree of sentimentality, verging [...] nostalgia. As Ifill later told me, "We were very much aware that this was the last [...] History Month of this Presidency."

#BlackLivesMatter: Epistemic Positioning, Challenges, and Possibilities

Catherine L. Langford*
Montené Speight**

The social media campaign #BlackLivesMatter presents an ideology counter to the historical and contemporary framing of African Americans that strips them of social value. The hashtag attempts to alter the epistemic paradigm that exists in American discursive and material actions by drawing attention to the habitual violence against Blacks in America while infusing a positive message about the individual and communal worth of Black lives. Black lives should be celebrated and protected. Although multiple counter movements have arisen in an effort to invalidate the social critiques #BlackLivesMatter present, they are not successful. The hashtag teaches auditors the Black persons have a positive presence, that violence against the Black body is news, that white privilege exists, and that colorblind rhetoric does not help bring about equality or justice.

Keywords: #BlackLivesMatter, Epistemology, Movement, Social Media, Violence

Black Lives Matter has come to signify a new era of black power, black resistance and black resilience. For black folks, this is our renaissance.
Alicia Garza, #BlackLivesMatter Co-Founder[1]

The #BlackLivesMatter movement began following the July 2013 acquittal of George Zimmerman for the shooting death of Trayvon Martin. Patrisse Cullors planted the seed for the movement when she reposted a friend's Facebook status with the hashtag.[2] That friend was Alicia Garza, who posted, "Black people. I love you. I love us. Our lives matter," following the Zimmerman acquittal.[3] After she reposted her friend's message, Cullors asked Garza if she would like to participate in a social media campaign. Garza agreed, and the two women invited Opal Tometi to join their efforts. The three women asked friends to share stories about how #BlackLivesMatter on Tumblr and Twitter accounts they created.[4] Cullors, Garza, and Tometi also began using the hashtag in their other activism efforts.

Case Study - What I Did

(1) **Introduced students to activity** - told them to find these two articles through our website

(2) Gave students 5 minutes to **skim both articles** - gave them tips for doing this effectively

(3) Facilitated **whole group conversation** about what differentiates these articles

(4) Asked, **"How would you use these articles in a paper for class?"**

Case Study – What Could Be Improved

Recommended Change in Lesson Plan	Common Core English Language Arts Standards » Science & Technical Subjects » Grade 11-12	ACRL Framework for Information Literacy for Higher Education
Have students discuss the differences between the articles among themselves first; encourage peer learning	CCSS.ELA-LITERACY.RST.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.	Scholarship as a Conversation
Ask questions that are explicitly connected to learning objectives	CCSS.ELA-LITERACY.RST.11-12.1 - Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.	Authority is Constructed & Contextual + Scholarship as a Conversation

Moving Forward - Better Questions to Ask

Who is/are the author(s)? Do you trust them? Why?

What's the purpose of the article?

What is the newsource? Is it reliable? Why?

When was the source published? Does it matter? Why?

Who's the intended audience of the article?

Could you verify the contents of the article (if you wanted to)?

Strategies for Your Classroom

Show, don't tell

Let students lead

Connect learning objectives to Framework ideas

Thank You!

Access these slides online: **bit.ly/ccssACRL**

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